# FROM THE VICE PRESIDENT

*Carol Derner, Director, Lake County Public Library, Merrillville IN*

Management consultants tell us that each member of an organization should be able to recite the mission statement to the public they serve. With that advice in mind, let's take a look at our mission.

**"The purpose of the Library Instruction Round Table (LIRT) is to advocate library instruction as a means for developing competent library and information use as a part of lifelong learning. LIRT membership represents all types of libraries committed to this goal."**

We have eight goals with objectives to meet our purpose:

1. To increase the public's awareness of library instruction as an essential service.

2. To encourage the development of ALA policy promoting library instruction.

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

4. To broaden the base of membership involvement in the activities of LIRT by attracting active members from all types of libraries.

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

6. To encourage the networking of professional library instruction groups at the state and regional level.

7. To encourage library schools to include education for bibliographic instruction in their curricula.

8. To maintain an organizational structure that enables the implementation of the goals and objectives of LIRT.

You can see that this is a broad charge requiring many active committee members to reach our purposes and goals. Fill out the committee volunteer form in this issue and send it to me to begin active involvement in reaching our mission. If you have volunteered before 1994 and are still interested in serving, please update your form. Also, invite your colleagues to join LIRT and become involved. ■

## INSIDE

# FROM THE EDITOR

It's either feast or famine in the world of newsletter editors. Following December's skinny issue comes March's, full-to-bursting with articles, reports, ideas, requests—many of them resulting from the ALA Midwinter meeting in Philadelphia. It was cold in Philly! The first snowfall of the winter descended on Friday night while many of us were enjoying dinner in one of the city's delightful restaurants—we emerged to a foot of snow, and more of the wonderful white stuff (wonderful to us Californians!) coming down by the minute. Later it turned icy—windchill factor of 25 below zero—but the shuttles ran on time and taxis were everywhere, and the conference went on without any noticeable hitches, enabling us to connect and meet and discuss the many aspects of librarianship. Library Instruction was a hot topic, as you will see by reading the reports in this issue.

As always, we welcome articles and comments.
Send them to:

Judy Clarence
Music Library
California State University, Hayward
Hayward CA 94542
(510) 881-3780
FAX: (510) 727-2055
E-mail: jclarenc@csuhayward.edu

## LIRT-L?

See details on page 10.

## CORRECTION!

In the Fall 1994 issue of *LIRT News*, when we listed the officers and committee chairs, we inadvertently omitted mention of the Co-Chair of the Instructional Materials Task Force:

Carol Penka,
1510 Green Street,
Champaign IL 61821,
(217) 333-1900.
E-Mail: penkacb@uiucvmd.bitnet.

# Member A-Lirt

performing online searches, and managing collection development for the Reference Department. Carole has served on several university committees over the years. Currently she is the library representative to the UCF Faculty Senate, the Library Advisory Committee, and the Undergraduate Policies and Curriculum Committee.

Carole has been active in LIRT since 1990. Other committee work includes the LIRT liaison to the Literacy Assembly, the Intellectual Freedom Round Table Oboler Award Committee and the BIS Planning Committee. In June Carole will step down as the Chair of LIRT's Public Relations/Membership Committee. From this member's view, her wisdom, finesse, and smiling face will be sorely missed. ∎

# Candidates for LIRT Offices 1995-96

## Vice-President / President Elect

### Charles V. Dintrone

Librarian, San Diego State University, San Diego CA, 1972-
B.A. History, UCLA, 1964.
M.A. History, UCLA, 1966.
M.L.S. UC Berkeley, 1968.

*LIRT Offices Held*: Publicity Coordinator, 1988-94.

*LIRT Committee Service*: Liaison Committee, member 1984-86, chair 1986-88; Computer Applications Committee, member 1988-91; Elections Committee, member 1992-94, chair 1994-95; Long Range Planning Committee, member 1993-95.

*Professional Memberships and Awards*: ACRL Legislation Committee, member 1985-88; ALCTS PLMS 1994 Program Committee, member 1993-94, California Clearinghouse on Library Instruction, founding member and Treasurer during the early 1970s. California Library Association, Secretary of California Society of Librarians, 1975-76; Conference Program, chair 1978; Government Publications Chapter, Newsletter Editor, 1981-82, 1983-85. San Diego State University Faculty Meritorious Promise and Performance Award, 1986; Scholarship, Creativity, Activity Award, Spring 1989, Spring 1992; Sabbatical Leave, Spring 1988.

*Other Professional Activities and Accomplishments*: Established the position of LIRT Publicity Coordinator. Improved publicity on LIRT events, especially in *Cognotes*. When I took over the LIRT Liaison Committee in 1985, I revived the Committee which had languished badly. While serving on the Computer Applications Committee I was instrumental in writing the survey form for noncommercial CAI programs (eventually resulted in published directory). Have contract for book on television shows criticism. Developed computer-assisted instruction program on tracing federal legislation. Prepared script for audio tape tour of the library.

*Statement of Concern*: Interconnectivity is the theme I have chosen. This applies to electronic information and to libraries, as school and public libraries join universities and special libraries in this electronic world. We should seize this opportunity to teach the critical thinking skills needed for this world. LIRT provides a link among types of libraries. Through LIRT we can learn from each other in developing methods and skills to instruct our users in navigating this world. My participation in LIRT for ten years has concentrated on interconnectivity. Through the Liaison Committee (including two years as Chair), I needed to interact with groups within ALA whose focus was library instruction. My six years as Publicity Coordinator allowed me to work with committees and officers and to form bridges among them. This experience has prepared me to guide the key organization that will lead library instruction into the new interconnected information world.

### Kari M. Lucas

Head, Undergraduate Library, University of California, San Diego, 1991-
B.A. English, Grand Valley State College, 1979.
A.M.L.S. University of Michigan, 1981.

*LIRT Committee Service*: Program Planning Committee, member 1989-91, Chair, 1993; Research Committee, member 1993-95.

*Professional Memberships and Awards*: ACRL BIS Continuing Education Committee, member 1988-91; ACRL Undergraduate Librarians Discussion Group, member 1989- ; ACRL Publications in Librarianship, Editorial Board, member 1989-91; ACRL BIS Learning to Teach Task Force, Editorial Board, member 1990-92. Librarians Association of the University of California (LAUC), member 1987- , Secretary 1991; Vice-chair/Chair-elect 1992; Divisional chair 1993; Nomination/Election Committee, chair 1994.

*Other Professional Activities and Accomplishments*: Responsible for implementing BIS Midwinter Forums (1988-91) which provide an informal and

# Candidates

informational venue to discuss issues affecting BI providers. They were a success and turned out to be valuable enough for LIRT to establish them too. Provided to LIRT membership the program *Unmasking Technology: A Prelude to Teaching* at the New Orleans ALA Conference (1993) which allowed a talented panel of speakers to share their knowledge and skills with an audience of over 500. Helped the LIRT Research Committee bring to publication a manual on how to create a useful BI evaluation tool (1994-95).

*Statement of Concern:* In thinking about LIRT, my biggest concern is how to make sure that it, as a professional organization, provides instruction librarians with opportunities, tools, information, and a political presence so that they are able to perform in an excellent fashion as teachers. When faced with what to do about library instruction these days, however, I sometimes feel like my feet are on two icebergs, each drifting off in its own direction in a giant sea of technology. Which directions aren't important. What is important is that my feet aren't *together*, heading in the *same* direction. I figure others must feel the same way. The more I teach about libraries, the more I realize how complicated it is to do so. Technology has historically changed, and indeed challenged, the course of all American institutions. Libraries are no exception. Unremitting advances in library-related technology trigger constant revision of teaching methods and materials. It's an overwhelming process to even attempt to keep up (whatever "keep up" means!) LIRT saves me from dropping into the drink at various points in my predicament. My LIRT involvement in planning and implementing programs, editing publications, and participating on committees serves as a catalyst to get (and keep) me thinking, critically and creatively, about the multitude of issues surrounding teaching people about how to use libraries. We, as instruction librarians, need to support each other in our instructional endeavors to attain the excellence toward which we all strive. LIRT serves as a lifeline to link us together. We all have access to varying levels of technology. We all need to learn from each other, regardless (or in spite) of our specific setting, or whether or not we are able to attend conferences, to remain vital and energized in our instructional efforts. I want to continue to give as much as I have received from LIRT. I want to be the catalyst for motivating others to explore important instruction related issues, and through our collaborative efforts, advance our understanding and as a result that of our users. Thank you.

