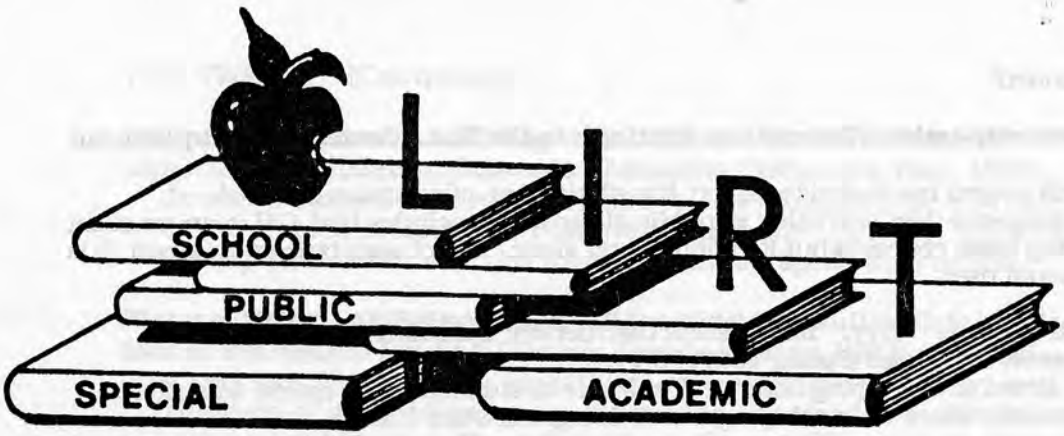

LIBRARY INSTRUCTION ROUND TABLE NEWS
June 1988 Volume 10, Issue Number 4
ISSN 0270-6792

LIRT'S TOP TWENTY FOR 1987

Continuing Education Committee

Brune, Bonnie. "Teaching Library Skills." ***Tech Trends*** **(April 1987):23-24.**
Describes a library instruction program for the upper elementary grades. Students who attain a certain grade on a skills test are a "Library Skill Authority" and are able to grade the work of other students.

Bradigan, Pamela S.; Susan M. Kroll and Sally R. Sims. "Graduate Student Bibliographic Instruction at a Large University: A Workshop Approach." ***RQ*** **(Spring 1987):335-340.**
Describes research workshops for graduate students at Ohio State University Libraries. Covers the need for the workshops, their intended goals, projected audience, planning, implementation, search strategy, and the evaluation method used.

Craver, Kathleen W. "Use of Academic Libraries by High School Students: Implications for Research." ***RQ*** **(Fall 1987):53-66.**
This comprehensive review article identifies three types of literature: descriptive; research studies; and questionnaire data. Problems associated with the literature are discussed from a variety of perspectives, and emphasis is placed upon neglected aspects of the literature on bibliographic instruction.

Fields, Carolyn B. "Using the Results of a Pre-test to Determine Lecture Content: A Case Study." ***Research Strategies*** **(Winter 1987):29-35.**
Describes using a pre-test survey instrument to measure the level of library literacy of students who will be attending a library lecture. The purpose was to determine what students already know in order to maximize the amount of new material that can be taught during a limited 50 minute class period.

CONTENTS

Foster, Jocelyn. "Computer-Assisted Instruction: Putting it to the Test." ***Canadian Library Journal*** **(June 1987):161-168.**
Reports on a research project conducted to explore the effectivenes of computer-assisted instruction for teaching end-user searching in public libraries. Concludes that CAI is an excellent format for introducing basic concepts but it cannot stand alone. Direct assistance with a search is necessary for the casual user.

Huston, Mary M. and Susan L. Perry. "Information Instruction: Considerations for Empowerment." ***Research Strategies*** **(Spring 1987):70-77.**
Describes a course aimed at developing library self-reliance in students. The course was offered through a predominantly Black outreach program at Evergreen State College.

Jakobovits, Leon A. and Diane Nahl-Jakobovits. "Learning the Library: Taxonomy of Skills and Errors." ***College and Research Libraries*** **(May1987):203-214.**
Provides a theoretical scheme to classify user behavior into three domains of library activity, and into three levels of learning. Examples of library behavior in each of the nine zones are given, and advantages of applying the taxonomy are offered.

