LIRT'S TOP TWENTY FOR 1993

Association of College and Research Libraries (ACRL). Community and Junior College Libraries Section (CJCLS). Bibliographic Instruction Committee. "Immodest Rebuttal: A Community College Perspective," *Research Strategies*, 11 (Spring 1993): 100-105.

The CJCLS BI Committee responds to Tom Eadie's article "Immodest Proposals" (**Library Journal**, October 15, 1990). Due to the diversity of the student population in community colleges, bibliographic instruction programs are essential.

Becker, Karen A. "The Characteristics of Bibliographic Instruction in Relation to the Causes and Symptoms of Burnout." *RQ*, 32 (Spring 1993): 346-357.

This article reviews the literature on the burnout phenomenon and discusses how many BI librarians fit the classic burnout pattern common to the "helping professions." The author offers the following coping strategies: setting realistic goals, adjusting workloads, and increasing rewards and recognition.

Bowers, John Waite and Catherine C. Cunning. "Passages, Contrived Corridors; Mobilizing Volunteers for a Public Library Tour," *Public Libraries*, 32 (May/June 1993): 143-147.

Bowers and Cunning provide an informative article that describes a library tour instruction package developed by librarians at Boulder Public Library. The tour package involves training library volunteers to act as guides on walking tours through a newly expanded public library facility.

Davis, Dorothy F. "A Comparison of Bibliographic Instruction Methods on CD-ROM Databases." *Research Strategies*, 11 (Summer 1993): 156-163.

This article presents the findings of a study that compares the effectiveness of four methods used to teach students to search PsycLit on CD-ROM. The methods compared are: 1) lecture/demonstration, 2) lecture/demonstration using LCD, 3) video, 4) computer-based tutorial.

MESSAGE FROM LIRT'S PRESIDENT

*Emily Okada, Undergraduate Library,
Indiana University, Bloomington*

Conference program planning starts early --this year's LIRT program topic was chosen at the 1993 Midwinter Meeting in Denver. When Susan Carpenter presented the committee's plan to do a program on "distance education," many of us on the Steering Committee asked, "Who will be interested?" Well, since that January meeting we've seen distance education discussed on various ListServers; it was the topic of a national teleconference. Once again, LIRT is on the leading edge, addressing a timely issue, presenting theoretical and

INSIDE

FROM THE EDITOR

Stephen D. Fitt, University of Nevada, Las Vegas
fitt@nevada.edu

On Thursday nights I work back-up for the student workers staffing the Media Center service point. This past Thursday, as I prepared my final issue of *LIRT News*, I reflected on the LIRT members whom I have gotten to know over the two years as I served as Editor, and whose efforts have made this a better newsletter. They include previous *LIRT News* editors, who offered encouragement, support and ideas for improving the Newsletter, and who never missed deadlines. I guess only editors and former editors truly understand what "deadline" really means. I thought of the authors of the various columns that have appeared in *LIRT News*, who have taken the time to describe experiences and share perspectives on library instruction with the LIRT membership. The LIRT Executive Board and Chairs of the various LIRT committees and Task Forces have also greatly contributed to achieving the goal of making the newsletter a means of effectively communicating with the LIRT membership. And lastly, I thought of Jana Edwards, the *LIRT News* Production Editor, whose creativity and desk-top publishing skills have taken the publication up to a new standard.

Judy Clarence will assume the responsibilities of *LIRT News* Editor after the Miami Annual Conference. She is a reference librarian at California State University, Hayward, and an experienced editor. As always, articles and news of library instruction are sought from the LIRT membership. The deadline for the September issue is July 15. Please submit items to Judy at the addresses below. As always, E-mail submissions are preferred, but fax and paper manuscripts are welcomed as well. Please support Judy in her efforts to make this an even better newsletter!

Judy Clarence
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University Library
California State University Hayward
Hayward CA 94542
Voice: (510) 727-2968
Fax: (510) 727-2055
jclarenc@csuhayward.edu

Get the LIRT News over the Internet!