## Vice-Treasurer/Treasurer-Elect

### Roger S. Ashley

Media/Technology Facilitator, Bloomfield Hills Model High School, Bloomfield Hills MI, 1990-
M.A., Michigan State University, 1967.
M.L.S., Wayne State University, 1979.

*LIRT Committee Service:* Computer Applications Committee, 1992-94; Recruitment Task Force, 1993-

*Professional Memberships and Awards:* ALA Council, 1990-94. ALA Ethics Committee, member, 1990-94. AASL, Affiliate Assembly, Chair, 1986; Budget Committee, member, 1991-93; Conference Committee, member, 1992-94. Michigan Association for Media in Education, President, 1986. Bloomfield Public Library Board, member, 1980- . Edgar Dale Award, AECT, 1986. Outstanding Service to the Bloomfield Community, 1988. Master Teacher, Bloomfield District, 1984.

*Other Professional Activities and Accomplishments:* On the ALA Ethics Committee, I worked on the new ethics statement. As a member of the AASL Program Committee, I served as Pre-Conferences Chair for the November 1994 Indianapolis Conference. I am related to the library world through my primary school-related work, adjunct faculty teaching at Wayne State, and by serving on the elected board of my local public library. I find great value in increasing the awareness of all through increased library instruction.

*Statement of Concern:* Library instruction is important to all types of information institutions. Serving on a public library board, as an adjunct faculty member at a large library school, and working as a media/technology specialist in a school have given me a lot of different points of view on how libraries should help patrons to use services through instruction. I bring experience from Council, a division budget committee, and services over a number of years on my local credit union board as background in seeking the position of treasurer.

# Vice-Treasurer/Treasurer-Elect

## M.A. (Peg) Oettinger

Librarian, Middle Country Central School District—
Centereach High School, Centereach NY, 1970-
B. Music Ed., Catholic University of America, 1964.
M.L.S., St. John's University, 1971.

*LIRT Committee Service:* PR/Membership Committee,
member 1992- ; Instructional Materials Task Force,
member 1993-

*Professional Memberships and Awards:* ALSC,
Library Service to Children with Special Needs Com-
mittee, member 1995-

*Other Professional Activities and Accomplishments:*
Librarian in charge of District Library Automation
project for secondary schools. Supervised retrospective
conversion of holdings.

*Statement of Concern:* I feel that good library instruc-
tion in all types of libraries is more important than ever
in this age of electronic information. Only those who
learn to use the new technology will remain informa-
tion literate and libraries, which cut across all walks of
life, are the logical place for people to learn and for
those who do not have computers at home or work to
have access to the growing body of electronic informa-
tion.

## Secretary

## Bescye P. Burnett

Deputy Director, Cleveland Heights-University Heights
Public Library, Cleveland Heights OH, 1989-
B.S. Elementary Education, Winston Salem State
University, 1972
M.L.S. University of North Carolina, 1977.

*LIRT Committee Service:* Newsletter Committee,
member 1989-91.

*Professional Memberships and Awards:* LAMA
Statistics Section, Election Nominating Committee,
member 1994; Using Statistics in Library Planning
Committee, member 1990-92; BCALA Strategic
Planning Committee, member 1991- ; PLA SMSL,

1988-90. Project LEARN, Vice-President 1989-93,
President, 1994- . Ohio Library Council, Awards and
Honors Committee, member 1995-97; Library Devel-
opment Committee; nominated for Vice-President/
President-Elect, 1994. CHUH Schools Intergovern-
mental Youth Task Force, member 1989- . The
Greater Cleveland Adult Education Council, member
1990- . Selected "Who's Who Among American
Colleges and Universities", 1972. RJ Reynolds Educa-
tional Scholarship/Literature Study Tour to
Scandinavia, 1977. Winston-Salem Forsyth County
Schools Tuition Scholarship, 1975. Veterans Four-
Year Scholarship for Undergraduate Study, 1968-72.
Award of Honor for Dedicated Services, Second
Baptist Church, Olathe KS. National Council of the
Churches of Christ in the USA—Honor Roll for
Literacy, 1990.

*Other Professional Activities and Accomplishments:*
As a member of the Ohio Library Council, I planned a
program with other committee members on Public
Library Standards, October 1993. As a member of the
Ohio Library Council, I planned and conducted a
program on motivating paraprofessionals in libraries. I
gave ten speeches on the Project LEARN program and
the benefits of United Way to the community. Serve as
a part-time faculty member, School of Library and
Information Science, Kent State University, teaching
LSCI 60613 Information Uses and Services.

*Statement of Concern:* My statement of professional
philosophy is focused around all librarians working
together to better our profession and the service we
give our customers. As we approach the 21st century,
it is going to be necessary for all libraries and librarians
to recognize the leadership ability we have, no matter
what type of library we work in. Communication and
interpersonal skills with our community leaders, with
our legislators and within the library community are a
must. The impact of financial management, personnel
management, automation, strategic and tactical plan-
ning, marketing and public relations are facets of
library service with which we all must deal. The future
of library service is dependent on librarians facing
these issues together.

# Learning to Learn in the School Library

*Lynn Ossolinski, Incline High School, Incline Village NV*

"You've got to have a gimmick" said Gypsy Rose Lee. this message is important to the school librarian who must combine education with entertainment to grab the student's interest. Today's school library should function as a learning laboratory where students come to learn how to learn. The school librarian has a vital role in designing and implementing "library lessons." In the search for a "gimmick" to achieve these lofty responsibilities, I have designed several attention getters that keep high school students involved and interested. Special consideration is given to the type of equipment available in the school library, such as one computer for student key word searching in the library or an LCD for projecting the computer screen.

1. Copy the computer screen. Make a "booklet" of each computer screen needed in the lesson.

2. Provide each student with a highlighter. The highlighter will be used to highlight important search strategy terms on each computer screen printout.

3. Make transparency overheads of each computer screen in the booklet.

4. Use a symbol to point out important information. For example, a stylized cat (for Catalog) appearing appropriately dressed and pointing at the information, or a Cyclops looking up information on mythology. ■

*Editor's note: for a copy of the booklet referred to in this article, contact Lynn Ossolinski, Incline High School, P.O. Box 6860, Incline Village NV 89450.*

# Candidates

*continued from page 5...*

## Secretary

### Donna Kanapes

Librarian IV/ Branch Librarian, Austin Branch, Chicago Public Library, 1981-
B.S. City College of New York (City University of New York), 1970.
M.L.S. Queens College of the City University of New York, 1973.

*LIRT Committee Service:* Long Range Planning Committee, member, 1992-94; Instructional Materials Task Force, member 1992-

*Other Professional Activities and Accomplishments:* As a member of the LIRT Long Range Planning Committee, I carried out the environmental survey for public libraries. I have been the Branch Manager of the Austin Branch of the Chicago Public Library since September 1981. In that time I have administered a USDOE Grant "Parents as Teachers," and have secured

and administered a $50,000 (2 year, 1994-96) grant from the Polk Foundation for implementation of a Career Information/Small Business Information Center. I worked with a local community social service agency to secure an IBM WICAT Literacy System for placement at the library for community use, 1993-94. I serve as a member of the African-American Concerns Committee of the Chicago Public Library to raise issues/concerns that affect service to the African-American community in Chicago, 1993-present. I am active in both library and community work.