Kenney, Donald J . "Assessing Library Instruction: Where It Has Been and Where Is It Taking Us?" ***Catholic Library World*** **(July/August 1987):39-42.**
Suggests that a library instruction program has economic and educational benefits and should be attempted in all kinds of libraries to further facilitate "life long learning." A brief description of library instruction history from the mid-1960's is provided.

Kollmeier, Harold H. and Kathleen Henderson Staudt. "Composition Students Online: Database Searching in the Undergraduate Research Paper Course." ***Computers and the Humanities*** **(July/September 1987):147-155**
Describes a program which introduces freshman students enrolled in a "reading and research" course to end-user searching. The approach to training students, as well as faculty participation in this process are discussed.

Marchionini, Gary and Danuta A. Nitecki. "Managing Change: Supporting Users of Automated Systems." ***College and Research Libraries*** **(March 1987): 104-109.**
Discusses changes in academic libraries resulting from evolving technologies, and the need to train library patrons and staff in the use of electronic information systems. A review of the training literature and the results of three projects for supporting patron use of online systems are reported.

Margolis, Michael. "Library Instruction and Intellectual Stimulation." ***Reference Services Review*** **(Spring 1987):47-49.**
Evaluates several related articles which touch on the librarian's need to communicate the purpose of library research. Encourages the librarian's use of subject expertise in teaching students how to evaluate and apply reference sources.

Markham, Marsha C. and Gordon B. Leighton. "Exploring Freshman Composition Student Attitudes About Library Instruction Sessions and Workbooks: Two Studies." ***Research Strategies*** **(Summer 1987):126-134.**
Surveyed college freshmen enrolled in English composition classes to determine their attitudes toward the lecture-discussion practicum versus the workbook approach to bibliographic instruction. Analysis of responses revealed that students perceive the lecture to be more successful than the workbook.

LIRT News is published quarterly (March, June, September, and December) by the Library Instruction Round Table of the American Library Association. Copies are available only through annual ALA/LIRT membership.

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Contributions to be considered for the September issue should be sent to the new Editor by July 15, 1988.

Emily Okada, Editor Volume 11
Undergraduate Library
Indiana University
Bloomington, IN 47405

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

Mellon, Constance A. *Bibliographic Instruction: The Second Generation.* Littleton, Colorado: Libraries Unlimited, Inc.. 1987.
Provides essays written by leaders in the bibliographic instruction field. Topics included in this monograph are: history; technology; library education; and the future of bibliographic instruction.

Nielsen, Brian and Betsy Baker. "Educating the Online Catalog User: A Model Evaluation Study." *Library Trends* (Spring 1987):571-585.
Describes the research objectives, rationale, methodology, and findings of a model program examining the need for instruction for online catalog use. The role of the reference librarian in educating users for online catalog use and the impact of online instruction on bibliographic instruction are also explored.

O'Hanlon, Nancyanne. "Library Skills, Critical Thinking, and the Teacher-Training Curriculum." *College and Research Libraries* (January 1987):17-26.
Describes the results of a survey of elementary education faculty concerning their attitudes toward the teacher's role in developing research and library skills instruction among elementary school students. Results show strong support for, but limited implementation of, such training for teachers.

Rader, Hannelore B. "Library Orientation and Instruction---1986." *Reference Services Review* (Summer 1987):65-76.
Presents an annotated list of materials dealing with orientation to library facilities and services, instruction in the use of information resources, and computer skills related to retrieving information. The list is arranged by type of library.

Shapiro, Beth J. and Philip M. Marcus. "Library Use, Library Instruction and User Success." *Research Strategies* (Spring 1987):60-69.
Reports on the results of a study that examined the reasons people use academic libraries and the relationship between library use, library instruction, and library success. The conclusions identify services and physical facilities that may increase user success rates in locating materials.

Sherratt, Christine Stewart. "Education for Bibliographic Instruction: A Perspective Revisited." *Journal of Education for Library and Information Science* (Winter 1987):194-197.
Supports the position that library schools should integrate the preparation of librarians for instructional tasks into the graduate curriculum. Describes a course in which the theory and practice receive equal treatment.

Shill, Harold B. "Bibliographic Instruction: Planning for the Electronic Information Environment." *College and Research Libraries* (September 1987):433-453.
Outlines the advancing technological milieu which will necessitate long range library planning focusing on training students in electronic information retrieval. Includes findings from an environmental scan which suggests the general direction for expanded bibliographic instruction programs.