The LIRT Newsletter Committee experimenting with distributing an electronic version of the March and June *LIRT News*. The electronic versions will be *in addition* to the regularly published issues. If you would be interested in participating in the experiment send your email address to:

Jana Edwards at jcaldwel@indiana.edu

and state that you would like to receive issues of *LIRT News* via email.
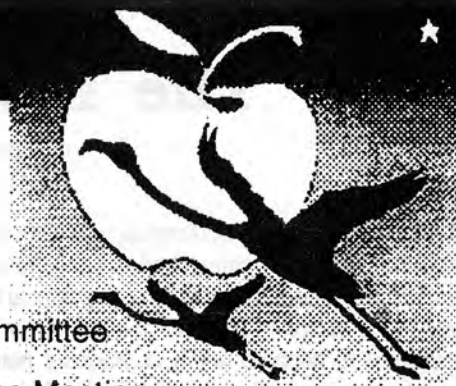
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LIRT Meetings
1994 ALA Annual Conference

June 25 - June 29, 1994
Miami, Florida

Friday, June 24	8:00 p.m. - 10:00 p.m.	Steering Committee
Saturday, June 25	8:00 a.m. - 11:45 a.m.	All Committee Meeting
	Business Meeting begins at 8:30 a.m.	
	11:45 a.m. - 12:30 p.m.	New Chair Orientation
	2:00 p.m. - 4:00 p.m.	1994 Election Committee
		15th Anniversary Publication Task Force
		1994 Program Committee
		Recruitment Task Force
	8:00 p.m. - 10:00 p.m.	Executive Board
Sunday, June 26	9:30 a.m. - 12:30 p.m.	**LIRT Program: "Going the Distance—Reaching & Teaching Remote Users & Learners**
	11:30 a.m. - 12:30 p.m.	Long Range Planning Subcommittee
	2:00 p.m. - 4:00 p.m.	Library School Task Force
		Publications Committee
	8:00 p.m. - 10:00 p.m.	Instructional Materials Task Force
Monday, June 27	8:30 a.m. - 11:00 a.m.	Research Committee
	9:30 a.m. - 11:00 a.m.	Organizations & Bylaws Committee
		1995 Program Conference
	11:30 a.m. - 12:30 p.m.	Public Relations/Membership Committee
	2:00 p.m. - 4:00 p.m.	Liaison Committee
		Long Range Planning Committee
		1994 & 1995 Program Committees
	4:30 p.m. - 5:30 p.m.	1995 Election Committee
Tuesday, June 28	8:00 a.m. - 12:30 p.m.	Steering Committee immediately followed by Executive Board

The Librarian as Pedagogue

Brendan A. Rapple, Boston College

While it is assured that libraries will have an electronic future, there exists no certainty about how the librarian's job will evolve in the coming years. It would appear that with increasing computerization in libraries, more and more, librarians will be required to become adept at teaching patrons to use library resources efficiently and effectively. Indeed, the present need for such library instruction is overwhelming. But where are librarians to receive adequate training and preparation for such teaching? Presently, only a few library schools offer full courses in pedagogy and user education. Other schools provide such teaching as constituent parts of other courses, but can much of value be learned in a few hours? Robert Louis Stevenson wrote that "Politics is perhaps the only profession for which no preparation is thought necessary." We might amend that opinion today to include library instruction!

Perhaps it is true that good teachers are born and not made. Still, the great majority of librarians, whatever their innate pedagogical talents, can have their skills honed. Some may contend that after graduation not every librarian will routinely provide library instruction classes and that pedagogical training should only be required of those who have already determined to become reference librarians. In reply I would maintain that modern librarianship is in a very fluid, changeable state and that few graduating librarians are exactly sure where their future work paths will lead them. Most librarians will at some stage of their careers be required to help patrons use the library, therefore an adequate M.L.S. program must contain appropriate training on communicating library skills to patrons.

Librarians are far from becoming insignificant or even obsolete due to library computerization. Indeed, technology has rendered their services more important, more diffuse, more relevant and more challenging. Their traditional function as mediator between information and patron will continue, but it is one that will increasingly require appropriate, preferably conceptually-based, library instruction. The procedural-focused approach will be insufficient to meet the demands created by the electronic library. May it be suggested that theories which have been successfully utilized in pedagogical environments without the library might now be increasingly employed within. ■

Don't miss this exciting opportunity in Library Instruction...