*Statement of Concern:* I am interested in the improvement of library instruction in all types of libraries, but especially in public libraries. I am interested in the development of effective materials for library instruction as well as training for those who provide it. I feel that learning styles and methods of teaching are two areas that need to be a part of each instruction librarian's background and that we need to apply "continuous quality improvement" to all that we do. As a public librarian, I would like to increase the awareness among public libraries that library instruction is a part of our daily life and not just for academic libraries. I support any activities and programs that foster reaching these goals. ■

# We Need Your Help!

## at the LIRT exhibit booth

The Public Relations/Membership Committee of the Library Instruction Round Table (LIRT) is sponsoring an exhibit booth at the annual ALA conference in Chicago. By volunteering to staff the booth you have the opportunity to greet potential LIRT members, distribute information about LIRT and our activities, and exchange ideas with others about library instruction.

If you can contribute a couple of hours of your time, please fill out the form below. If you are not a member of LIRT, helping at the booth is a great way to meet current members and find out more about the organization.

Please reply by **June 4, 1995** to:

Lydia A. Morrow
Governors State University
University Library
University Park, IL  60466

Phone: 708/534-4116
FAX: 708/534-4564
L-MORROW@ACS.GSU.BGU.EDU
BITNET: AXVGSLM@UICVMC

*******************************************************************************************************

Name_____

Institution_____

Address_____

_____

Phone (work) _____ Phone (home)_____

E-mail_____

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 24 | ___ | ___ | ___ | ___* | ___ |
| Sunday, June 25 | ___ | ___ | ___ | ___ | ___ |
| Monday, June 26 | ___ | ___ | ___ | ___ | ___ |
| Tuesday, June 27 | ___ | ___ | ___ | **___** | ___ |

*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___

# ALA MIDWINTER REPORTS
# FROM LIRT COMMITTEES AND TASK FORCES

*[Editor's note: Absence of a committee report indicates that the report was not received by press time.]*

## 1995 Annual Conference Program Planning Committee

Carolyn Walters, Chair, Indiana University
cwalters@indiana.edu

Members present: Esther Daniels, Mimi King, Deborah Mason, Theresa Mudrock, Gayle Poirier, Carolyn Walters.

The Committee finalized plans for the 1995 program in Chicago. Michael Molenda of Indiana University will discuss course design and Randy Hensley of the University of Hawaii will demonstrate and address issues of presentation skills. Presenters will be followed by poster sessions given by academic, school and public librarians. Timing and further details of the program will be worked out and a logo finalized.

## Computer Applications Committee

Teresa Ashley, Chair, Austin Community College, Austin TX    tashley@austin.cc.tx.us

Members present: Roger Ashley, Teresa Ashley, Marsha Forys, Vanaja Menon, Bill Orme, Ellen Perlow (guest).

CAC is charged with producing bibliographies on the use of computers for library instruction. The Committee members considered several topics for bibliographies and decided to attempt one on computerized instruction for distance learning/education programs. Two committee members will do literature searches and others will read articles, select and annotate items to be included. The Committee will meet via e-mail in March to see how the project is shaping up. Depending on the size of the resulting document, the Committee may wish to publish it in *LIRT News*.

Saturday afternoon the Committee held a discussion forum on the administrative and pedagogical issues involved in developing expert systems for library use instruction. Margo Brault, Ellen Perlow and Marsha Forys were presenters, with Bill Orme as moderator. Approximately twenty people attended and participated. We discovered that a number of these people were in the process of developing similar products for the libraries and found the information quite useful.

## Elections/Nominations Committee

Chuck Dintrone, Chair, San Diego State University
dintrone@library.sdsu.edu

Members present: Randy Call, Tim Grimes, Emily Okada, Mary Popp.

The slate of candidates was finalized, and assignments were made for presenting the slate and completing the necessary paperwork, including publicity for LIRT members who run for ALA Council. There was also discussion concerning updating the lists of officers and chairs, and of encouraging people to serve as candidates for LIRT and for ALA Council.

## Five Year Financial Planning Task Force

Emily Bergman, Chair

Members present: Emily Bergman, Tobeylynn Birch, Barbara Conant, Tim Grimes, Trish Ridgeway, Marilyn Whitmore.

This was an opening discussion of the five year planning process. Assignments were distributed for a preliminary budget as a basis for discussion at the Annual conference in Chicago.

## Instructional Materials Task Force

Carol B. Penka, and Mary P. Popp, co-chairs

Members present: Susan Clark, Donna Kanapes, Paul McAdam, Peg Oettinger, Carol Penka, Mary Popp.

Task Force members continued work on the printed instructional materials book. Discussion covered the book proposal, a new format for chapters which will include flow charts and checklists, and chapters about planning and layout. Tasks were assigned and deadlines set.

## Library School Task Force

Lynn Randall, Chair

No official meeting was held at Midwinter. The task force has identified and is compiling data concerning the BI-related competencies which are required by employers for new and/or replacement positions, and has compiled a list of library schools which do or do not currently offer separate BI courses or include BI as part of their courses.

Other work of the task force—looking at continuing education initiatives—will continue during the spring.

## Long Range Planning Committee
Rebecca Jackson, Chair, George Washington University
rjackson@gwis2.circ.gwu.edu

Members present: Chuck Dintrone, Rebecca Jackson, Thelma Tate, Marilyn Whitmore (guest).

Committee members reviewed the Environmental Scan that was prepared for LIRT last year. A discussion followed about how to make the issues which emerged known to the organization. It was decided that the Chair would develop an article including the Environmental Scan to be published in the LIRT newsletter. The Committee also decided to suggest to the Steering Committee that a LIRT retreat be held for the Steering Committee focused on issues which came up in the Scan.

## Newsletter Committee
Judy Clarence, Chair, California State University, Hayward
jclarenc@csuhayward.edu

Members present: Judy Clarence, Susan Jacobs, Lynn Ossolinski, John Spencer.

Two new members—Jacobs and Ossolinski—were welcomed to the Committee. Assignments were made for contacting and "bugging" LIRT Newsletter columnists. John Spencer will take over as Chair/Editor for 1994/95.

## Organization and Bylaws Committee
Emily Okada, Chair, Indiana University

Members present: Marilyn Barr, Emily Okada, Carol Penka, Billie Peterson (ex-officio).

The Committee made plans and set deadlines for review of the LIRT Manual. All current committee chairs will be contacted for input. Changes will appear in the 1995-96 edition of the Manual.

The Committee was charged by the Executive Board to develop the wording of a proposal forwarded by the elections Committee for a change in the LIRT Bylaws re: the "rotation" of LIRT officers. The proposal will be drafted and presented at the next Midwinter meeting (1996) for acceptance by Executive Board and Steering Committee. If approved, it will be voted on by LIRT members at the 1996 Annual Conference.

## Professional Associations Networking Committee
James Walther, Mead Data Central, and Maggie Zarnosky, Virginia Tech. University Library, Co-Chairs

Members present: Randy Abbott, James Walther, Lisa Weikel, Ann Williams, Maggie Zarnosky (and Bee Gallegos, BIS Liaison).

Zaronsky and Walther were reelected co-chairs for 1995-96. Committee members will contact their regional organizations and write articles for submission to LIRT News. They will also update the directory. The possibility of surveying state and regional library instruction organizations through a forum such as BI-L was discussed as a means of facilitating networking among these groups. This possibility will be investigated further in the coming months.