TOP TWENTY (Continued)

Texas Education Agency, Austin, TX . *Library/Information Skills for Quality Education.* January 1987. ERIC. ED281558

Provides a detailed guide to a library/information skills curriculum developed in Texas for grades kindergarten through 12. The document was developed in response to requests from librarians and principals for a scope and sequence guide for these skills.

Additionally, the following sources always contain invaluable information about library instruction:

Research Strategies, Mountainside Press, all issues

RQ. "Library Literacy" column.

ANNOUNCEMENTS

- Report Available

Emilie White, LIRT secretary, has completed her report on library instruction in three Italian libraries (academic, public, and national) that she visited in May, 1987. White's paper presents her impressions of bibliographic instruction traditions and practices in that country, indicated by observations of service to patrons and by interviews with library administrators, university faculty members, and university students. White offers to share this report with *LIRT News* readers and would be pleased to learn of any other research in this area. Her address is P.O. Drawer JH, Mississippi State, MS 39762; telephone (601) 325-7660.

- ACRL/ BIS PROGRAM IN NEW ORLEANS

The Bibliographic Instruction Section of the Association of College and Research Libraries will present a program on "Teaching CD-Rom" at the American Library Association Annual Conference in New Orleans.

The program will be held Sunday, July 10, 1988, from 2:00 p.m. to 5:30 p.m. and will focus on the impact of CD-ROM technology on bibliographic instruction activities. Speakers include: Randall Hensley; Mara Saule; Martin Kesselman; and Deanna Nipp.

- RUTGERS INSTITUTE

A residential institute , "The Information Search Process," will be held at Rutgers, School of Communication, Information and Library Studies from June 27 to July 1, 1988. The institute, intended for practicing librarians, will focus on an exciting new approach to library instruction based on an innovative model of information seeking.

The Institute which will be conducted by Dr. Carol Kuhlthau (Rutgers) and Mary George (Head, Reference Services, Princeton University), offers an excellent opportunity for librarians to apply the findings of recent research in information behavior to existing library services. For further information, contact: Jana Varlejs, Director of Professional Development, School of Communication, Information and Library Studies, Rutgers University, 4 Huntington Street, New Brunswick, New Jersey 08903; or call 201 - 932-7146.

User Acceptance of Microforms

Marilyn P. Whitmore, Ph.D.
University of Pittsburgh

The acquisition and utilization of microforms is one cost-effective way to meet increased demands for information services in the 1980s. The major purpose of the study and a replication was to investigate the relationship between a microform instruction program and user attitudes toward microforms. The program was designed to exploit the advantages of the microform medium and aimed to reduce user resistance to the microformat. The findings show that microform instruction can be considered a predictor of attitudes.

Microforms have traditionally served the major purpose of space compaction in academic libraries. At the present time, a large volume of research material is available only on microform and the trend toward primary micro-publishing is increasing at a rapid rate. Consequently, academic libraries are turning more and more to the microformat. Microforms are cheaper than print-on-paper and they save libraries a great deal of space but they are not being accepted by library users. Negative and apathetic attitudes have been expressed by most users.

The assumption was made that a program of instruction utilizing a slide/tape and a supplementary printed guide to reinforce the slide/tape program and designed to exploit the advantages of the microform medium would lead to a greater degree of acceptance than has been reported in past research.

The microform instruction was limited to "education" materials and users of "education" materials were selected as the subjects to test the program. The program was presented to students enrolled in research methodology classes in the School of Education at the University of Pittsburgh and in the School of Education at Duquesne University in 1979 and again in 1980. Pre-test and post-test Likert-type attitude measuring instruments were designed to measure attitudes of the experimental and control groups.

The following conclusions were reached: (1) that the convenience of immediate access of documents was perceived as a greater benefit than the cumulative detriments of handling microforms instead of print; (2) that there was a relationship between age and attitudes toward microforms - users under 25 had more positive attitudes than those over 25; (3) that females had more positive attitudes than males; (4) that people who do not use reading glasses had more positive attitudes than those who use reading glasses; (5) that people who did not have experience using multi-media resources had more positive attitudes than those with experience; (6) that the experimental subjects, who had the benefit of the microform instruction, had slightly more positive attitudes toward microforms than the control subjects; and (7) that with minor modifications to eliminate the local aspects of the program, the slide/tape on the use of "education" microforms has the potential for widespread use in academic libraries.

