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## LIBRARY INSTRUCTION ROUND TABLE NEWS

*The purpose of LIRT is to advocate library instruction as a means for developing competent library and information use as a part of life-long learning.*

September 1998 volume 21 no. 1

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### from the president

By Gale Burrow, gburrow@rocky.claremont.edu

In early June I attended a CCLI (California Clearinghouse for Library Instruction) program on information literacy. Four librarians talked about a community college program, a university library's information competencies survey, a collaboration between university and high school librarians to ensure that high school graduates have information competence, and a public library system's program of services for young adults. Each of the presentations offered a different approach to an issue that concerns all instruction librarians. I was excited both by hearing about the innovative programs that were described and by seeing librarians from different types of libraries address a mutual concern. After the program, I noticed that the presenters were exchanging cards and ideas not only with members of the audience but also among themselves.

I am glad to be a member of LIRT and pleased to be able to serve as president of an organization that has the potential to regularly generate the excitement and energy of the CCLI program I described above. Last year when I was a candidate for the office of Vice President and wrote my "Statement of Professional Concerns," I said that LIRT's strength "lies in the collaboration among members from all types of libraries." One of my goals for the coming year is to increase active participation in our organization by members from public, school, and special libraries so the collaboration I wrote about occurs more often.

How can you be an active participant? There are many opportunities. The most obvious is to volunteer to be a member of a LIRT committee; you will find a volunteer

*continued on page 24...*

## Afterwords

By Lynn Ossolinski, Past President, lynno@nsn.scs.unr.edu

Setting goals and devising strategies are first steps toward accomplishment; the final step is evaluating results. Looking back at this year of LIRT activities, I see much success. Committees completed projects and began lofty new ones; the Executive Board approved revisions of the goals and objectives; LIRT participated in NILI planning; membership increased; the newsletter continues to be an excellent resource for library instruction; the home page and LIRT-L keep LIRT members technologically empowered and online; and ALA decided that LIRT should have its own representative on ALA council.

*continued on page 24...*

## INSIDE

### WASHINGTON, D.C. ANNUAL CONFERENCE

|   |       |
|---|-------|
| Bylaws Changes.....                       | p. 11 |
| Committee Reports.....                    | p. 8  |
| LIRT Program Report:                      |       |
| "Teaching the Teaching Librarian".....    | p. 5  |
| New Officers.....                         | p. 3  |
| Nominations Request (LIRT Officers).....  | p. 10 |
| Non-LIRT Meetings.....                    | p. 16 |
| Standards for Information Literacy.....   | p. 7  |
| Treasurer's Report: Budgeting Basics..... | p. 7  |

### COLUMNS

|                             |                     |
|-----------------------------|---------------------|
| Check These Out.....        | p. 14               |
| Member A-LIRT.....          | p. 13               |
| News-Bites.....             | p. 6,8,12,18, 24,25 |
| Software Review: WebCT..... | p. 19               |
| TECH TALK.....              | p. 21               |

# FROM THE EDITOR

The seams of this issue of the newsletter are bursting with information about this year's annual conference in our nation's capital. If you did not make it to Washington this summer, I hope you will take the time to peruse the committee reports to get a sense of what was accomplished during the conference. You will find accounts, not only about the work of LIRT committees, but also about the instruction-related activities of groups other than LIRT. And, I hope everyone will read the article by Phil Jones about this year's very successful LIRT program, "Teaching the Teaching Librarian."

No matter how enormous a given issue of the newsletter becomes, we always loosen the belt enough to make room for practical articles likely to prove useful to instruction librarians. Of our regular columns, one of my favorites is "Check These Out": in every issue, Mary Pagliero Popp provides an annotated bibliography of recent articles about library instruction that helps identify the most interesting instruction articles recently published. Billie Peterson's "Tech Talk," another regular column, makes even the most complicated technology palatable for the rest of us. In addition to these regular features, this issue includes a review of WebCT, an innovative software program for developing interactive courses on the web using only a web browser as the development interface.

For future issues of the *LIRT News*, the newsletter committee is working to bring you a menu of interesting articles representing instruction in every kind of library—school, public, academic, and special. I hope you will help us by submitting an article on library instruction. We encourage articles of the following kinds:

- Teaching technique articles introduce a technique and show how it can be used in a library instruction setting.
- Successful assignment articles examine a library assignment and show how its success might be replicated in a different environment.
- Technology in teaching articles explain a creative use of technology in the library classroom.
- Review articles provide a summary and evaluation of a book, software, or hardware product that may be of interest to library instructors.
- Focus on Academic/Public/School/Special libraries articles focus on instruction issues that may be of special interest to librarians doing instruction in a particular kind of library.

The newsletter committee's recently completed guidelines for contributors

<<http://diogenes.baylor.edu/Library/LIRT/>>

is now available on the web, but if you have additional questions about contributing to the newsletter, please contact me. We hope this newsletter will always provide a balanced diet of news and useful articles about instruction.

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Editor: David G. Sherwood, Reinert/Alumni Library, Creighton University, 2500 California Plaza, Omaha, NE 68111.

**Contributions to be considered for the December 1998 issue must be sent to the editor by October 8, 1998.** Send claims to Pat Jackson, OLPR, 800-545-2433, X4281, American Library Association, 50 E. Huron Street, Chicago, IL 60611.

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Production Editor: Jana S. Edwards © American Library Association

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*The due date for submissions to the December issue of  
LIRT News is **October 8, 1998!!!***

# Teaching the Teaching Librarian

By Phil Jones, [Phillip\\_Jones@baylor.edu](mailto:Phillip_Jones@baylor.edu)



Over 175 ALA conferees gathered at the Washington Hilton and Towers at 9:30 a.m. on June 28 to hear notable speakers address the importance of training library instructors for the information age. Attendees of the 1998 LIRT Program encountered several superlatives: three most engaging speakers, and one of Washington's most powerful air conditioners, which nearly caused an outbreak of frostbite.

The three speakers represented a broad spectrum of practice and geography: Cerise Oberman, dean of Library and Information Services at the State University of New York at Plattsburgh, who also chairs the advisory group of the National Information Literacy Institute (NILI); Lynn Westbrook, assistant professor, School of Library and Information Studies, Texas Woman's University (Denton); and Linnea Dudley, reference librarian, Marygrove College (Detroit), who also represents the PREMIER Project of the Michigan Library Association.

Dr. Oberman began her presentation with several examples of pointed irony. As a dean responsible for selecting candidates for professional positions, she readily finds candidates with cutting-edge technological skills; however, securing ones with teaching ability is difficult. Furthermore, regional accrediting bodies are beginning to incorporate information literacy as an element in their assessment of campuses. Despite this increasing attention to the instructional mission of libraries, most library schools omit library instruction from their curricula. Oberman cited that in 1993 only ten library schools offered a credit course in instruction, down one from 1980. Hence, accrediting bodies are more progressive than library schools in articulating the role of the instruction librarian! Preparing librarians for prominent roles in information literacy remains a pressing need.

Founded in 1997, the National Information Literacy Institute (NILI) strives to address this need. NILI's official mission states that it is "dedicated to playing a leadership role in assisting individuals and institutions in integrating information literacy throughout the full spectrum of the educational process." Barely one year old, NILI has already outlined goals and planned programs. In 1999 NILI will host an immersion program for instruction librarians at SUNY Plattsburgh. Enrollment will be limited to eighty; later immersion programs will probably accept more participants. The NILI web site, at <http://www.ala.org/acrl/nili/nilihp.html>, can provide additional information about NILI.

Oberman's response to a question at the end of her talk indicated her preference for a holistic library instruction program integrated across the curriculum, rather than one course for credit. However, she acknowledged that each campus is unique and that its politics may preclude her ideal. In such cases academic libraries best serve students with a required course promoting information literacy.

Professor Westbrook examined three questions in her presentation: What do library schools do to prepare teaching librarians? Why don't they do more? How can they be persuaded to do more? In response to her first question, she noted the practica at library schools in instruction. In addition, she reported that in her own recent research she had found twenty-six library schools with classes in instruction. Nevertheless, the number is insufficient to meet the needs of future librarians.

Westbrook examined her second question historically. She argued that in the 1970s library schools gave two reasons for not teaching instruction: no one was able to teach the courses and no one would take the courses.