## Public Relations/Membership Committee
Carole Hinshaw, Chair, University of Central Florida

Members present: Marcia Boosinge, Laura Bottoms, Linda Chopra, Linda Goff, Marie Hayden, Carole Hinshaw, Lydia Morrow, Sylvia Nicholas, Peg Oettinger, Barbara Pilvin, Cecelia Stafford, Judy Williams.

Three "Bite With LIRT" luncheons were scheduled at Midwinter; all were well attended. Williams, who maintains the LIRT membership list, announced that LIRT currently has about 1,100 members. At Annual in Chicago, the Committee will scale back the LIRT booth contents due to cost-cutting measures, and will not include video or computer equipment for at least the next two conferences. T-shirts will no longer be given to booth volunteers. Publicity announcements for the Annual program will be distributed via listservs and LIRT News. Discussion included investigation of advertising in professional journals.
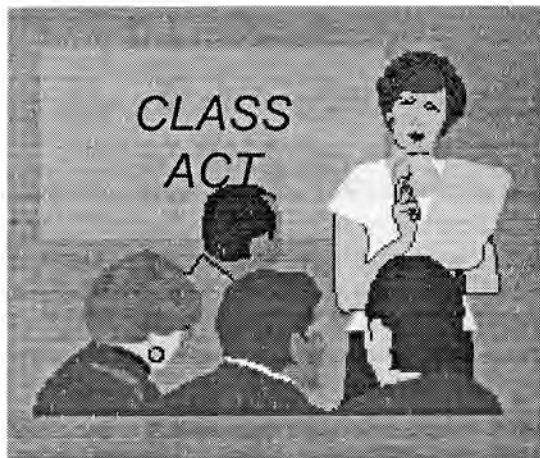
## Publications Committee
Kwasi Sarkodie-Mensah, Chair, Boston College

Members present: Marta A. Davis, Stephen Fitt, Rebecca Gardner, Harvey R. Gover, Kwasi Sarkodie-Mensah.

The Committee continued to work on the Publishing Opportunities in Non-Library Publications Project. Members went through the journal list title by title to decide what the final document would include. The titles were distributed among members present; each member will submit to Steve Fitt by April 14 the following pieces of information: journal title, address, frequency, focus, issue that provides instruction for authors, whether the journal is peer reviewed, review period, acceptance rate, and indexing sources. Kwasi and Harvey will write a draft introduction of the project. The Committee hopes to see a final product by Annual in Chicago.

**CLASS ACT**

Learn to use instructional design techniques to make your library instruction presentations and products more effective by attending the 1995 LIRT Annual Conference Program in Chicago Sunday, June 25, 1995, from 9:30 a.m. to 12:30 p.m. First, you will learn from an expert the basic elements of instructional design suitable for all types of library instruction. Next, you will listen and observe as an instruction librarian discusses and demonstrates creative strategies for making your presentations more interesting. Finally, brainstorm and share your ideas with poster session presenters from school, public and academic libraries.

Our first presenter is Michael Molenda, Associate Professor of Instructional Systems Technology (IST) at Indiana University-Bloomington since 1972. His teaching responsibilities include designing and teaching courses in Media Applica-

## Producing and Presenting Library Instruction

tions, Instructional Design and Development, Evaluation and Change, and Instructional Technology Foundations. Molenda coauthored *Instructional Media and the New Technologies of Change*, 4th ed. (Macmillan, 1993), and is the author of the article "Educational Technology in Elementary and Secondary Education" for the *International Encyclopedia of Education*, 2nd ed., 1994. With a team from Indiana University he conducted research on and recommended national standards for information technology in K-12 schools for the National Study of School Evaluation, 1994. Mike is a dynamic speaker, one you won't want to miss.

Randy Hensley will discuss effective presentation skills and demonstrate an instruction program that incorporates these elements as well as good course design. Randy is the Social Sciences Reference Librarian at Hamilton Library, University of Hawaii at Manoa, Honolulu, Hawaii. He has presented numerous classes and demonstrations on instruction-related issues. Randy is an exciting speaker and his presentations have received outstanding reviews.

Following the two speakers, there will be poster sessions with presentations of innovative and successful instruction sessions given by librarians from different types of libraries. If you would like to present a poster session, please complete the form on the back of this issue of the *LIRT News*. ■

# ANNOUNCING LIRT-L

The purpose of LIRT-L is to enhance and improve the mechanisms of communication within LIRT's Steering Committee and Executive Board. At this time LIRT-L is open only to the current members of the LIRT Steering Committee and Executive Board. However anyone wishing to send a message to this group of people may do so.

Because LIRT-L can only accept messages from members of the discussion forum (i.e., the LIRT

Steering Committee and Executive Board members), you will have to send your comments and suggestions to the list owner, Billie Peterson (petersonb@baylor.edu) if you aren't on the LIRT Steering Committee or Executive Board. Billie will forward your messages on to LIRT-L as well as send you any responses to your messages. Please take advantage of this discussion forum as a way to communicate your thoughts and ideas to the LIRT Steering Committee and Executive Board. ■

# Member A-LIRT
## A Salute to Carole Hinshaw

*Sylvia Nicholas, Galther Health Sciences Library, Northwestern University*

If Carole Hinshaw had to be described in one word, that word would be "leader"—not only in ALA but also at her academic institution. For the past two years, many have known Carole Hinshaw as the Chair of the Public Relations/Membership Committee of LIRT. What you may not know is that Carole has just recently been selected by her colleagues for the Excellence in Librarianship Award at the University of Central Florida. UCF sponsors the excellence in teaching, research, and librarianship award series to recognize the outstanding contributions and support given to UCF's faculty and students by individual faculty members. The Excellence in Librarianship Award is one of nine awards given each year in the amount of $1,000. Funding is provided by the UCF Foundation. Each application must be accompanied by documentation and materials demonstrating that the nominee is an effective, high competent librarian. The awards are given at the Founders Day Honors Convocation on April 5, 1995.

Carole is Coordinator of Library Instruction at UCF, where a formal instruction program is used by more than 100 faculty and over 4,000 students each academic year. Credit is due to Carole for her excellent organizational and leadership skills which have enhanced the University's library instruction program. As Coordinator Carole has been an ambassador for the library and has established and maintained contact with the faculty. She has continually searched for new teaching methods and additional resources to broaden the library instruction base at UCF. Additionally, Carol reviews and edits the Audio Tour, a program designed to allow individual library users to tour the library and experience the online catalog,

In the fall of 1994 Carole took BI "on the road." UCF's College of Business Cornerstone Course had enrolled over fifty students in fifteen sections. Since the library classroom could accommodate only thirty-five students, the BI librarians went to the College of Business and taught in the existing classrooms. Although Carole admits the conditions for this road show were less than perfect, her upbeat attitude prevails, and Carole has begun to explore alternative plans for next year.

Carole joined the library faculty at the University of Central Florida in 1988 where she works in the Reference Department serving at the reference desk,

# LIRT Committees

### Recruitment Task Force
Tobeylynn Birch, Chair, California School of Professional Psychology
csppabir@class.org

Members present: Marilyn Barr, Emily Bergman, Tobeylynn Birch, Marsha Korobkin (and guest Sylvia Nicholas, a liaison from PR/Membership)

The task force continued its discussion of strategies to increase active membership of school, special and public librarians. The Liaison from the PR/Membership Committee took ideas back to her committee.