Changing attitudes toward microforms is by no means a simple matter; it is a very complex one. The fact that this experiment produced a number of significant findings is remarkable. There is little doubt that the benefits of using microforms have increased sharply with the mounting pressures of space in libraries, the escalating costs of the printed media, and with the logistics of the information explosion. Researchers must continue to experiment with ways to change user attitudes if microforms are to achieve their great potential.

The 1979 study is available from University Microfilms International under the title "Microforms and the User; the Relationship of a Microform Instruction Program to User Acceptance."
Editor's Note: Marilyn Whitmore is a member of LIRT's Research Committee.

Hypercard & CAI

Martin Kesselman
Library of Science and Medicine
Rutgers University Libraries

Hypercard is an innovative database management program available for the Apple Macintosh microcomputer; Hypercard is also a sophisticated programming environment that can be utilized with little or no programming background. The crucial concept in Hypercard is linking. Several ways of linking text, ideas, graphics, and sound are available. According to Apple in their promotional literature, Hypercard is "a personal tool kit for managing information... you can use your Macintosh computer to collect, explore and organize information just as you do in your mind–by association."

The individual most often credited with creating the idea of hypermedia is Vannevar Bush, President Roosevelt's science advisor. Bush thought up a machine, he called the memex, which would store volumes on microfilm, including books, pictures, newspapers, articles, etc. With the memex, users would be able to move quickly and easily from one point in a document to related ideas in other documents. The term hypertext was coined by Ted Nelson, a computer visionary who in the 1960s designed a program known as Project Xanadu to provide links to large bodies of the world's literature online. Hypercard was designed by Bill Atkinson, the author of MacPaint, and, not surprisingly, includes many of MacPaint's features in the program.

Hypercard programs consist of stacks, cards, text, and buttons. It's mostly the buttons that allow one to link cards, text and graphics to each other. Hypercard is an example of an object oriented programming language. In Hypertalk, Hypercard's scripting programming language, each object (button, field, card, stack) has a script. These scripts are written in plain English and many are quite easy to setup. But, a program developer need not access Hypertalk directly in order to do programming. Because it is an object oriented programming language, when you copy an object like a button and paste it somewhere else, the button's script is copied as well. Examples of actions caused by button scripts include: go to the next card; go to the previous card; go to the home card; dial the phone; go to another stack; etc. New buttons can be created easily or copied from the buttons idea menu. With the "link to..." option, you simply move to the card or stack you want the button to link to and click "this card" or "this stack" in the dialog box. A script for moving to this stack is automatically generated. Hypercard consists of two layers, a background layer and a card layer. In designing a new program (stack), buttons and fields common to most of the cards in a stack should be placed on the background layer and those that apply to particular cards can be added to those cards only. With Hypertalk, there is a hierarchy and script messages may be passed on from buttons and fields to cards, backgrounds, stacks and finally to Hypercard itself, until the script gets to the object or condition to which it applies.

Hypercard provides five levels of use. The browse level is limited to using an existing stack. With browse, users move through a stack with an onscreen icon of a pointing hand. Users can move through the stack with buttons; or, under the go menu, have options such as go to the next card, go to the first card, go back, go recent; or, can use the find command. Go back allows users to go back one screen at a time, up to the last 100 steps. With go recent, users are shown miniaturized cards for up to the last 42 cards viewed and can select any of these and immediately move to it. With the find command, users can search for a particular text string. Librarians, in designing stacks, can include all of these options or hide the menubar and require that only buttons be

used to move through a stack. The typing and painting modes allow users to modify card fields or graphics to meet their particular needs. The painting tools are very similar to MacPaint and graphics can easily be imported to Hypercard from other paint programs. With the authoring level, users can copy, edit and create buttons and fields. Some level of programming is available copying and pasting buttons from elsewhere or creating links with the "link to..." option. With the scripting level, developers can take full advantage of all of Hypertalk's capabilities.