*continued on page 6...*

# Teaching the Teaching Librarian

*continued from page 5...*

As a rule, library school students who wished to take them were farmed out to schools of education. Today the latter reason is untenable: these courses are in high demand. However, library schools have difficulty offering instructional training precisely because of exponential demands on their curricula. As technology accelerates, libraries are becoming increasingly complex, and the faculties of library schools struggle to cover a broad array of material over a very short period of study. One solution that Westbrook offered has seen debate: extend the master's programs at all library schools to two years.

What to do? Westbrook discussed the influence that alumni have over their library schools. Librarians from a school with no instruction courses can lobby. Her next suggestion, to promote and support continuing education for instruction, mirrored Oberman and Dudley. In concluding, she reminded the audience that instruction librarians must continually hone their skills. Although library education can lay a strong foundation, professionals need support throughout their careers, a perfect segue to the third speaker.

PREMIER, a peer-based instructional program of the Michigan Library Association (MLA), was the subject of the presentation by the final speaker, Linnea Dudley. Ms. Dudley outlined the origin of the program, which the Information Literacy Roundtable of MLA developed in 1993 to address requests for in-service training from association members.

PREMIER focuses on institutional and individual growth, and has held workshops for participating institutions, which compile a comprehensive portfolio of their instructional programs. Compiling the portfolio enables librarians to assess the strengths and weaknesses of their libraries' instructional efforts. The portfolio serves as a blueprint on which to chart future ventures. Although peer-driven and volunteer-run, PREMIER encourages campus administrators to participate in both the preparation of portfolios and attendance at the workshops.

Since its genesis, PREMIER has gained enthusiastic support from libraries across Michigan. One of the three pilot institutions reported that library instruction had increased 60%; another added a full-time instruction position to its professional library staff. The attendance of a significant number of non-librarians at the workshops attest to the project's broad appeal. Despite its value, PREMIER faces challenges, especially a labor shortage. Ms. Dudley acknowledged that PREMIER hopes to develop a stronger presence on the Web, but the overwhelming success of the program has engaged volunteers elsewhere.

The 1998 LIRT Program concluded at noon. The slate of speakers challenged attendees to think critically about a timely topic, teaching the teaching librarian. The subject matter of the three speakers point toward a perennial challenge that instruction librarians face in the information age: how to train librarians to assume leadership roles in information literacy.

*Phil Jones, Instructor and Social Science and Humanities Reference Librarian at Baylor University, is a member of LIRT's 1998 Program Planning Committee. ■*

## *NILI changes name.*

The National Information Literacy Institute (NILI) will now be known as the Institute for Information Literacy. The name change was necessary in part to resolve confusion between other significant organizations with similar names and to more closely align with its original purpose. ■

### **News-Bites**

**Pixey Anne Moseley** (Coordinator of Instructional Services, Evans Library, Texas A&M University and LIRT PR/Membership committee member) was elected 1998/1999 Chair of the Library Instruction Round Table of the Texas Library Association. Her term began in April 1998. She also had an article published in the Journal of Academic Librarianship. See the full citation in the "Check These Out" article on pages 14-15 of this issue. Email: [mosley@tamu.edu](mailto:mosley@tamu.edu)



## BUDGETING BASICS

By Linda Chopra, LIRT Treasurer,  
ey603@cleveland.freenet.edu

For the last several years LIRT has been monitored for fiscal responsibility by the ALA Budget Analysis and Review Committee (BARC) because in the past our expenditures have consistently exceeded our revenues. Ideally, BARC would like LIRT to carry over approximately one year's budget into our fund balance each year. This "cushion" would enable us to draw from our balance when we need money for special events. Nevertheless, BARC is impressed that LIRT has established a 5-Year Financial Planning Subcommittee to address this issue and to plan ahead for special expenditures in the future. According to Lorelle Swader, LIRT's ALA liaison, we are the only round table in ALA to have such a subcommittee.

The LIRT budget has been a puzzle to our executive board for a number of years. In the past, ALA sent only sporadic budget reports to the treasurer and these were almost impossible to decipher. ALA uses their own unique terminology to describe line items in the budget. Without a cooperative, responsive liaison to translate these terms, we were literally in the dark about our finances. But, since Lorelle was assigned as our liaison last year, she has answered our questions and provided us with the information we need to understand ALA's complicated budgeting process.

LIRT income is derived from membership dues, sales of publications, and any other money-making projects that we undertake. The recent dues increase is helping revenues significantly, as LIRT has gained members, not lost them, since the increase went into effect last year. In fact, membership is up 3.9% from last year at this time. Although this is good news, LIRT is also experiencing increased expenditures which could erode our increased revenues. LIRT is planning both a retreat and a 25th anniversary celebration within the next four or five years. Lorelle has set up accounts for these special events in the 1998-99 budget, but both will need to continue having money allotted to them in subsequent budgets. So, LIRT must be especially frugal in the next few years in order to save money for these special events and to increase our fund balance so that BARC no longer feels it necessary to monitor us. ■

## School Librarians Unveil First-Ever National Standards for Information Literacy

Washington, D.C. — In an effort to increase the achievement of the nation's kindergarten through twelfth-grade students, the American Association of School Librarians (AASL), a division of the American Library Association (ALA), recently announced new standards designed to help students flourish in the Information Age.

The standards, which will be introduced in schools this fall, were presented June 25 during the 117th Annual ALA Conference in Washington, D.C.

The set of nine standards, the Information Literacy Standards for Student Learning, was prepared by AASL and the Association for Educational Communications and Technology to guide school library media specialists and other k-12 educators as they cultivate and refine their students' information literacy skills in print, nonprint and electronic format.

Ken Haycock, president of AASL, said the standards are crucial for students' success in the 21st century. "Student achievement is the bottom line," said Haycock. "Knowing how to obtain and use information properly is increasingly essential both for the students' success in school and for their personal and professional development as socially responsible adults." The standards are designed to help librarians, teachers and others identify links in student information needs, curricular content and learning.

They cover three major areas: information literacy, independent learning and social responsibility. Each standard includes several "success indicators" that confirm the standard has been met. "Levels of proficiency" for each indicator help the educator determine a student's level of achievement. The standards are:

### Information Literacy

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

*continued on page 25...*

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# ALA ANNUAL CONFERENCE REPORTS

## FROM LIRT COMMITTEES & TASK FORCES

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

### Computer Applications Committee

David Levinson, Chair, Lake Forest College,  
levinson@lfc.edu

Members present: David Levinson, Barb Cressman, Haiwang Yuan, Gail Egbers (guest), Melissa Kalpin (guest), Meredith Smith (guest)

The committee examined Haiwang Yuan's courseware review, which appears elsewhere in this issue of LIRT News, then discussed some topics we would like to explore as a committee—perhaps, in the form of a discussion forum. Suggestions included methods of controlling the computer classroom environment by the use of remote control software, design of library instruction labs, instructional web page design for remote users, choice of search software, walk-in teaching at "information centers" located in the reference area, consortia and instruction, building the dream classroom: how does it affect teaching methods, setup for control and security, computers and learning styles, "arcades" as learning labs, and web page design for labs and kiosks.

### Continuing Education Committee

Janet Sheets, Chair, Baylor University,  
Janet\_Sheets@baylor.edu

Members present: Mari Ellen Leverence, Kate Ruttenborg (guest)

Mari Ellen Leverence (m-levere@govst.edu) reports that two topics which were not represented in this year's "LIRT's Top 20" (a list of the best instruction articles of the year), but which the committee wishes to look for next time are active learning involving students and interactive audiences, and distance education.

The following suggestions for improving the method of choosing the Top 20 were offered for next year's participants:

1. Search for library instruction articles and read them early in the year and start with a "core" group of articles.

2. Correspond regularly via email with fellow committee members to identify which are your favorites and your rationale.

3. Keep narrowing down the earlier "core" choices, while continuing to look for outstanding articles published later in the year.

4. Some criteria to keep in mind while searching for the best library instruction articles are scholarship, sound methodology, technological innovations, and representation from all kinds of libraries.

### Elections/ Nominations Committee

Carole Hinshaw, Chair, University of Central Florida,  
chinshaw@mail.ucf.edu

Members present: Carole Hinshaw, Carol Derner, Elizabeth Margutti

Carol Derner is the chair for 1998-1999. The committee identified potential candidates for LIRT offices for 1999-2000. The committee will divide the list and contact at least three people for each office in order to have 2 nominees for each office. The slate of nominees will be presented to the Executive Board at mid-winter 1999.