### Research Committee
Diana Shonrock, Chair, Iowa State University
Members present: [n.a.]

The LIRT Research Committee submitted the LIRT handbook on evaluation to ALA publications in December and it is due for publication in June. Diana has begun to make editorial corrections. During the meetings in Philadelphia the Committee discussed potential titles for the book and the possibility of including the option of a disk with the handbook. Final decisions will be made by the ALA office. The Committee also discussed possible ways to evaluate the handbook, which will be an 8 1/2 x 11 paperback with an easy-open archival binding. Diana applied to the BIS Program Committee for a poster session at their summer program. In addition, the Committee discussed possible graphics and cover ideas for the book as well as sample evaluation forms based on the handbook. ∎

# REPORTS OF MEETINGS RELATED TO LIBRARY INSTRUCTION
## 1995 ALA Midwinter Meeting
## Philadelphia PA

*These reports have been prepared by members of the LIRT Liaison Committee. They are based on abstracts contributed by members of the Committee and by others who have attended the committee meetings. Their purpose is to provide a means of disseminating information about non-LIRT meetings related to library instruction to the general LIRT membership. For additional information about a particular meeting, please contact the person listed at the end of the abstract. (Gale Burrow, Chair, ALA-LIRT Liaison Committee)*

## ACRL-BIS Continuing Education Committee
Chair: Lynn Bailey

The BIS Continuing Education Committee met twice at Midwinter, in addition to co-sponsoring the BIS Midwinter Discussion Forum: Integrating the Internet Into the Curriculum. Discussion starters were Martin Raish and Judith Ortner. The Discussion Forum was well-attended and evaluations were positive. Other Committee activities: the Outreach Subcommittee is proceeding with the distribution of packets from last year's preconference on active learning. The packets will go to library organizations, clearinghouses, and individuals. The Subcommittee for the Continue Education Needs and Interests Survey has compiled the results of the survey. From a long list of topics, top interests included: 1) using the Internet, and 2) integrating BI into the curriculum.

— *Susan Clark, University of the Pacific*

## ACRL-BIS Discussion Forum: Integrating Internet into the Curriculum. Sponsored by the Continuing Education and Education for BI Committees
Facilitators: Naomi Lederer, Bonnie Osif

The discussion, led by BI-L moderator Raish and SUNY Buffalo LIS faculty Jill Ortner, ranged over a large number of issues. Raish's suggestions of ways the library can make itself known as the Internet expert covered three areas: becoming recognized (be expert, provide training for walk-ins, advertise), converting the faculty, and seeking funding. Ortner's suggestions focused on specific classroom uses of Internet capabilities: establish a listserv for class members; have students summarize the discussion on a particular listserv; have students submit assignments via e-mail. Following their presentations, forum participants discussed such topics as the problem of evaluating Internet resources and ways to conduct Internet instruction for large numbers of students.

— *Cab Vinton (d21bvin@fra00.fsu.umd.edu)*
   *(301) 689-4425*
— *Gale Burrow (gburrow@rocky.claremont.edu)*
   *(909) 621-8150*

## ACRL-BIS Education for BI Committee
Chair: Elizabeth Park

The Committee discussed the disposition of the draft report, "Do BI Skills Make a Difference in Getting a Job?" from the Employability Subcommittee. Members decided to do a poster session at the 1995 Annual Conference in Chicago as a way of getting more feedback. A question-answer session and discussion followed with two library school faculty, Lorna Peterson from SUNY-Buffalo and John Budd of the University of Missouri, Columbia. The goal was to get ideas for further Committee activities to promote the creation of more course work in library instruction among library schools.

— *Gail Gradowski (ggradowski@scuacc.scu.edu)*
   *(408) 554-5438*

## ACRL-BIS Emerging Technologies in Instruction Committee
Chair: Barbara MacAdam

Saturday's discussion focused on the Committee's "User Education for the Internet: Report and Recommendations"; the status of implementation and consideration of the next steps. Their charge from ACRL when they undertook this project was "to identify the most appropriate and effective means for librarians to design and disseminate instruction materials for teaching the academic and research community about information seeking, information sharing, and information evaluation in the networked environment presented by the Internet." The Committee also discussed future projects for possible discussion forums or programs. Following her meeting on Sunday with Tom Kirk, past President of ACRL, and Joan Lippencott from the Center for Networked Information (CNI), Barbara MacAdam reported at Monday's meeting that CNI is prepared to put the information the Committee gathered onto a gopher or Web site. They will put out a call for participation to institutions which might want to house the site. The Committee will name a subcommittee to: 1) design the gopher/web pages, 2) create a cover sheet with a checklist of categories for the people who

submit teaching models to fill out, 3) look at collaborative information, 4) make an evaluation form and evaluate the gopher/web. Barbara will create a timeline for subcommittee members to follow. The subcommittee will include volunteers from the Emerging Technologies Committee and someone from CNI. As CNI is ready to move now, the Committee hopes to have something up within the next six months or so.

— *Gale Burrow (gburrow@rocky.claremont.edu)*
*(909) 621-8150*
— *Debbie Tenofsky, Loyola University of Chicago*

## ACRL-BIS Evaluation of BI Task Force
Chair: Valerie Feinman

The Task Force continues work on its handbook, tentatively titled Evaluating Instruction and Learning for Libraries. The handbook will discuss evaluation in its broader aspects (of instructional programs and librarians), as well as in its narrower aspects (of student outcomes). It is intended as an update rather than a revision of the out-of-print 1983 ACRL publication, Evaluating Bibliographic Instruction. The handbook will focus on New Developments, Quantitative and Qualitative Aspects, Evaluation Instruments, and Data Analysis/Statistics. Although most of the chapters have been written, authors for a few chapters are still being solicited. Publication is anticipated some time in 1995.

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*(301) 689-4425*

## ACRL-BIS Instruction for Diverse Populations Committee
Chair: Kwasi Sarkodie-Mensah

Both meetings of the BIS Committee on Instruction for Diverse Populations were spent discussing, editing and revising the Glossary of Selected Terms for Diverse Populations. This document is designed to be a glossary of bibliographic terms that all college students, especially international students or students for whom English is a second language, can refer to for basic definitions of library terminology. When it is completed, the Committee hopes to publish the document as an ACRL publication or as an ALA pamphlet (marketed through ALA graphics) and also possibly make it available as a floppy disk or mounted on the ALA gopher. In editing the document, Committee members aimed for consistency of style and agreed that it was better to err on the side of too many definitions rather than not enough. Definitions in simple English with a minimum of library jargon are among the Committee's main objectives in producing this glossary.

— *Margaret Phillips, UC Berkeley*
*(510) 643-8666*

# Non-LIRT Meetings

*continued from previous page ...*

## ACRL-BIS Management for BI Services Committee
Chair: Scott Mandernack

This committee plans a discussion session during the ALA Annual meeting in Chicago. They are soliciting ideas on the theme of "Evaluation of BI Services." These can be e-mailed to Anne Zald (zald@u.washington.edu). Members discussed the preliminary version of their literature review on "Management of Bibliographic Instruction." The Committee is interested in putting on an institute, with the support of LAMA, on the topic of managing the middle manager in order to assure that BI librarians are included in the management loop. Preliminary discussions suggest targeting this idea to BI librarians who are middle managers as well as to upper level managers, using the "Rethinking Reference" program as a model.

— *Jennalyn W. Tellman (jennalyn@library.arizona.edu)*
*(520) 621-6418*

## ACRL-BIS Teaching Methods Committee
Chair: Loanne Snavely

Sunday's meeting was used for a second informal chat, a format first tried at last year's annual conference. The topic was teaching evaluation of sources, and it elicited an enthusiastic response. Dozens of participants contributed nuts and bolts ideas for use with all sorts of students in all sorts of scenarios. The Committee's informal chats will continue in Chicago with a different topic. Monday's business meeting began with a discussion of the two proposed new BIS Committees dedicated to undergraduate and graduate students and how these might overlap the Teaching Methods Committee in function. Then the Committee decided to send the completed set of new Position Papers to LOEX for distribution and to table further discussion of their continuation. Members also decided to pursue publication of an "active learning cookbook" as a possible CLIP Note, the most likely looking publication venue within ACRL, and, at the same time, begin work on a new call for scenarios to expand the cookbook before final publication. The Committee will continue discussion of the topic for the next informal chat and active learning scenarios through their listserv.