Integrating Active Learning Into Library Instruction: Practical Information for Immediate Use

A Preconference Sponsored by ACRL's Bibliographic Instruction Section
8:30 a.m. to 4:30 p.m.
June 24, 1994
Miami, Florida

Keynote Speaker: Trish Ridgeway, The Handley Library, followed by practical small group sessions on active learning techniques

Contact: ACRL Preconferences, ALA, 50 E. Huron, Chicago, IL 60604 1 (800) 545-2433, ext. 2541

BI-L

Mark Watson, Southern Illinois University, Carbondale
GA4136@siucvmb.siu.edu

The past few months have seen a number of interesting discussions on the BI-L Listserv, and the return of one of the most frequently discussed topics in this field: What do we call what it is that we do? Many arguments for and against bibliographic instruction, library instruction, research instruction, and so on, followed. Actually, the initial question was about changing the name of the Bibliographic Instruction Section of ACRL, and it was posed by the "What's in a Name" Task Force of BIS, but the dialogue quickly expanded into how best to describe our role in libraries.

One participant asked about guides and handouts: individual handouts or a booklet of library information? A suggestion of having individual handouts that can be spiral-bound and given to incoming freshmen and other new arrivals on campus was well-received.

A query about layout of a BI conference room elicited several good points e.g., making sure that the arrangement allows for good eye contact with students; light switches at front of room (near instructor), rheostat lighting, if possible; and a u-shaped table arrangement of students. One suggestion was to purchase laptop computers for hands-on use, rather than workstations, which could be used by library staff in between instruction sessions. Someone else pointed out that the size of the laptop screen would make it difficult for people to double up, when necessary, during instruction.

An informal survey of BI teaching loads was reported on. At smaller colleges, nearly all respondents stated that the number of BI sessions taught each semester fell either into the 30-40 range or the 20-30 range, with a few teaching less. In larger schools, the ratio of teacher to session was lower, but that did not follow in all cases.

Term-paper assistance program ideas were shared. Lehigh has an E-mail program on term-papers that sounded interesting. Others have workshops and one-on-one counseling. Some require and/or assist the student in creation of a pathfinder on their subject.

The subject of library instruction for "at-risk" students brought a number of comments and suggestions. One university uses a library skills assignment manual, designed in collaboration with the teaching faculty, that students must complete, compelling them to gain hands-on experience. Another college asks students to try to find articles before they are introduced to indexes, thus helping to foster an appreciation for library resources. One librarian stresses that collaborative teaching methods work best for these classes, and emphasizes the need for close cooperation with teaching faculty.

Some collaborative learning ideas:

1) Divide up the class, pass out copies of the LCSH and ask the groups to pick a topic of interest and

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BI-L is an electronic discussion group which is accessed by way of the Internet. If a user has Internet access, subscription to the list is done by sending an e-mail message to **LISTSERV@BINGVMB** (for BITNET) or **LISTSERV@BINGVMB.CC.BINGHAMTON.EDU** (for Internet). Do not put anything in the SUBJECT: line, but type the message **subscribe bi-l yourfirstname yourlastname**, then send it. You will receive a reply, possibly in a matter of minutes, welcoming you to the list and providing information on how the BI-L listserv operates. The moderator / list owner is Martin Raish of Binghamton University. Any questions or suggestions about BI-L should be directed to him at MRAISH@BINGVMB (BITNET) or MRAISH@BINGVMB.CC.BINGHAMTON.EDU.

Report of Meetings Related to Library Instruction
1994 ALA Midwinter Meeting, Los Angeles, California

Camille O'Neill, Chair, ALA-LIRT Liaison Committee

This report has been prepared by the LIRT Liaison Committee and is based upon abstracts contributed by members of the Committee and other LIRT members. Its purpose is to provide a means of disseminating information about non-LIRT meetings related to library instruction to the general LIRT membership. For additional information about a particular meeting, please contact the person listed at the end of the abstract.

ALA/RASD Professional Development Committee Discussion Forum. Topic: "Training Librarians and Library Staff on New Technologies."

Four discussion leaders offered insights into different aspects of the topic. Barbara MacAdam, University of Michigan, talked about training librarians to educate users. Among her observations and suggestions: learners need two kinds of strategies, those for wading through the vast number of resources and those for pulling out specific information; trainers should not "waste" instructional time on information that can be dealt with in a well-structured, clear help sheet; a "personal topic search" component should be built into every instruction session; librarians can be aware of the steps in their own learning process and use those steps to build instruction. Trish Ridgeway, Winchester, Virginia, Public Library let the group experience for themselves some of the stress adults feel when learning new technologies. She pointed out that learning a new technology generally precludes immediate grasp of any intellectual content. She described adult learners as self-motivated, experience-, problem- and application-oriented, afraid of making mistakes, and heterogeneous. She suggested training for adults is most successful when the planning and learning is collaborative; the trainer is a facilitator; the situation non-threatening; there is lots of feedback, debate, and interaction; training uses a variety of approaches including hands-on experience; and there are opportunities for self-directed learning. Yvonne Teitsworth, New York State Library, outlined the various systems available through NYSL's Electronic Reference Service and discussed staffing and staff training for that service. Roy Tennant, University of California Berkeley, offered "strategies for riding shotgun down the avalanche." He suggested that libraries create a structure which allows individual staff members to become expert on specific systems; that they provide good documentation—essential information in a brief, easy-to-use format; that they provide current awareness services (such as Berkeley's "Current Cites"); and that they offer staff a variety of training seminars on subjects of use and on subjects of interest.
Gale Burrow (909) 621-8150.