### Liaison Committee

Michael Poma, Chair, Creighton University,  
mapoma@creighton.edu

Members present: Michael Poma, Elaine Gass, Ellen Kessler, Jennalyn Tellman, Sharon Stewart (incoming chair), Trisha Stevenson (guest)

The committee met to go over the list of scheduled non-LIRT meetings related to instruction and to assign coverage to each member. Following this discussion, the out-going and in-coming chairs met to discuss duties and how these are carried out.

*continued on page 9...*

**News-  
Bites**

Have you developed a new teaching technique or tip? Published an article? Found a new job? Share the news with your LIRT buddies! Contact *News-Bites* editor Susan

Clark at sclark@uop.edu.



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## COMMITTEE REPORTS...

*continued from page 8 ....*

### **Long Range Planning Committee**

Alison Armstrong, Chair, University of Cincinnati,  
Alison.armstrong@uc.edu

Members present: Alison Armstrong, Diana Schonrock,  
Maggie Zarnosky

The environmental scan is near completion. Alison will send a final draft to the committee for review following Annual, and the committee will present the final version at Midwinter. The ALA Roundtable Coordinating Committee is requesting a strategic plan. Long Range Planning will ask Executive Board if the "Goal and Objectives" document will suffice. At midwinter 1999, the committee will begin initial planning efforts for the next LIRT retreat.

### **Newsletter Committee**

David Sherwood, Chair, Creighton University,  
davids@creighton.edu

Members present: David Sherwood (editor), Susan Clark, Jana Edwards (production editor)

After planning the contents of the next two issues of the newsletter, the committee reviewed a draft of the new Guidelines for Contributors and made plans to draft more detailed guidelines for specific kinds of articles. The committee continues to make plans for soliciting advertising—if and when approval for this project is granted by LIRT's Executive Board. The committee sought and received permission from the Executive Board to seek an individual to serve as assistant editor for the remainder of the year and to become editor with the September issue of 1999.

### **Organization and Bylaws Committee**

Kari Lucas, Chair, University of California, San Diego,  
klucas@ucsd.edu

Members present: Kari Lucas, Marilyn Barr, Charles Dintrone, Elizabeth Margutti

1. The committee determined that the Professional Association Networking Committee is no longer needed and will recommend to the Executive Board that it be disbanded effective immediately. Member interest will then be channeled to the Liaison Committee.

2. The committee determined to update the LIRT Organizational Manual thematically.

3. Determined that appointed positions are required to submit Annual Reports. Will revise Organizational Manual to reflect this in SECTION V STANDING COMMITTEES.

4. Determined to clarify how appointed positions are appointed in the Organizational Manual.

5. Determined to add a Budget request line to the Planning and Goal Progress Evaluation form.

6. Determined to add a description of ALA reprographic services to the Organizational Manual.

7. Drafted a clarification of the role of the Electronic Services Manager in revising and updating the Organizational Manual process.

### **1999 Program Planning Committee**

Cindy Krolikowski, Chair, Wayne State University,  
ac4979@wayne.edu

Members present: Cindy Krolikowski, Anne Houston,  
Gale Burrow (guest)

The committee met to discuss the evaluations of the 1998 LIRT program and to provide suggestions for improvement. Gale Burrow, the Vice President/In-Coming Chair of LIRT was also in attendance. Topics for the 1999 LIRT program were discussed, and the committee decided to do further research on the suggestions to determine program feasibility.

### **1998 Program Planning Committee**

Cindy Krolikowski, Chair, Wayne State University,  
ac4979@wayne.edu

Members present: Cindy Krolikowski, Phil Jones, Anne Houston

The committee met at the All-Committee Meeting Saturday morning to share the results of everybody's program assignments from the last few months. The committee agreed to meet early in the room scheduled for the 1998 LIRT program on Sunday to prepare the handouts and arrange the equipment and seating.

*continued on page 18...*

***Nominations Requested for LIRT Officers.***  
***See page 10 for details.***

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## LIRT Officers 1999/2000

### Nominations requested.

LIRT is asking for nominations for three offices. The by-laws stipulate that nominees for office must be selected from different types of libraries on a rotating basis. Candidates must be current members of LIRT and must have served for at least one year on a committee or a task force of the Round Table. The rotations for the 1999/2000 election are as follows:

- ☐ Vice-President/President Elect - Academic Librarian
- ☐ Vice-Treasurer/Treasurer Elect - School, Public or Special Librarian
- ☐ Secretary - Any category librarian

Officers must be able to attend all ALA Midwinter and Annual Conferences for the duration of their commitments. The terms of these office are:

**Vice-President/President-Elect** serves a one year term as part of a three year commitment to the Executive Board as Vice-President/President-Elect, President, and Past President.

Name of Nominee: \_\_\_\_\_  
Nominee's Institution: \_\_\_\_\_  
Comments: \_\_\_\_\_

**Vice-Treasurer/Treasurer Elect** serves a one year term as part of a two year commitment to the Executive Board as Vice-Treasurer/Treasurer Elect and Treasurer.

Name of Nominee: \_\_\_\_\_  
Nominee's Institution: \_\_\_\_\_  
Comments: \_\_\_\_\_

**Secretary** serves a one year term.

Name of Nominee: \_\_\_\_\_  
Nominee's Institution: \_\_\_\_\_  
Comments: \_\_\_\_\_

Please return this form to:

Carol Derner, Chair, Election/Nomination Committee  
Lake Country Public Library  
1919 West 8th Avenue  
Merrillville, IN 46410-5382  
Work: 219/769-3541 Email: [cderner@lakeco.lib.in.us](mailto:cderner@lakeco.lib.in.us)

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## Bylaws Changes Proposed

Proposed below are changes to the LIRT Bylaws. Membership will vote on these proposed changes at the All Committees Meeting at the ALA Midwinter Conference on Saturday, January 30, 1999, 10:00 a.m. - 12:00 p.m. Results of the vote will be published in the March edition of LIRT News.

Currently, the Treasurer is also the Chair of the Five-Year Financial Planning Subcommittee of the Long Range Planning Committee. The proposed bylaws changes, to Section I. D and Section V. D, will make the Past Treasurer the Chair of the Five-Year Financial Planning Subcommittee.

The proposed changes will allow LIRT's Treasurer to focus on the current year's budget issues without also having the responsibility of chairing a committee. The Treasurer will continue to serve as a member of the Five-Year Financial Planning Subcommittee. As Chair of the Subcommittee, the Past Treasurer will bring two years of experience with LIRT's budget and will be able to focus specifically on the Five-Year Financial Plan.

The proposed changes will require a willingness to commit three years of service, rather than two, for those who run for the office of Vice Treasurer/Treasurer-Elect: one year as Vice Treasurer/Treasurer-Elect, one year as Treasurer, one year as Past Treasurer/Chair of the Five-Year Financial Planning Subcommittee.

If changed, Section I. D and Section V. D will read as follows:

### Section I. Duties of the Officers

D. **TREASURER** The Treasurer shall be responsible for the safekeeping of all funds of the Round Table and for the payment of all duly incurred bills. Funds shall be deposited with the ALA fiscal agent and ALA shall draw checks against these funds, as directed by the Treasurer, to pay obligations incurred by the Round Table. The Treasurer shall prepare and submit a financial statement for review at the Midwinter and Annual meeting, which shall include all income and expenditures of the Round Table. The Treasurer is

responsible for submitting a proposed budget to be reviewed at the Annual meeting of the Steering Committee and approved by the Executive Board. The Treasurer will serve as a member of the Five-Year Financial Planning Subcommittee of the Long Range Planning Committee.

### Section V. Standing Committees

D. The Standing Committees are as follows:

- Computer Applications
- Conference Program
- Continuing Education
- Election/Nomination

- Vice President shall appoint a chair who must have previous Steering Committee experience.
  - The Past President shall serve as a member of this committee.

- Liaison Long Range Planning
  - Five-Year Financial Planning Subcommittee
  - The Past Treasurer shall serve as chair of this committee. The Treasurer and the Vice Treasurer shall serve as members of this committee.

- Newsletter

- Organization & Bylaws

- The Past President shall serve as chair of this committee.