At the Library of Science and Medicine of Rutgers University, we have created a CAI program using Hypercard, entitled LSM Infomaster. LSM Infomaster runs on three Macintosh Plus microcomputers on an Appletalk network with MacServe as a disk server on a single 20 megabyte hard disk drive. LSM Infomaster was developed, with support of a Rutgers University Council for the Improvement of Teaching Award, to provide an introduction for engineering undergraduates to the resources and services of the Library of Science and Medicine. In LSM Infomaster, students travel through three on-screen tours. An Intro Tour provides an introduction to the Macintosh interface, the use of the mouse, and what the program will cover. An instant replay feature is provided for review. Next, the LSM Overview Tour provides an introduction to various library services such as reference and online searching. Students select any of these services from a menu and are shown a map of the appropriate floor with that service asterisked. After clicking on the asterisk next to the service's location on the map, they are shown a digitized photograph of the service with a brief description. The Infomaster Main Tour reviews the two major "information destinations" undergraduates are likely to encounter in their research, books and journals, and the advantages and disadvantages of both formats in the sciences. Next, the program reviews a generic research pathway for students to follow in locating information on a topic and the specific pathways for books and journal articles. This section also includes digitized photographs of actual resources and service points in the library. For the required Introduction to Engineering class taught in the Fall semester, students will also be given a follow-up assignment so that they can practice what they've learned through an actual library exercise.

Future plans for the program include expansions to reflect the library system's forthcoming online catalog, and increased attention to online searching, plus, adjusting the program for library research in other subject areas at LSM such as psychology. The greatest advantage of Hypercard for library instruction is the ease of updating or manipulating and existing program to meet local needs. For presentation ideas, one just needs to look at the sample stacks that come with Hypercard or at the many stacks available through user groups and online bulletin boards. Hypercard also has the capabilities for including sound and digitized pictures of the library (as was done with LSM Infomaster), and even animation. Hypercard has great potential as an instructional front-end to CD-ROM and online databases.

Although Hypercard is easy to use for developing a library instructional CAI program, it is still critical that you begin with clear instructional goals and sound content. With Hypercard, it is also important to plan how to divide what you want to teach into several smaller pieces, each of which might be suitable for a card in a stack. One must also consider how users will likely move through the program and the level of potential users of the program (Hypercard users?, Macintosh users?, or novice users?).

For more information on Hypercard and Hypertalk, there are now several good books

available, notably ***The Complete Hypercard Handbook*** by Danny Goodman (Bantam, 1987) and ***Hypertalk Programming*** by Dan Shafer (Hayden, 1988). There is also a new magazine devoted to hypermedia called ***Hyper Age.***

Hypercard is a remarkable bargain as it is bundled free with every new Macintosh sold, or for others, only costs $49 for four disks and a manual. Hypercard requires at least a 1 megabyte Macintosh Plus computer with two 800K drives to run (a hard disk is recommended). A new program, Hyper DA, a Macintosh desk accessory, allows existing stacks to be viewed and printed on 512K Macintoshes. Because of the consistent and easy to use interface the Macintosh computer provides and the ease in which programs can be written with Hypercard, I'm certain many more library applications, especially instructional uses will be developed.

Editor's Note: Martin Kesselman is a member of LIRT's Computer Assisted Instruction Task Force.

HELP IS NEEDED TO STAFF THE LIRT BOOTH AT ALA - NEW ORLEANS

The Membership/Public Relations Committee of the Library Instruction Round Table will again have an exhibit booth at the ALA conference. We need volunteers to staff the booth and distribute information about LIRT and our activities. You need not be a member of LIRT to participate.

If you can help, please copy and fill out this form and mail to:

Billie Peterson
Reference Department
Moody Memorial Library
Baylor University
Waco, TX 76706

Please reply by June 30, 1988.

NAME: _____

ADDRESS: _____

_____

TELEPHONE: _____

Have you staffed the LIRT Booth before? _____

Indicate your first and second choices by writing 1 or 2 on the schedule below. You will be contacted prior to the conference.

	9 - 11	11 - 1	1 - 3	3 - 5	ANY
Saturday, July 9	_____	_____	_____	_____	_____
Sunday, July 10	_____	_____	_____	_____	_____
Monday, July 11	_____	_____	_____	_____	_____
Tuesday, July 12	_____	_____	_____	**	_____

** The exhibits close at 3pm on Tuesday.

Authoring Languages

Wilfred W. Fong
School of Library and Information Science
University of Wisconsin-Milwaukee

There is an ever growing demand for the use of computer technology in libraries. In the area of bibliographic instruction, an increasing number of libraries have been using computer assisted instruction (CAI). There are two approaches to the integration of CAI into bibliographic instruction. Libraries purchase third-party CAI software programs either developed by practicing librarians or commercial vendors; or, libraries develop their own CAI program by using computer programming languages or authoring languages. In fact, with the increasing availability of low-cost microcomputer systems and peripherals, many new approaches to authoring languages are becoming possible.