ACRL-CJCLS 1995 Chicago Conference Program Planning Committee
Chair: Susan Maltese.

The Committee is in the early planning stage. Ideas for program topics were discussed. The group decided to examine topics related to the flow of information in the age of technology, including access, control, and related social and library issues.
Camille O'Neill (602) 344-3828, ext. 2-2074.

ACRL English & American Literature Discussion Group. Topic: "Computers and Humanities Scholars"

Scott Stebelman (Humanities Librarian, George Washington University) gave a presentation on methodology for teaching the Internet in graduate-level English bibliography courses and general faculty sessions. He distributed a manual he developed for these sessions (available via FTP on the Internet). The presentation and discussion that followed covered the content of the instruction sessions, teaching methods, and how to make sessions relevant to students and faculty in the humanities. Fritz Witzcomb of SUNY Buffalo discussed ways to integrate the use of the Internet into reference desk service. An "ASKSEL" list has been created, ILL requests are accepted online, and "bookmarks" for the University's Internet gopher have been created to answer frequently asked questions. *Louise Greenfield (602) 621-2102 and Camille O'Neill (602) 344-3828, ext. 2-2074.*

ACRL-BIS 1994 Miami Conference Program Planning Committee
Chair: Susan Miller

The following abstract of the conference program was provided by Susan Miller.
"Beyond the F1 Key: Thinking and Teaching the Internet Within the Curriculum." Critical thinking has direct and profound connections with learning outcome developments in college and university curriculums. By using the rich and varied environment of the Internet to engender critical thinking abilities, we connect our library programs to the key movement in educational reform today. The combined program of the ACRL Bibliographic Instruction Section and ACRL College Library Section will present two conceptual frameworks and several case studies related to Internet training and use in an academic library. The first speaker, a nationally recognized expert in the area of critical thinking, will define and provide a context for critical thinking within the higher education curriculum. The second speaker will provide a faculty member's perspective on incorporating Internet use in the curriculum. In addition, three or four librarians will share case studies that demonstrate and/or discuss successful curriculum integration of specific Internet resources. Related poster sessions cosponsored by the Science and Technology Section (STS) will precede and follow the program."
Camille O'Neill (602) 344-3828, ext. 2-2074.

ACRL-BIS Conference Program Planning 1995
Chair: Robert Rose

The first Midwinter meeting of the 1995 Conference Program Planning Committee was a brainstorming session to come up with a possible program topic and format. Suggestions came from committee members; from a BI-L discussion in the fall; and from the chair's earlier conversations with Katherine Branch, BIS Chair-Elect. Although not yet definite, a consensus seemed to grow around the theme of "evaluation" of learner/student, of librarian/instructor, and of the BI program in general. This part of the discussion was followed by a discussion of formats, pitfalls to avoid, the right mix of theory/practice, and techniques to engage the audience. The next meeting will include Katherine Branch, and is expected to result in a decision about theme, format, program title, and begin pursuit of contributors.
Gail Gradowski (408) 554-5438.

ALA-UIILC (User Instruction for Information Literacy Committee)
Chair: Marsh Broadway

The committee has completed a revision of ALA Policy Statement 52.6: Library Programs and Services for Fundamental Information Rights. The text reads: *"The American Library Association affirms the fundamental right of all individuals to be able to find, to evaluate, and to use information effectively in their personal and professional lives. All libraries should provide instruction in the use of information resources as one of their primary service goals."* The proposed policy statement will be sent to ALA Council at the 1995 Annual Conference. The Committee is concentrating on how best to get information to ALA Councilors about the revision and to educate them in regard to the statement. They are proposing a program for the 1995 conference that considers how this statement affects libraries.
Debra Gilchrist (206) 964-6553.