- Public Relations/Membership

- Publications

- Research

Other Bylaws Changes Approved at Annual Conference

At the All Committees Meeting at the ALA Annual Conference on Saturday, June 27, 1998, the membership voted to approve bylaws changes published in the March issue of the LIRT News. The approved changes to Section V. A-E of the bylaws served to clarify roles and responsibilities of committee members and chairs. Changes to Section V.F reassigned committee descriptions from the bylaws to the LIRT Manual; consequently, committee descriptions may be updated in the future without bylaws changes. ■



# LIRT Needs You To Fill One of Two Vacant Positions!

## LIRT Publicity Coordinator

If you have an interest in producing promotional material and publicizing events and activities, LIRT needs you. All LIRT publicity is channeled through the Publicity Coordinator who works with LIRT officers and committee chairs, serves on the LIRT Steering Committee and the Executive Board, and is responsible for the LIRT Midwinter Discussion Forum. This position is an open-ended appointment.

## LIRT Newsletter Editor

The newsletter editor solicits articles, issues reminders, edits copy, and then sends it to the production editor for layout. The newsletter editor is chair of the newsletter committee, a member of the Steering Committee, and an ex officio member of the Executive Board. The person appointed will serve as Assistant Editor through ALA Annual Conference in New Orleans (June 1999), and then will serve as editor for a subsequent term of two years.

Those interested in either position should send a letter of application, a resume, a list of previous ALA activities, and references to LIRT President Gale Burrow:

Gale Burrow Librarian, Reference Department  
Honnold/Mudd Library 800 Dartmouth Avenue  
Claremont, CA 91711

Email: gburrow@rocky.claremont.edu ■

## Call for Poster Session Presenters: Teaching with Technology

The LIRT Conference Program 1999 Committee is seeking presenters to participate in a poster session following the LIRT Conference Program at the 1999 ALA Annual Conference in New Orleans. LIRT will present its program on Sunday morning, June 27, at 9:00 a.m. Poster session presenters will be able to discuss their presentations with program attendees from 11:00 a.m. - noon.

If you use technology to teach library and information-seeking skills and you would be willing to share your experiences with other instruction librarians, we invite you to submit a proposal for a poster session. We welcome proposals that describe effective or innovative efforts as well as proposals that describe efforts from which you have learned how to "do it better." Include in your proposal a description of how you use technology in your teaching, a statement of what is effective or innovative, a statement about what you have learned, and a description of any materials (graphs, diagrams, pictures, narrative text, hand-outs, etc.) you would include in your presentation. We hope to have presenters from ALL types of libraries in the poster session.

Send your proposal to Cynthia Krolkowski, Chair of the LIRT Conference Program 1999 Committee. Submit it via email to ac4979@wayne.edu or surface mail to Cynthia Krolkowski, Purdy/Kresge Library, Wayne State University, Detroit, MI 48202.

Proposals must be received by January 15, 1999. They will be reviewed, and presenters will be selected at Midwinter Conference. Presenters will be notified by March 15, 1999. ■

## News-Bites

New LIRT member **Janelle Wertzberger** was appointed Reference/Instruction Librarian at Gettysburg College, Gettysburg, PA.

She completed her MLIS at the University of Texas at Austin in May 1997. Email: jwertzbe@gettysburg.edu

For the May 98 issue of *The Journal of Academic Librarianship*, **Julie Still** (Paul Robeson Library, Rutgers University) wrote "The Role and Image of Libraries and Librarians in Discipline Specific Pedagogical Journals." Email: still@crab.rutgers.edu



## Member A-LIRT

### Diana D. Shonrock

By Marcia King-Blandford,  
mkingbl@utoledo.edu

It is her laughter that draws you to her. She is quick to smile, has a gleam in her eye, and pulls you toward her with her passion for libraries. Diana D. Shonrock, a dedicated LIRT member, has served the LIRT organization in a variety of roles. Her name is immediately recognizable as the past secretary of LIRT, elected to this post for the 1996-1997 term. She has served as both chair and as a member of the Research Committee (1991-1995), as a member of the Organization and Bylaws Committee, (1995-97), the Public Relations/Membership Committee, (1987-1991), and is currently serving as a member of the LIRT Long-Range Planning Committee (1997-1999). Her work for LIRT is matched by her work for the ACRL Instruction Section where her "roll up the sleeves and let's get started" approach is fondly remembered. Her appointment as Chair of the RUSA Management of User Services Research and Statistics Committee represents both her long standing commitment to research and the breadth of her interest in library users.

Her involvement with libraries at the national level is matched by her work at Iowa State University. Diana holds an MLS from the University of Iowa, an MS in Family Environment-Housing, and a BS in Home Economics Education from Iowa State University. Diana was appointed the Acting Head, Social Sciences and Humanities Department, at Parks Library, Iowa State University in 1997. Prior to this appointment, she served from 1992-1997 as the Coordinator of the General Reference Section. Her responsibilities, which include supervision of professional librarians, parapro-

fessional staff and students, along with the day to day operation of the department, provides Diana with the opportunity to put training, instruction, and technology into one customer service package.

Diana is no stranger elsewhere on the Iowa State campus. She brings the library's presence and her professional skills to her university involvement. Diana is currently serving as the Chair of the Carver Grant Task Force. Her leadership on this committee blends Diana's interest in instruction, technology, and people. This is just one of the many university and library committees on which Diana serves.

Many LIRT members know Diana for her role as editor of Evaluating Library Instruction: Sample Questions, Forms, and Strategies for Practical Use (Chicago: ALA Editions, 1996). This work embodies Diana's strengths: her ability to get the best from people, to lead a talented team while encouraging individuality of style, her attention to detail and the breadth of her knowledge and experience. Diana, like many LIRT members, is first a librarian who believes in the role of the librarian. Bringing people and information together in a variety of settings is a priority for Diana. In every action undertaken, Diana brings out the best of herself and of our profession. In her laughter, you will find a dedicated, first-rate library professional.

*Marcia King-Blandford is Reference Librarian at the The University of Toledo's Carlson Library. ■*



## Library Instruction Round Table Archives

Kari Lucas  
Biomedical Library,  
0699, 9500 Gilman Drive  
University of California, San Diego  
La Jolla, CA 92093-0699 Email: klucas@ucsd.edu



## CHECK THESE OUT!

Mary Pagliero Popp, [popp@indiana.edu](mailto:popp@indiana.edu)

It's Fall, a time for new beginnings in school and academic libraries. Even if you are not in one of these settings, there is always something new!

### NEW!

The American Association of School Librarians (AASL) has just released the final version of the first ever national standards for information literacy. If you have not seen them, check out the following web site: <http://www.ala.org/news/v3n24/v3n24d.html>.

Gradowski, Gail, Loanne Snavely, and Paula Dempsey, eds. Designs for Active Learning: A Sourcebook of Classroom Strategies for Information Education. Chicago: American Library Association, 1998.

The Instruction Section of ACRL premiered this new book on active learning at the ALA Annual Conference. It contains 54 proven strategies for active learning in the library instruction classroom (from high school to college and beyond) as well as a computer disk containing forms, handouts, and exercises. Strategies are divided into five areas: Basic Library Instruction, Searching Indexes and Online Catalogs, Search Strategies for the Research Process, Evaluation of Library Resources, and Discipline-Oriented Instruction.

### TEACHING EVALUATION OF WORLD WIDE WEB SOURCES? HERE'S HELP:

Junion-Metz, Gail. "Surf for: The Art of Evaluation." School Library Journal 44 (May 1, 1998): 57-58. (Also available online: [http://www.bookwire.com/SLJ/surf-for.article\\$9276](http://www.bookwire.com/SLJ/surf-for.article$9276).)

Resources for teachers and public librarians who want to plan lessons for children.

Kapoun, Jim. "Teaching Undergrads WEB Evaluation." College and Research Libraries News 59 (1977): 522-523.

Five criteria on Web evaluation created to be digestible even to a student to whom research speed is important. Includes a sample handout.

The May/June 1998 issue of Emergency Librarian (v. 25, no. 5) contains three useful web evaluation resources. Betsy Richmond offers ten criteria for evaluation including considerations of access, cost and availability, comparability of data, and censorship (Richmond, Betsy. "CCCCCCC.CCC (Ten Cs) for Evaluating Internet Resources," pp. 20-21). Nancy Everhart provides a 100 point score sheet for use in evaluating web sites (Everhart, Nancy, "Web Page Evaluation," p. 22). And Nicole Auer includes both Internet and print resources in her "Bibliography on Evaluating Internet Resources," pp. 23-24.

### GOOD READING:

Faraino, Richard L. "Teaching Medical Informatics a la Carte: A Curriculum for the Professional Palate." Medical Reference Services Quarterly 17(Summer 1998): 69-77.