Authoring languages enable computer-based instructional material to be generated and administered automatically without the need for sophisticated computer programming skills. The material or program produced is known as courseware. The language allows an author to create, revise, administer, score and print tests and questionnares. In addition, it provides systematic monitoring of the responses made by the student. Using such a language, an author is likely to construct a database containing the necessary course material. This database will usually consist of a collection of frames, or lessons, which are segments of material to be displayed on the screen. These frames expose the student to a concept (teaching frame) or pose a question (testing frame). Moreover, the author can set up interactive tutorial lessons by designing different types of questions such as true or false, multiple choice, or Likert scales. Wrong-answer help messages can also be created.

The basic concept of authoring language programming, e.g. PILOT, is to use a series of keyword commands to perform an associated task. For example,

Command	Operand
T [Display text on screen]	'Is Z710 .K38 a valid LC call number?'
A [Accept an answer]	user types in answer
MJ [Match the answer]	Yes, No
JY	Branch to appropriate actions

The first command asks a question about a call number. The user then types in the answer. The last two commands determine the correct answer and branch to a sub-program to execute a task. The use of the PILOT authoring language will be discussed in detail in later issues of *LIRT News*.

Many authoring language packages are now available for microcomputers, for instance; PILOT; Multipurpose Authoring Language; ITI Toolkit; and Unison Author Language. Some of the packages are operated like BASIC, and some even let users extend the language by creating new commands. To evaluate an authoring language is not a simple task. The following are suggested ways to evaluate an authoring language package:

1. Is it easy to use? Does it require programming experience? Is it menu driven? (Note: menu driven does not always provide easy access or flexibility).

2. Does it provide adequate monitoring facilities such as report generations or basic statistics analysis? Ask for a trial copy of the package, never trust what you see on a demonstration version.

3. Is it possible to modify/update materials easily?

4. Does it permit the generation of highly individualized instructional lessons tailored to the particular needs of each student?

5. Can the language easily be made available on other machines? In other words, can it be moved from one computer to another?

6. What types of communication media, e.g. graphics, animation etc., are supported? Computer hardware requirements?

Authoring languages are a powerful tool. Custom-made programs can easily be developed to suit the specific needs of a library. This article is only a brief introduction to authoring languages. Interested readers are encouraged to use the references for further information.

REFERENCES

1. Atkinson, R.C. and Wilson, H.A. ***Computer Assisted Instruction - A Book of Readings***. New York: Academic Press, 1969.

2. Barker, P.G. and Singh, R. "Author Languages for Computer-Based Learning." ***British Journal of Educational Technology***. 13:3 (October 1982), 167-196.

3. Gillingham, Mark, et. al. "An Evaluation of Computer Courseware Authoring Tools and a Corresponding Assessment Instrument for Use by Instructors." ***Educational Technology***. 26:9 (September 1986), 7-11.