— *Gail Gradowski (ggradowski@scuacc.scu.edu)*
*(408) 554-5438*

# Non-LIRT Meetings

## ACRL-EBSS Bibliographic Instruction for Educators
Chair: Prue Stelling, SUNY Binghamton

This committee has been working on a book, *Information Retrieval and Evaluation Skills for Education Students and Practitioners: A Casebook of Applications*, 1995. Former chair Pat Libutti—she is co-editor with Bonnie Gratch and Claudia Morner from the Publication Committee—brought a draft copy. There are twelve chapters of actual cases of library instruction using the skills mentioned in the Committee's previous document *Information Retrieval and Evaluation Skills for Education Students*. These chapters give a hands-on approach to applying the theoretical skills mentioned in the Committee's ERIC document (ED351038). Committee members have written about their experiences in teaching the use of a variety of information sources important in the field of education. Each librarian has included the lesson plan, materials used, an outline of the actual session, and perhaps most importantly a reflection on how the class went. Discussion of this last element led to the suggestion that instruction librarians might borrow the concept of "teacher lore" (see, for example, *Teaching Education*, 5:3, 1992) from the field of education as a way to build on the lessons they learn in each instruction session they conduct and to develop a portfolio of their own work. Committee members and chapter authors plan to revise their documents by March, 1995, and have the complete manuscript ready to submit for publication by August, 1995. Look for this on the ALA list of publications.

> —*Helga Visscher, University of Alabama*
> —*Gale Burrow (gburrow@rocky.claremont.edu) (909) 621-8150*

## ACRL-EBSS Curriculum Materials Committee (CMC), Problems of Access and Control of Education Materials (PACEM)
Co-Chairs: Allison Kaplan, University of Delaware, and Judith Walker, University of North Carolina, Charlotte

This committee is working on an article dealing with the problems of cataloging textbooks for inclusion in an academic library. Student teachers frequently face assignments which require reading textbooks for certain subjects, several grade levels, etc. Access to these materials, particularly by online catalogs, is difficult, and varies from institution to institution. Members are discussing the theoretical framework for information access to K-12 textbooks as the basis for the article. Once a consistent system is in place, students will be spending more time evaluating the sources they use, rather than spending time trying to find them in the library.

> —*Helga Visscher, University of Alabama*

## ACRL-EBBS Current Topics Discussion Group - Internet for Educators
Moderators: Lorna Lueck, UC Santa Barbara, and Lorene Sissons, San Jose State University.

The University of California Santa Barbara Education Library has established Internet training classes primarily for faculty and students in the College of Education, but not restricted to them. These classes teach library patrons how to do e-mail and ftp, as well as teaching them how to find reference sources on the Internet. They have the use of the technology center on campus, since the library does not have one of its own. The classes have proven to be very popular and the library has decided to continue the practice in the future. Budget constraints keep them from expanding the program, but it is popular with faculty and students.

San Jose State University does not have a formal program, but the education librarians do provide Internet training to anyone who asks for it on an individual basis. Librarians will go to the faculty members' offices and do individualized Internet instructions by request. They teach e-mail and ftp skills as well as locating available Internet reference sources.

These subject specific and resource specific Internet training sessions provide real service in Library Instruction.

> —*Helga Visscher, University of Alabama*

## ACRL-LPSS Library Instruction Committee
Chair: Laura Bartolo

The primary responsibility of this committee is to create pathfinders and bibliographies and to sponsor programs which enhance teaching ability and subject area knowledge in law and political science. The Committee plans to work with the ALA Publications Committee to put all pathfinders created to date into electronic format. The Committee spent considerable time refining the draft of an annotated bibliography which will define a core collection of law materials for non-law librarians. When complete, the bibliography will be made available electronically, either via the gopher at Kent State University or as an archival document on the LPSS listserv. The exact location will be announced via listservs such as BI-L and LIBREF-L. The bibliography will be completed in time for use as a handout at the preconference "Taking the Mystery out of Legal Research for Non-Law Librarians" at

Before you blow into Chicago

Please take a few minutes to send samples of lesson plans, student guides and any other clever things you use for LIBRARY INSTRUCTION !
Once again LIRT would like to display your great ideas in the booth for everyone to share.
Please send all materials by June 1, 1995 to:
M.A. Oettinger, Librarian
Centereach H.S> Library
14 - 43rd Street
Centereach, NY 11720

the 1995 ALA Annual Conference in Chicago. The LPSS Preconference is scheduled for Friday, June 23, 1995 from 8:30 a.m. to 5:15 p.m. A discussion group/forum for Midwinter 1996 was also discussed but no decision was made regarding the topic.

—*Michael Poma (mapoma@creighton.edu)*
*(402) 280-2435*

### ALA User Instruction for Information Literacy Committee
Chair: Charles Townley

On Friday the Committee decided to make one last effort, with BIS and LIRT, to get the revision of section 52.6 of ALA Policy endorsed and decided to disband the Research Task Force. Discussion then began on new projects related to the Committee's charge and continued on Monday. Three projects were identified and dis-

# Non-LIRT Meetings

cussed. The most pressing was the need to begin making annual reports to Council. The first will be in Chicago. A second project will be to compile a list of areas related to instruction that need research and to disseminate these ideas. Another project will be to offer assistance/co-sponsorship to a relevant 1996 annual program just getting started and to begin consideration of a 1997 annual program. All of these activities will be pursued through e-mail by Committee members.

—*Gail Gradowski (ggradowski@scuacc.scu.edu)*
*(408) 554-5438*

# ✓ CHECK THESE OUT!

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—*an occasional column by Mary Pagliero Popp, Indiana University Libraries*

Keeping up with all the new articles coming out is next to impossible. With this new, occasional column, *LIRT News* hopes to make the job a little easier. The three articles discussed below all relate to technology.

Thompson, Dorothea, et al. "Online Public Access Catalogs and User Instruction." *RQ* 34 (1994): 191-202.

Prepared by the LIRT Computer Applications Committee, this article describes results of a survey of more than 400 academic, public, school, and special libraries to determine how libraries are teaching users to work with their online public access catalogs (OPACs). The authors discuss survey results including the fact that more than 40% of the responding libraries modify vendor-supplied help screens and other online user aids. They note that few systems include tutorials and few libraries have attempted CAI programs. Libraries rely instead on printed handouts.
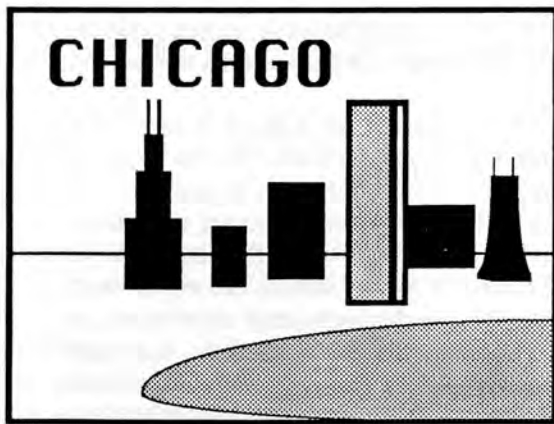
Melick, Marjorie. "Changing to a Hypertext-based Library Instruction Program Using Inexpensive Software for IBM Compatibles." *Computers in Libraries* 14.10 (1994): 35-38.

Melick describes her library's search for a self-paced, appealing, computer-based alternative to an audio tape instruction packet used by 3000 students each year. Constraints included a lack of funding for expensive software and the need to find software to run on IBM-compatible computers in college computer labs. The author describes the procedures used to create and test a CAI program using SimplyHelp, a $35 shareware hypertext software package for DOS computers. Information on obtaining SimplyHelp is included.