The author describes a modular curriculum at the New York University Medical Center designed to meet the needs of clinicians, basic scientists, residents, medical students, and students of nursing and allied health. The focus of the program is on identification of primary areas of medical informatics needed in the daily work of health professionals.

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Graves, Judith K. "Research Pathfinders: Offline Access to Online Searching." Multimedia Schools 5 (May/June 1998): 26-29.

Graves, an instructional designer from the Library of Congress National Digital Library Program, describes ways to develop and use a pathfinder (either on the web or as a diskette) containing a customized web page linking users immediately to web sites on a particular topic. Includes step-by-step instructions. Particularly useful for school and public libraries.

Johnson, David W., Roger T. Johnson, and Karl A. Smith. "Cooperative Learning Returns to College: What Evidence Is There That It Works?" Change 30(July/August 1998): 26-35.

A concise overview of the psychological theories and the research that support cooperative learning. The authors also offer practical tips for use of cooperative learning techniques in the classroom, for both short-term (a few minutes or a class period) and long-term activities, and in formal and informal ways.

Kautzman, Amy M. "Virtuous, Virtual Access: Making Web Pages Accessible to People with Disabilities." Searcher 6(June 1998): 42-49.

For those of us providing more and more instruction on the web, the issues in this excellent overview are very important. The author describes web tools for accessibility, gives practical tips for page design, citing example pages, and includes a list of URLs to consult for more in-depth information.

Oberman, Cerise, Bonnie Gratch Lindauer, and Betsy Wilson. "Integrating Information Literacy into the Curriculum: How Is Your Library Measuring Up?" College & Research Libraries News 59(1998): 347-352.

A report on the program presented by the authors at the American Association of Higher Education to help college administrators plan for information literacy. Included are a "test" to help determine the institution's readiness, a compilation of information literacy competencies/outcomes for undergraduates, and descriptions of model programs.

Small, Ruth V. "Designing Motivation into Library and Information Skills Instruction." SLMQ Online 26 (1998). Online. Available: <http://www.ala.org/aasl/SLMQ/small.html> (July 19, 1998).

Reviews theories of motivation, recent research and useful models. Provides suggestions for use in school library instruction, ideas for further research, and an excellent bibliography. A good overview for librarians in all educational settings.

Whitmire, Ethelene. "Development of Critical Thinking Skills: An Analysis of Academic Library Experiences and Other Measures." College & Research Libraries 59(1998): 266-273.

Whitmire studied data from the national College Student Experiences Questionnaire and found that grades, class year, focused academic library activities, informal faculty interaction, active course learning, and conscientious attention to writing all resulted in critical thinking gains.

## IN BRIEF

Adalian, Paul T., et. al "The Student-Centered Electronic Teaching Library: A New Model for Learning." RSR 25.3/4(1997): 11-22.

Braun, Linda W. "Building a Better Web Site: A Practical Guide to Interactivity for Libraries." School Library Journal 44(July 1998):24-27.

Hawkins, Randolph and Arthur E. Paris. "Computer Literacy and Computer Use Among College Students: Differences in Black and White." Journal of Negro Education 66(1997): 147-158.

Massey-Burzio, Virginia. "From the Other Side of the Reference Desk: A Focus Group Study." Journal of Academic Librarianship 24(1998): 208-215.

Shirato, Linda and Joseph Badics. "Library Instruction in the 1990s: A Comparison with Trends in Two Earlier LOEX Surveys." Research Strategies 15 (1997): 223-237.

*continued on page 25 ...*

# Non-LIRT Meetings at ALA

1998 ALA Annual Conference, Washington, DC

**ALA Committee on Education, Education Assembly** June 27, 1998, 9:30 a.m. - 11:00 a.m.  
Chair/Convener: Carolyn Anthony

The Assembly discussed a proposal by the Task Force on Foreign Credentialing to change ALA policy 54.2 concerning appropriate degrees for librarians. The revised policy would read as follows: "The master's degree from a program accredited by the American Library Association [or from a graduate level program in library and information studies accredited by the appropriate national body of another country] is the appropriate professional degree for librarians." New language appears in brackets.

The draft document from Ann Symons, "Libraries: an American Value" was distributed to the Committee for their consideration. It is pertinent because if accepted, it will be included in Library School education. Approximately 7 attended.

*-Reported by Jennalyn Tellman,  
University of Arizona, Jennalyn@library.arizona.edu*

**ALA Committee on Education** June 28, 1998,  
2:00 p.m. - 4:00 p.m. Chair/Convener: Carolyn Anthony

The committee continued the discussion of foreign credentialing which began in the committee's Education Assembly. Accreditation and continuous learning were other topics of discussion. A Continuing Education Clearinghouse and a proposal for establishing a Library and Information Science Professional Certification Board to certify mid-career course programs were also discussed. The meeting included a discussion of the Continuous Learning Report to ALA Executive Board, a request from ALISE for participation by the committee in their 1999 national conference planning, and the Committee on Education's own 1999 program on continuous learning which will be co-sponsored by CLENE. Approximately 11 attended.

*-Reported by Jennalyn Tellman,  
University of Arizona, Jennalyn@library.arizona.edu*

## **Do you teach with technology?**

LIRT invites you to share your experiences with other librarians at ALA Annual, New Orleans. See page 12 of this newsletter for more information.

**ACRL Alliances for New Directions in Teaching and Learning Discussion Group**

June 29, 1998, 8:00 a.m. - 9:00 a.m. Chair/Convener: Mari Miller

The discussion for annual conference was titled "Virtual Futures: Librarians Respond to New Campus Teaching and Learning Initiatives." A portion of the program of interest to instruction librarians was a description of a team approach that Penn State Altoona has taken with its innovative "Project Vision." A faculty member and a librarian are paired to teach select courses via computer. One of the student assignments that the librarian monitors is the evaluation of information found on the web. A handout from the University of Buffalo described how that libraries' web-based information system was being used to inform and educate the campus community about databases, books, and web resources for research. The URL is <<http://ublib.buffalo.edu/libraries/projects/learning>>. Approximately 23 attended the meeting.

*-Reported by Sharon Stewart,  
University of Alabama, sstewart@bama.ua.edu*

**ACRL Education and Behavioral Sciences Section Instruction for Educators Committee**

July 28, 1998, 8:30 a.m. - 11:30 a.m. Chair/Convener: Dane Ward

The committee is working to promote its instruction-related activities with plans to publish a book in late 1999 entitled, "Connections: Ideas for Librarian and Faculty Collaboration." This publication, aimed at faculty, librarians, and administrators, will provide an unprecedented exploration of collaboration in higher education between librarians and instructional faculty. Written by librarians and faculty, this work will focus broadly on collaboration as it occurs across the campus. Additionally, it will examine formally organized programs of collaboration, as well as informally created efforts among members of the campus community.

Committee members, in collaboration with faculty members, will be writing individual chapters. Plans are also being made to present some of the preliminary work as a panel discussion program at the ACRL 9th National Conference, April 8 - 11, 1999, in Detroit.

*continued on next page ...*

The committee has been discussing and defining issues of collaboration between librarians and instructional faculty. Issues include the following: formal vs. informal types of collaboration, cultures of collaboration, case studies, collaborations in the field, what works, and the future of collaboration in the context of technological change. Approximately 14 attended the meeting.

*-Reported by Helga Visscher,  
University of Alabama, hvissche@bama.ua.edu*

**ACRL Instruction Section Continuing Education Committee** June 6, 1998, 2:00 p.m. - 4:00 p.m. Chair/Convener: Paul Beavers

The committee discussed the possibility of a merger between this committee and the Education for Library Instructors Committee. A report has been submitted recommending against the merger. However, joint projects between the two committees—perhaps a Midwinter discussion forum—are an option. A continuing education needs survey and the logistics of how to get the best response rate were discussed. The committee also debated the feasibility of putting a list of state and regional continuing education opportunities on the IS web site. Approximately 9 attended the meeting.

*-Reported by Sharon Stewart,  
University of Alabama, sstewart@bama.ua.edu*

**ACRL IS Program: "Research with a Small r: Approaches for the Instruction Practitioner"**

June 28, 1998, 2:00 p.m. - 5:00 p.m. Moderator: Barbara MacAdam

Over 125 ALA conference attendees gathered for the ACRL Instruction Section Conference program, "Research with a Small r: Approaches for the Instruction Practitioner" on Sunday, June 28th. An outline of this presentation will soon be available on the Instruction Section web site <<http://www.lib.utexas.edu/is>>.