AMERICAN LIBRARY ASSOCIATION
LIBRARY INSTRUCTION ROUNDTABLE 1988 ANNUAL CONFERENCE MEETINGS

FRIDAY JULY 8	
2:00 - 4:00 p.m.	LIRT Public Relations/ Membership
2:00 - 5:30 p.m.	ALA Instruction in the Use of Libraries
8:00 - 10:00 p.m.	LIRT Steering Committee
SATURDAY JULY 9	
8:00 - 11:00 a.m.	LIRT ALL COMMITTEES
11:30 - 12:30 p.m.	LIRT Research Committee
12:30 p.m -	BITE WITH LIRT LUNCH
2:00 - 4:00 p.m.	LIRT Executive Board
2:00 - 4:00 p.m.	LIRT 1989 Conference Program Committee
2:00 - 4:00 p.m.	LIRT Continuing Education Committee
SUNDAY JULY 10	
8:00 - 9:00 a.m.	LIRT Elections 1988 Committee
9:30 - 12:30 p.m.	LIRT CONFERENCE PROGRAM/MEMBER MEETING
12:30 p.m. -	BITE WITH LIRT LUNCH
2:00 - 4:00 p.m.	LIRT Affiliates Committee & Council
2:00 - 4:00 p.m.	LIRT Organization & Bylaws Committee
4:30 - 5:30 p.m.	ALA Round Tables Coordinating Committee
6:30 p.m. -	BITE WITH LIRT DINNER
MONDAY JULY 11	
9:00 - 11:00 a.m.	LIRT DISCUSSION GROUP/ COOPERATION IN LIBRARY INSTRUCTION
9:00 - 11:00 a.m.	LIRT Organization & Bylaws Committee
11:30 - 12:30 a.m.	LIRT Public Relations/ Membership
12:30 p.m. -	BITE WITH LIRT LUNCH
2:00 - 4:00 p.m.	LIRT Elections 1988 Committee
2:00 - 4:00 p.m.	LIRT 1989 Conference Program Committee
6:30 p.m. -	BITE WITH LIRT DINNER
TUESDAY JULY 12	
9:00 - 11:00 a.m.	LIRT Election 1989 Committee
9:00 - 12:30 p.m.	LIRT Long-range Planning Committee
9:30 - 12:30 p.m.	LIRT Liaison Committee
2:00 - 5:30 p.m.	LIRT Steering Committee
8:00 - 10:00 p.m.	LIRT Executive Board

Here's your chance to talk informally with other librarians interested in library instruction. LIRT is organizing small groups for lunch and dinner at modestly priced restaurants during ALA

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

LIRT includes librarians from all types of libraries: academic, public, school, and special. You need not be a member of LIRT to participate.

Library Instruction Round Table
Invites You to go out for a

BITE with LIRT

in New Orleans

Name _____

Institution _____

Phone # (Area Code:) _____ Number _____

Mailing Address _____

Are you a LIRT member? _____

Please send this form by 6 June 1988 to:

Debby Schaeffer
Renne Library
Montana State University
Bozeman, Montana 59717

HOT

Yes!! I'd Like to Go Out For A BITE with LIRT!!

My preference is:

Lunch at 12:30
Saturday, 9 July ____
Sunday, 10 July ____
Monday, 11 July ____

Dinner at 6:30
Sunday, 10 July ____
Monday, 11 July ____

A-LIRT: TEACHING EXCEPTIONAL LIBRARY PATRONS
NEW ORLEANS/ SUNDAY JULY 10, 1988
9:30 A.M. TO 12:30 P.M.

Many of our library instruction programs address the needs of our "typical" library patrons. But how do we meet the instructional needs of exceptional or non-traditional library patrons? How do we serve our disabled library users? What can we do to meet the needs of our non-English speaking patrons?

In "A-LIRT: Teaching Exceptional Library Patrons," LIRT will attempt to help librarians understand the special needs of these patrons as well as give ideas for planning library instruction activities specifically designed to meet these needs.

Speakers will address three different areas of concern: Professor Marsha Broadway from Brigham Young University will explain the special needs of disabled patrons; Doreitha Madden of the New Jersey State Library will speak about library instruction for non-English speaking patrons and for library users from different cultures; and Dr. Kathleen O'Gorman from Loyola University will discuss methods of instruction for adult learners.

Professor Broadway is Assistant Professor at the School of Library and Information Sciences at BYU and specializes in reference theory and children/young adult librarianship; Doreitha Madden is Coordinator of Local and Community Library Services for the New Jersey State Library in Trenton; and Professor O'Gorman is Assistant Professor in religious education at Loyola University and teaches courses in religious studies for City College, Loyola's adult division.

Following the presentations, round table discussions will provide an opportunity for sharing ideas and problems. These groups will be divided into the three main areas: helping disabled patrons; reaching non-English speaking users and patrons from different cultures; and assisting adult library users.

Preceding the program, a LIRT Membership meeting will be held. Members will be asked to vote on Bylaws changes listed on pages 6 and 7 of the March issue of *LIRT News*.

LIBRARY INSTRUCTION ROUND TABLE NEWS

c/o Jeniece Guy

American Library Association

50 E. Huron Street

Chicago, IL 60611

ADDRESS CORRECTION REQUESTED

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