Page, Mary and Martin Kesselman. "Teaching the Internet: Challenges and Opportunities." *Research Strategies* 12 (1994): 157-167.

Page and Kesselman review the role of the librarian in teaching the Internet. They describe approaches used in libraries around the U.S. to train staff and users, looking at such issues as the effectiveness of structured and unstructured training sessions, teaching the Internet in credit classes, and Internet resources for children. The authors suggest ways to deliver instruction on the network itself and contend that training on the network is ideal for using collaborative learning activities. They end by stating, "When teaching the Internet, the most important thing is to urge patrons to simply get started." (p. 166)

*That's good advice!* ■

**CHICAGO**

Library Instruction Round Table
Invites you to join us for

# BITES with LIRT
in Chicago
June 24 - 26, 1995

Meet and eat with other librarians interested in library instruction. LIRT is again organizing groups for lunch at modestly priced restaurants during the annual conference in Chicago.

LIRT welcomes 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 about library instruction.

Please return the reservation form by June 9, 1995.  You will be notified by e-mail or fax when and where to meet your group.  Bon Appetit!  Send reservation form to:

Linda J. Goff. Library Instruction Librarian
California State University, Sacramento
2000 Jed Smith Drive, Sacramento CA 95819-6039
(916) 278-5981    FAX (916) 278-7089    e-mail: ljgoff@csus.edu

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Name _____

Institution _____

Mailing Address _____

_____

Phone _____    E-mail _____

FAX _____

My preference is:

| | | | | |
|---|---|---|---|---|
| ❑ lunch Saturday | June 24 | 12:30 | Are you a LIRT member? | |
| ❑ lunch Sunday | June 25 | 12:30 | ❑ yes | |
| ❑ lunch Monday | June 26 | 12:30 | ❑ no | |

# Non-LIRT Meetings

### RASD-MARS Education, Training and Support Committee
Chair: Marcella Stark

This Committee's most recent project, *Electronic Resources Skills: An Assessment and Skills Development Log for Reference Staff,* is ready for distribution at the 1995 Annual Conference in Chicago. The Committee went on to discuss possible future projects, most of which focus on elucidating some aspect of the Internet for reference librarians.

> ---Cab Vinton (d21bvin@fra00.fsu.umd.edu)
> (301) 689-4425

### RASD-MOPSS Professional Development Committee. Midwinter Discussion Forum: "Teaching Teachers to Teach: Current Strategies for Education and Training of Library Instruction Librarians"
Convener: Gwen Arthur
Panelists: Betsy Wilson, David N. King, and Kwasi Sarkodie-Mensah

Betsy Wilson spoke on "Relearning Instruction: Strategies for Ongoing Staff Development." She noted the important elements of the teaching and training process, the need to understand theory, to observe experts, to practice, and to have coaching. She said the keys to in-house training are to establish objectives, accommodate styles, time training to time of need, fit appropriate training methods and provide opportunities for application. She presented a semester-long model from the University of Illinois. This model includes a theoretical base through readings and lectures. It also includes observation of master teachers, mock sessions for practice, team teaching with peer coaches, videotaping of sessions, second part evaluation, more opportunities for application and group debriefing and reflection. She covered points made by Malcolm Knowles on how adults learn. Mistakes should be treated as opportunities to learn, trainers should be allowed to do self diagnosis, trainees should be involved in planning, prior experience should be used and there should be immediate opportunities for application. She spoke about videotaping as a tool whose chief value is that it never lies. Also, it can be looked at repeatedly, is affordable, and has psychological impact for heightened self awareness. She suggested that tapes should be kept private and that taping should be voluntary. Some helpful suggestions for day-to-day strategies included

reading as much as possible, attending lectures, contacting LOEX, watching the experts, and practicing.

David King spoke on "Library Education for Educator Librarians, and Other Conundrums." He noted that most library schools do not teach BI and identified some reasons for that. The trend in library education is to provide a philosophical basis rather than particular library skills. It is difficult for library school faculty to keep up to date. Library school students vary enormously in their knowledge and experience of libraries. It is hard to teach BI when the students are not familiar with the reference sources. He concluded that library school educators must teach a good conceptual understanding of BI including its history, philosophy and controversies.

Kwasi Sarkodie-Mensah spoke on "Recognizing User Differences to Better Instruct Patrons." He described his experience with international students and noted that they often feel that library staff do not pay attention to them because they do not have American accents. He gave his definition of what diversity encompasses: "AHANA"—Afro-American, Hispanic, Asian, and Native American. In addition, there are the disabled, older adults, gays/lesbians, and "poor" whites. He reminded the audience of the danger of generalization by grouping individuals and placing them under one cultural, ethnic, or racial label, but acknowledged that it is sometimes necessary. He noted the importance of being aware of culture and style which include cognitive patterns, learning style, cooperation/competition, written versus oral/aural traditions, use of words, speaker-listener relationships, and use of standard English. He said it's important not to embarrass students, because they won't come back. He noted that older students are often uncomfortable in a class with younger students because they feel the instructor teaches to the computer skills of younger students.

*[Editor's note: The complete text of Sarkodie-Mensah's presentation will appear in the next issue of LIRT News.]*

> —Jennalyn W. Tellman (jennalyn@library.arizona.edu)
> (520) 621-6418 ■

# Want to help at the LIRT exhibit in Chicago?
See page 7.

# Instruction in the Public Library

*Susan K. Jacobs, Business, Science and Technology Division,*
*Queens Borough Public Library, Jamaica NY*

With the implementation of an online catalog (InfolinQ) in our large public library system just over one year ago, librarians at the Queens borough Public Library face the daily challenge of teaching a sophisticated tool while meeting the instructional needs of a heterogeneous population of users.

Queens is the most ethnically diverse borough in New York City (one third of our residents are foreign-born) and our library users run the gamut in terms of education and literacy (computer and language). An observer of the BI-L listserv (the electronic discussion group focused on BI in libraries) finds almost daily discussions of the issues of one-on-one vs. class instruction, print vs. on-screen help, coping with varied learning styles and levels of library literacy, and keyword vs. subject searching. "Teen-age techies" excepted, most of our users need some form of instruction. However, public library users, unlike those in academic institutions, may not be committed to structured modes of learning.

Until now, bibliographic instruction at QPBL has been one-on-one at a centrally located bank of computer terminals. A librarian patrols the area assisting when needed. With the objective of promoting a better understanding of the technology, the library recently implemented regular class sessions where users sign up for a 30-minute training session on Saturday mornings.

Our approach is to begin with teaching keyword searching. Although retrieval is not as precise as a subject, author, or title search, we hope users will have a higher success rate at finding needed materials without being intimidated by explanations of LC subject headings and boolean logic.

Class begins with a book search. Users are instructed to do a sample search, choosing one of the following:

> morrison tar
> kennedy courage
> shakespeare hamlet

Keyword searching may eliminate unsuccessful

retrieval (finding "no records available") due to half-remembered titles. (For example, a customer was searching for a title something like "It Makes Me Want To Shout." After experimenting with keywords and using some other clues about the book, it turned out the title was Nathan McCall's *Makes Me Wanna Holler: A Young Black Man in America.*

During the class session the librarian/instructor circulates among the 6-10 terminals to reinforce instructions, point out a typo, or help interpret a screen command. Next, users are coached through the functions to change databases and do a sample magazine search in order to demonstrate the same concept:

> bell curve
> chechnya
> rosenbaum

At the end of the 30-minute session, the user is asked to select the "full record" option for an item, and to make a printout.

As our Queens system has gopher access, future BI class plans include teaching users to do a simple gopher search.