After the presentation of awards, keynote speaker Diane Nahl began the program with sound advice on problem solving through assessment. Dr. Nahl addressed the preliminary stages of setting up research projects and offered suggestions for implementation which include inquiring on listservs, checking literature, collaborating, and utilizing institutional information such as statistics compiled by a university. After a discussion reviewing several research methods, the audience successfully participated in an exercise on identifying dependent and independent variables. Many of the attendees were encouraged to use the realistic advice

given by Dr. Nahl to begin a "Small r" research project. A panel of three provided perspectives from their own experience. Panelists included Rachael Naismith of Springfield College (MA), Trudi E. Jacobson of the University of Albany - SUNY (NY), and Gail M. Staines of Niagara County Community College (NY). Each of their project summaries can be found on the web site noted above.

*-Reported by Trisha Stevenson, Pepperdine University,  
tstevens@pepperdine.edu*

**ACRL IS Teaching Methods Committee**

June 27, 1998, 3:00 p.m. - 4:00 p.m. Chair/Convener: Kevin Roddy

The committee sponsored an open brainstorming session on web-based tutorials during the hour before the business meeting. Most of the attendees were interested in learning about other libraries' experiences rather than in offering input on the development process. The majority of the business meeting was spent developing criteria for a web page project that will evaluate and list exceptional web-based tutorials. This information will be available on the Teaching Methods Committee web site. Nine people attended the meeting.

*-Reported by Elaine Gass,  
Texas A & M University, elaineg@tamu.edu*

**National Information Literacy Institute (NILI):**

**Announcements** June 29, 1998, 9:30 a.m. - 11:00 a.m. Chair/Convener: Cerise Oberman

An open forum was held to discuss the latest initiatives by the National Information Literacy Institute (NILI). Input of previous forums had been of great assistance to those at NILI in implementing an immersion program (planned for the summer of 1999) designed to provide intensive training and education for Librarians. This meeting was a continuation of those efforts. Among other initiatives, NILI is developing programs to help individual institutions build effective information literacy programs in addition to programs which provide opportunities for community partnerships. Please see NILI's web site for more information including a useful collection of Information Competencies. The URL is <<http://www.ala.org/acrl/nili/nilihp.html>>. Approximately 11 attended.

*-Reported by Trisha Stevenson,  
Pepperdine University, tstevens@pepperdine.edu*

*continued on page 18..*



## COMMITTEE REPORTS

*continued from page 9...*

### PR/Membership Committee

Linda Goff, Chair, California State University, Sacramento, [ljgoff@csus.edu](mailto:ljgoff@csus.edu)

Members present: Linda Goff, Andy Corrigan, Allisa Beck, Carolyn Strickland

The committee looked at ongoing activities: Bites, the booth, and Member A'LIRT, and discussed problems with ALA's delivery of boxes of booth materials: the banner was lost two years ago, and this year the rotating display stand for brochures was lost. Recommended to Steering Committee that a footlocker or storage trunk be purchased to store booth materials between conferences to avoid future losses. Also recommended the rental of a computer for the booth, and a revision of the volunteer form to include more information about committee activities.

### Publications Committee

Harvey Gover, Chair, Washington State University—Tri Cities, [hgover@beta.tricity.wsu.edu](mailto:hgover@beta.tricity.wsu.edu)

Members present: Harvey Gover, Zary Mostashari (incoming chair), Patience Simmons, John Spencer

Zary Mostashari was introduced as new incoming chair. Minutes from Mid-winter meeting were approved. Reviewed entries and approved changes in bibliography project. Set a date of Oct 17th for the completion of the manuscript. Made assignments for completion of sections of the bibliography. Gover asked each member to prepare a one to three page description of their compilation of their respective segments. Mostashari took assignment of requesting permission from Ulrich's. Gover will coordinate introductions and prepare a final draft of the introduction.

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### News-Bites

**Carolyn Strickland** has been appointed Book Coordinator for the central library and eleven branches of the Lake County Public Library in

Indiana. She was previously head of the Highland Branch in Lake County.

Email: [strickl@lakeco.lib.in.us](mailto:strickl@lakeco.lib.in.us)

### Research Committee

Jim Kapoun, Chair, Southwest State University, [kapoun@ssu.southwest.msus.edu](mailto:kapoun@ssu.southwest.msus.edu)

Members present: Jim Kapoun (chair), Lenora Berendt, Kathy Kie, Gina Persichini, Sherry DeDecker, Nerea Llamas, Esteban Valdez, Rachel Fenske

Agreed to continue the scheduled maintenance of the LIRT Research web page. Decided to create LIRT research instructional teaching tips brochures for ALA summer 1999 on the following topics:

1. Presentation
2. Classroom
3. Crisis Management
4. Classroom Management
5. Technology in the Classroom. ■

## Non-LIRT Meetings

*continued from page 17...*

### YALSA's Serving Young Adults in Large Urban Populations Discussion Group

June 27, 1998, 2:00 p.m. - 4:30 p.m. Chair/Convener: Susan Raboy, Brooklyn Public Library

This was a first meeting of a discussion group that grew out of a survey that YALSA sent to large urban library systems. The idea of this group is that it can offer a place for urban librarians who serve young adults to discuss experiences and issues and gain support. A new list YA-Urban is also being started. Information about this list can be received through email to [YALSA@ala.com](mailto:YALSA@ala.com).

Library Instruction will be an area more specifically discussed in future meetings. However, in this meeting the group discussed the use of the Internet by teens and issues arising from its popularity: time limits, paper usage, filtering, and usage agreements. Other topics included the fairly limited knowledge of their library's online catalog and of "serious" Internet sites that some teens exhibit. Topics for future discussions might include training sessions for YA's, class visits and how they work into the instruction that YA's receive in the public library. Approximately 6 attended.

*-Reported by Trisha Stevenson,  
Pepperdine University, [tstevens@pepperdine.edu](mailto:tstevens@pepperdine.edu) ■*

# Using WebCT Software in Library Media Education

By Haiwang Yuan, Computer Application Committee Member, haiwang.yuan@wku.edu

## What is WebCT software?

WebCT (World Wide Web Course Tools) is entirely web-based on-line course software developed by the Department of Computer Science at the University of British Columbia, Canada. It is an easy-to-use tool for instructors who have little or no knowledge of Internet programming skills to create sophisticated Web-based courses.

## Why use it for library media education?

While WebCT software can be used to design on-line courses for all disciplines, academic libraries interested in offering credit Web courses on library media education or information literacy over long distances may find it extremely useful and convenient. WebCT not only uses WWW browsers as the only interface to build and present on-line courses, it also provides a wide

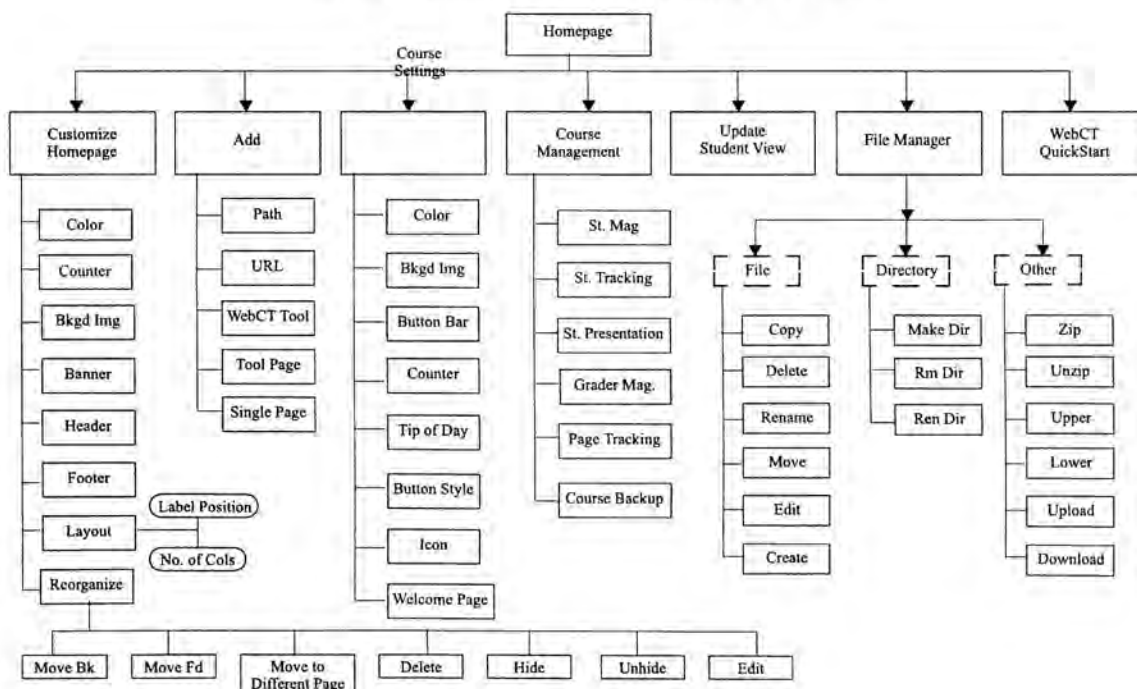
variety of tools and features that can be incorporated into a course. Examples of tools include "a conferencing system, on-line chat, student tracking, group project organization, student self-evaluation, maintenance and access control, navigation tools, auto-marked quizzes, electronic mail, index generation, calendar, homepages, and course searches," which are illustrated by the chart below:

## Using WebCT software at WKU for LME 101 Web Option

Western Kentucky University Libraries and Museum, in collaboration with some teachers from the Teacher Education Department of the WKU College of Education and Behavioral Sciences, have created a Library Media Education 101 Web Option course using the WebCT software.

*continued on page 20...*

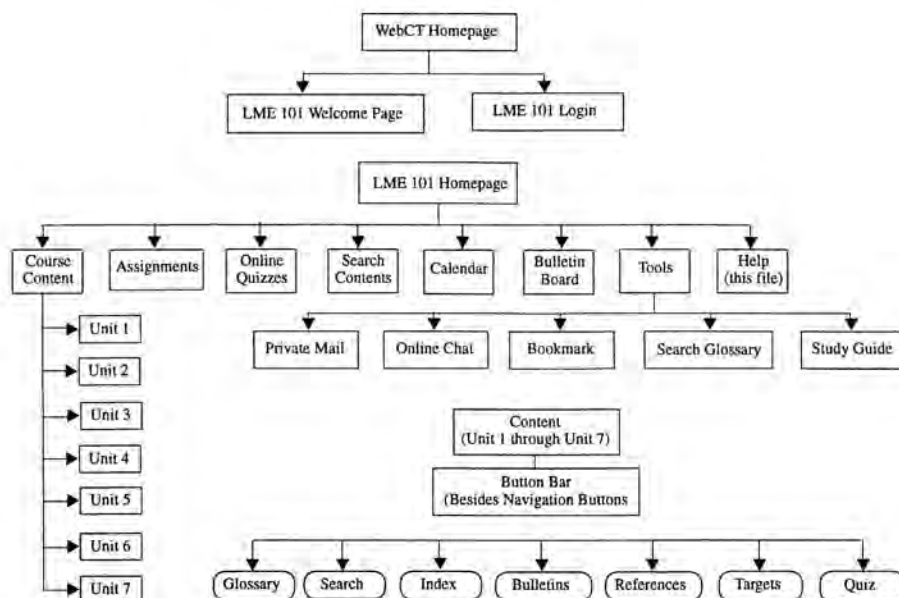
WebCT Administrator Navigation Flowchart



# Using WebCT software

continued from page 19...

Diagram of LME101 Course Design



LME 101 is a bi-term, one-credit course for freshmen on how to utilize the WKU Libraries and Museum. LME 101 Web Option not only offers an alternative to existing students who choose to pursue the same face-to-face course outside their classrooms, but also provides opportunities for those who choose to take the class from the convenience of their homes and offices off campus. Although WKU's LME 101 Web option primarily serves students in the western Kentucky region, it can reach interested students anywhere in the world.

Opening for the first time this coming fall, the WKU LME 101 Web Option has employed almost all the powerful tools and features that the WebCT software can offer. Although an account is required to login to the course itself, the URL for the course's "Welcome Page" is <http://edtech.tph.wku.edu/~hyuan/LME101/welcome.html>. The chart above illustrates the design layout of this course.

## Can I try it out first?

Although the WebCT software itself is free, fees are applicable when students register for courses using the software. Point your browser to <http://homebrew.cs.ubc.ca/webct/get/pricing.html> for pricing information, <http://homebrew.cs.ubc.ca/webct/> for an overview of the software, and <http://homebrew.cs.ubc.ca/webct/try/> to try out a working course as a student or to try your hand at designing a course. For downloading and installation information, visit [http://homebrew.cs.ubc.ca/cgi-bin/submit\\_form](http://homebrew.cs.ubc.ca/cgi-bin/submit_form).

While a Windows NT version is still in the making, versions for Unix and its clone Linux are already available.

*Haiwang Yuan is Assistant Professor, Coordinator of Educational Resources Center, Department of Library Public Services, WKU Libraries & Museum, Western Kentucky University. ■*



*Dear Tech Talk—*

Okay, you've written about Cascading Style Sheets (CSS) and eXtensible Mark-up Language (XML), what about the other new web tool, Dynamic HTML (DHTML)? Where does it fit in with all of these techniques to format Web pages?

*—Determined to have DHTML Defined*

*Dear DDD—*

You are correct. Dynamic HTML is one more way to liven up web pages. At the most basic level, DHTML will provide two things: 1) web pages that can change their content and the way it is displayed "on the fly"; and 2) mechanisms that allow this activity to take place on the client (your web browser on your personal computer) rather than on the server (the computer located elsewhere where the documents are stored). Mechanisms currently exist (embedded Java applets and ActiveX) that appear to change the content of web pages on the fly, but these mechanisms require that the browser go back to the server and retrieve a new copy of a page. With DHTML, everything the browser needs to make changes in the page is transferred to the client the first time it retrieves the page. Two benefits of this technology is the speed at which new information can be displayed to the user and the reduced overhead on the network and the server.

What does it mean to create new web pages on the fly? Let's say you have a web page with a series of buttons on

it. Associated with each button you have a different menu of activities from which the user can choose. Without DHTML, the only way the user can see those activities is to click on the button, and a new page is retrieved revealing the menu associated with that button. With DHTML, the original web page is designed in such a way that when the mouse pointer happens to be positioned above a button, a menu automatically appears below the button, **without** the browser having to retrieve a new copy of the page. As the mouse moves over other buttons, one menu disappears and the next one appears. Only when the user finally selects an item from the menu will a new web page be retrieved from the server. In this example, DHTML allows the user to see, very quickly, all of the different menu choices and more easily decide where to go next. Since space is a premium on web pages, the ability to hide and show information as it is needed by the user is particularly valuable.

Another benefit of DHTML is the display of data in a table or from a database. With DHTML, an author may specify the number of rows to display, and additional rows may be "hidden" on the page for easy display when the user needs them. All of the information retrieved from a database is retrieved in one trip to the server. The user then decides how much of the information to view. Additionally, any sorting of the data can take place on the client's machine, not on the server—once again decreasing the amount of time it takes to display the information and the overhead on the network and the server.

Stanek details 5 features of DHTML:

1) **Dynamic Content and Style Changes** allow the user to change appearance of a Web page after it has been loaded, as described above.

*continued on page 22...*

# TECH TALK

*continued from page 21...*

2) **Element Positioning and Animation** make use of X, Y, and Z coordinates to allow an "object" to be placed on a page very precisely. Specifically the Z coordinate allows you to create "layers" of information. With Netscape, the layering of information is achieved using the non-standard <layer> tag.

3) **Multimedia Effects** can be created without writing complicated scripts, using plug-ins, or having the heavy overload associated with large animated image files.

4) **Dynamic Fonts** eliminate the fear of the client computer not having the necessary font to view a page as the designer wants it displayed. The source for the appropriate font is included in the web page, and it is made temporarily available for the client's computer to use while viewing the pages that require the font.

5) **Data Binding** ties elements in the web page (like table cells or a specific paragraph) to a data source. When the page is loaded, the current information from the data source is read and dynamically inserted.