Whether instruction is in the class format or one-on-one, it is human intervention that is the key ingredient in the success of novices using the OPAC. Users may be unfamiliar with the concept of "keyword", are frequently unable to spell or to remember a title or author correctly, or may just be afraid of "breaking" the computer. All these hurdles can easily be cleared with the help of a trained professional. Coaching by a librarian is crucial to the user's comfort and success, which in turn are crucial to the user's attitude toward the system and future library use.

The Queens Borough Public Library On-Line Catalog (InfolinQ) may be reached by telnet to vax.queens.lib.ny.us. Log in at user name prompt as QUEENS.

To access the Queens gopher, point your gopher to vax.queens.lib.ny.us. ■

**Dear Tech Talk—**

I work in a public library, and I think we should start pursuing Internet access for our staff and our library patrons. However, I can't convince the library administration that this is a worthwhile undertaking in these days of fiscal constraints. Am I crazy to try to pursue Internet access for a public library? And if I'm not crazy, how can I convince the administration that this is a valid idea?

**—Wrapped in Red Tape**

**Dear Wrapped in Red Tape—**

Of course you aren't crazy, and unfortunately your library administrators have valid concerns. Should their concerns prevent your library from getting and providing access to the Internet? Hopefully not. One would like to think they can be persuaded to a different point of view. Often administrators feel they can only look at the bottom line—how much will Internet access cost? However, regarding Internet access in public libraries, perhaps a straight cost/benefit analysis isn't the most appropriate decision-making tool—the costs are easily identified, but not so the benefits.

Why *should* public libraries provide access to the Internet? There are at least three fairly significant reasons to be considered:

1. Historically, public libraries in the United States have provided equitable access to information, regardless of someone's origin, age, background or views. The Internet is a new source of information. What other group is philosophically better equipped to provide this same unbiased open access to Internet-based information?

2. If public libraries and public librarians don't make assertive efforts to become key players in the new, developing information age, currently represented by the Internet, they risk drifting into obsolescence.

3. From these choices, who is currently best prepared to handle on-going information needs in local communities: the U.S. Postal Service; the cable television company; the telephone company; the public library? All four are currently viable candidates for providing community access to the Internet.

Most public library administrators would agree that public libraries should be connected to the Internet. According to *Public Libraries and the Internet: Study Results, Policy Issues, and Recommendations, Final Report*, which was produced by the National Commission on Libraries and Information Science, those surveyed agreed that public libraries should provide Internet services to library patrons, should serve as a safety net for public access to the Internet, and should provide these services without charge (McClure 13). However, this same survey also shows that only 20.9% of the libraries surveyed (McClure 14) have access to the Internet, and of those with access, only 12.7% provide any sort of public access (McClure 31). Those numbers have surely increased in the past year, but they are still alarmingly low, given the fact that those public libraries surveyed felt that the access should be provided.

Why aren't more public libraries providing Internet access? The same report identified ten areas which impact the decision for

public libraries to connect to the Internet (McClure 24). Without listing each, they can be easily summarized with one word: costs. There is no question that public library administrators are faced with hard fiscal decisions, and it's often difficult to see beyond the costs of Internet access, especially when one is faced with cutbacks in basic library services. However, libraries are in a transitional phase, and somehow public library administrators need to look for ways to make the transition or take the chance of being left behind.

In spite of the costs, nearly 21% of the public libraries are providing access to the Internet, and there *are* benefits, especially for smaller, rural libraries: 1) E-mail; 2) Acquiring federal government documents; 3) Accessing electronic indexes; 4) Answering reference questions; 5) Interlibrary loan benefits; 6) Accessing electronic journals. 7) Internet training programs; 8) Obtaining and downloading software programs. (McClure 24)

So, how *can* you convince your library administrators of the importance of providing Internet access in your library?

1. Identify goals in your library environment which can be met or enhanced with Internet access.

2. Obtain ideas and support from discussion forums like PUBLIB or PUBLIB-NET or PUB-ADV (currently with more than 2,700 subscribers). If you can't subscribe directly, find a friend with Internet access who can subscribe and/or ask questions for you.

3. Identify groups within your community who would clearly benefit from Internet access and enlist their support (local government offices, businesses, the Chamber of Commerce).

4. Identify ways that Internet access could be paid for without some or all of the cost coming from the library's budget (grants, Friends of the Library, state library cooperative measures, area libraries grouping together as a consortium, etc.)

5. Read some of the references I've listed at the end of this column to stimulate other ideas.

When you've completed the above, present a well-documented case to the library administration for consideration. This may take some extra time and effort for you, but the final outcome should be well worth the extra work.

For additional information—

Isenstein, Laura J. "Public Libraries and National Electronic Networks: The Time to Act Is Now!" *Electronic Networking* 2 (Summer 1992): 2.

McClure, Charles; Bertos, John Carlo, and Douglas L. Zweizig. *Public Libraries and the Internet: Study Results, Policy Issues, and Recommendations. Final Report.* Washington DC: NationalCommission on Libraries and Information Science, 1994. (ERIC Document ED 371 768)

Polly, Jean Armour and Steve Cisler. "LJ Infotech". *Library Journal* (regular column in each issue)

Ratzan, Lee. "The Internet Cafe". *Wilson Library Bulletin.* (regular column in each issue)

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# 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 Carol Derner, telephone: (219) 769-3541, extension 304, or see address on Committee Volunteer Form on next page.*

# Library Instruction Round Table
# COMMITTEE VOLUNTEER FORM

If you are interested in serving on a LIRT Committee, please complete this form and mail it
to the Vice-President/President Elect of LIRT:

**Carol Derner**
**Lake County Public Library**
**1919 West 81st Avenue**
**Merrillville, IN  46410-5382**

NAME  and TITLE:



TELEPHONE:
    HOME:
    WORK:
    FAX:
    E-Mail:

INSTITUTIONAL ADDRESS:
*(star * preferred mailing address)*



HOME ADDRESS:



DATE OF APPLICATION:

LIRT COMMITTEE PREFERENCES:  (Use the numbers 1-9 to indicate order of preference, with
1 being the most preferred.  If you are willing to serve as recorder for this group, follow your number
preference with the letter "R")

| | |
|---|---|
| _____Computer Applications | _____Newsletter |
| _____Conference Programs | _____Organizational/Bylaws |
| _____Continuing Education | _____Professional Association Networking |
| _____ Elections/Nominations | _____PR/Membership |
| _____Liaison | _____Publications |
| _____Long-Range Planning | _____Research |

CAN YOU REGULARLY ATTEND LIRT MEETINGS AT THE ALA MIDWINTER AND ANNUAL
CONFERENCES?  _____YES  _____NO

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

# Class Act:  Producing and Presenting Library Instruction

If you have an effective, successful library instruction presentation and would like to share it with library colleagues in the form of a poster session at LIRT's program at the annual ALA Conference in Chicago, please complete the following (*For more information, read the article, "Class Act" on page 10 of this issue of LIRT News.*):
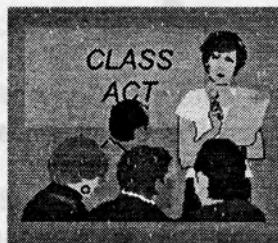
Name:_____

Library:_____

Address:_____

Type of Library (school, special, academic, public):_____

Description of program:_____

_____

_____

*Please e-mail or mail the form by April 1, 1995, to:*

Carolyn Walters, Chair /1995 LIRT Annual Conference Program Committee
Undergraduate Library Services, Main Library W121, Indiana University, Bloomington IN 47405
Email:  cwalters@indiana.edu   Telephone:  (812) 855-9857

## Library Instruction Round Table News
c/o Jeniece Guy
American Library Association
50 E. Huron Street
Chicago, IL 60611

LIRT

## Address Correction Requested