Could these features of DHTML be too good to be true? Possibly. There is one fairly significant problem with DHTML — currently, no standards have been approved by the WWW Consortium. Because there are no standards, both Internet Explorer 4.0 and Netscape 4.0 have implemented DHTML, but they use very different methods of implementation. Microsoft has extended existing standards, such as Cascading Style Sheets Standards; whereas Netscape has chosen to focus on new ways of doing things, most noticeably with its development of the <layer> tag. Although, Microsoft appears to have no intention of adopting any of the Netscape DHTML features, such as the <layer> tag; Netscape currently supports some of the Microsoft DHTML features. Meanwhile, web designers are left in a quandary as to whether they should develop DHTML pages

for Internet Explorer or for Netscape or try to develop something viewable by either browser or just not to develop in DHTML at all.

Another caveat about DHTML is that, although it is much easier for the non-programmer to learn than the Java programming language or ActiveX, it still has a steeper learning curve than the one associated with straight HTML, or even Cascading Style Sheets or XML. It doesn't use the Java programming language, but it does use scripts, and the more comfortable someone is with programming languages, the easier it will be to implement DHTML.

If you are really interested in using DHTML to make library web pages or instruction web pages more effective, look at examples of what DHTML can do with both Internet Explorer 4.0 and Netscape 4.0. Read more about the differences between the two browsers' implementations of DHTML. Stay attuned to the deliberations of the WWW Consortium as they develop the DHTML standards. Look into Macromedia's DreamWeaver software which is an advanced web editor that includes the capability to develop DHTML web pages. Make use of the tutorials and examples provided by Microsoft, Netscape, and others to create some DHTML web pages that will work on both Internet Explorer and Netscape, but remember that in presenting any information via DHTML, you automatically exclude the users of pre-4.0 versions of Internet Explorer or Netscape. Be sure to check how the DHTML implementation displays in older web browsers.

For more information:

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"Dynamic HTML in Netscape Communicator." <URL: <http://developer.netscape.com/docs/manuals/communicator/dynhtml/>>

"Dynamic HTML Zone Resources: Tutorials." <URL: <http://www.dhtmlzone.com/resources/tutorials.html>>

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Staneck, William R. "Creativity and Control." *PC Magazine* (January 20, 1998): 233-237.

Wong, Charmaine. "What is So Dynamic About Dynamic HTML?" <URL: <http://www.rcc.ryerson.ca/schools/rta/brd038/papers/1997/dynahtm1.htm>>

As always, send questions and comments to:

Snail Mail: **TECH TALK**  
Billie Peterson  
Moody Memorial Library  
P. O. Box 97148  
Waco, TX 76798-7148  
E-Mail: [petersonb@baylor.edu](mailto:petersonb@baylor.edu)



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## President

*continued from page 1...*

form in every issue of LIRT News. Last year more than 50 LIRT members were first-time volunteers for committees. Thank you! I hope you will each find the work of your committee rewarding. Traditionally, committee membership has meant regular attendance at ALA conferences. But we are in a non-traditional age and many committees are working on projects that don't require every member's presence at every conference. If you would like to serve on a committee but are unable to attend conferences twice a year, contact the chair of the committee you're interested in to see if they need members who participate primarily via email.

Another opportunity for your participation is through this newsletter. Each issue features columns and articles by LIRT members describing instructional programs in their libraries, resources they recommend, and teaching tips they have found effective. David Sherwood, LIRT News editor, would be glad to hear from you if you'd like to volunteer to write an article.

A third opportunity for you to participate is through LIRT-L. You'll find information on page 12 of this newsletter about how to subscribe. Once you're "on the list," let us know what you think. LIRT-L is an easy way for you to express your ideas about LIRT programs and projects and to make suggestions for future endeavors. I hope you'll use LIRT-L as a discussion forum on how we can better serve the needs of instruction librarians and make it easier and more rewarding for librarians from all types of libraries to participate in LIRT.

I'm looking forward to an exciting year in LIRT. I'm glad you're involved, and I hope you'll let me know your suggestions and comments whenever they occur to you. ■

## Afterwards

*continued from page 1...*

The peak experience of any LIRT year is the annual program. At the '98 conference in Washington, DC, the program committee and its chair Cynthia Krolkowski orchestrated a coup with "Teaching the Teaching Librarian." Our excellent speakers, including the famous Cerise Oberman, pin-pointed the problem of the lack of teaching methodology classes in Library and Information Science graduate programs. We advocate and expect change in this situation.

LIRT seems to grow more accomplished each year. I urge you to continue to support LIRT and our new and able president Gale Burrow. At her installation as President, she did swear to uphold "the manual," and I am sure that she will. (Those of you who have not seen the LIRT Organization Manual, may view it at <<http://diogenes.baylor.edu/Library/LIRT/>>.) Thanks to everyone who contributed to making my year as President a success. Kari Lucas, Marsha Forys, Pat Smith, Mitch Stepanovich, and David Sherwood all deserve my heartfelt thanks for going beyond their duties.

Aside from LIRT meetings, our program, BITES with LIRT, and the LIRT Booth, what was my greatest experience at this year's ALA conference in Washington? Was it a stroll around DuPont Circle that led to the Kramer Bookstore of Monica Lewinsky fame? No, they would not release her book buying list! Or was it the crab cakes at Afterwards, the bookstore's cafe? Perhaps, the most overwhelming experience was attending the ALA gala at the Jefferson Building of the Library of Congress where I felt a tearful reverence and pride to be part of such a long tradition of library service. So in evaluating this year of LIRT, we know our goals were reached, our strategies worked, and we are doing our part to advance a proud and important profession. ■

**John Spencer** had an article published in the July 1998 issue of Journal of Academic Librarianship: "Assessing Time Spent on Reference Questions at an Urban University Library," co-authored with Luene Dorsey of Arizona State University West. Email: [spencerj@cwu.edu](mailto:spencerj@cwu.edu)

**Zary Mostashari** has written a book review of the 1997 Harvard Core Collection. The review will be published in Library Acquisitions Practice and Theory. Email: [zmostash@hornet.liunet.edu](mailto:zmostash@hornet.liunet.edu)

**News-  
Bites**

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## National Standards

*continued from page 7...*

Standard 3: The student who is information literate uses information accurately and creatively.

### Independent Learning

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

### Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information. ■

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## Check These Out

*continued from page 15...*

Simpson, Antony E. "Information-Finding and the Education of Scholars: Teaching Electronic Access in a Disciplinary Context." Behavioral & Social Sciences Librarian 16.2(1998): 1-18.

*Mary Pagliero Popp is Information Technologies Public Services Librarian at the Indiana University Bloomington Libraries. ■*

## Keep Up with LIRT

LIRT-L is a moderated discussion forum open to anyone with an interest in LIRT's activities. Joining the list is especially helpful for those who cannot attend conferences, but who would like to remain informed about and contribute to the Library Instruction Round Table's work. Because traffic on the list is moderated, irrelevant and misdirected messages do not clog the inboxes of LIRT-L subscribers. (LIRT-L is not intended to be a forum for general discussion of library instruction issues. Those interested in such discussions should use BI-L at [listserv@bingvmb.cc.binghamton.edu](mailto:listserv@bingvmb.cc.binghamton.edu).)

To subscribe to LIRT-L, send the following message:

subscribe lirt-l Firstname Lastname

To the following address:

[listproc@baylor.edu](mailto:listproc@baylor.edu)

After subscribing to LIRT-L, send your messages to:

[lirt-l@baylor.edu](mailto:lirt-l@baylor.edu)

### News-Bites

**Lenora Berendt**, Library Instruction Coordinator at Loyola University in Chicago, has designed a new course, Business Administration 200: Integrative Research Techniques. The course was approved by the university and Lenora will teach it for the first time in Spring semester 1999. Email: [lberend@luc.edu](mailto:lberend@luc.edu)

**Rachel Fenske**, instruction coordinator at Eastern Washington University, presented a paper in June at the National Council of Teachers of English conference in Seattle. The paper, co-presented with Tim Hacker, English Instructor at EWU, was entitled "A Basic Writing Course for Students to Reflect on Expert Collaboration." Email: [rfenske@ewu.edu](mailto:rfenske@ewu.edu)

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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.

**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 food 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 Mitch Stepanovich, telephone: (817) 272-2945, email: [stepanovich@library.uta.edu](mailto:stepanovich@library.uta.edu), or see the address on the 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:

**Mitch Stepanovich**  
**Box 2079**  
**Arlington, TX 76004**  
**Work: 817/272-2945**  
**FAX: 817/272-5797**

NAME and TITLE:

TELEPHONE:

HOME:

WORK:

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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  
\_\_\_\_ PR/Membership  
\_\_\_\_ Publications  
\_\_\_\_ Research

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