ACRL-EBSS Bibliographic Instruction for Educators
Chair: Pat Libutti

The information skills document publicity plan was discussed. **Information Retrieval and Evaluation Skills for Education Students** was publicized in **ACRL News,** October, 1992, and is also available in ERIC. An announcement of this document appeared in **College Teaching,** October 1993. The group plans to publish a monograph through ALA, **Casebook for Information Retrieval and Evaluation Skills for Education Students and Practitioners**. Expected publication date is June 1995. The template, or outline, for each chapter was discussed, so that continuity of style would exist. Volunteers were solicited for chapters, and most members present volunteered to write 7-10 pages. Bonnie Gratch distributed a draft of the AASL Committee on Certification Competencies for Educators. Carole Markuson of AASL arrived to discuss this document, which was worked on independently from BIE's Information Retrieval and Evaluation Skills for Education Students. It is hoped that these competencies would be required by state certification boards throughout the country.
Helga Visscher (205) 348-6055 or (205) 348-1507.

Meetings Related to Library Instruction

ACRL-BIS Curriculum Materials Committee (CMC), Problems of Access & Control of Education Materials (PACEM)
Co-Chairs: Allison Kaplan, Nancy Walker

The Curriculum Center Collection Development Policy was published by ALA. Online access to curriculum materials was discussed. This makes material available to so many more users, not just students in education. For many, use for textbooks and children's books was a problem, others saw it as a great public relations support for community, alumni, etc. There are many levels of CMC's represented: learning resource center, (tutoring room and curriculum); curriculum center (some K-12 material); and education library (curriculum, professional journals, tests, professional and research books, etc.). Nothing was resolved. Nancy O'Hanlon of the Eisenhower National Clearinghouse Project for Math & Science reported on her facility at OSU, a collection and index for K-12 science and math teachers, with as much electronic information as possible. Jo Ann Carr spoke on behalf of ACRL-EBSS about the two committees meeting together. It is unusual. Should they separate? Barry Katzen of Kraus Curriculum Development Library asked about the possibility of the fiche collection being changed to CD-ROM or online. Problems of cataloging were discussed. They would like the article they are proposing to be publish in a cataloging journal, so catalogers would read it. *Helga Visscher (205) 348-6055 or (205) 348-1507.*

RASD-MARS Hot Topics Discussion Forum
Chair: Lori Bronard

Topic: "Reference Expert Systems: Is There an Ideal Model?" The discussion began with a conversation of what an expert system can do in a reference environment, the kinds of questions it can answer, the roles(s) it can play. A query directed to all present about how many people had an expert system up and running led to an active and involved discussion of exactly what constituted an expert system. The broadest definition, called "knowledge-based systems" by a participant, would seem to include even simple navigators or stand-alone pointers and, in a sense, gophers. The next topic dealt with what was available in the way of a shell/engine that could be used by a librarian to create a system. It does indeed appear that those systems are generally being built by reference librarians (although someone suggested this could be the "cataloging" of the future), in their copious spare time in the back room using the 800 number. Look for John Richardson's (UCLA) forthcoming book on knowledge-based systems for general reference to learn more. *Gail Gradowski (408) 554-5438.*

ACRL-BIS Teaching Methods Committee
Chair: Loanne Snavely

Projects were undertaken by the Committee during its first two years were discussed. The Active Learning Scenarios had been distributed to state and regional library instruction bodies and to LOEX. The Committee decided that distribution through ERIC would be useful, but the condition and layout of the packet needed to be examined. Discussion and decision on what should be done to ready the packet for ERIC submission will continue over the Committee's new listserv. The list of organizations compiled to distribute these packets was shared with LIRT, and it was decided that although continued cooperation between BIS and LIRT in maintaining such a list was a good idea, it should be forwarded to a more appropriate BIS committee. The first round of position papers was deemed a success and a second round is in-process. Brainstorming and volunteering resulted in a second set consisting (most likely) of papers on Internet, affective factors, distance education, improving teaching techniques, heterogeneous skills level classes, concept mapping, creativity, E-mail, and a specific cooperative learning technique. The committee explored new activities and decided to use a part of a longer committee meeting at the Annual Conference and one of the two Midwinter meetings as an open discussion on a topic related to teaching methods. Plans and details were worked out for a Miami launch date and an initial discussion topic, "Alternatives to the 50-Minute One-Shot." *Gail Gradowski (408) 554-5438.*

ACRL-BIS Emerging Technologies in Instruction
Chair: Barbara MacAdam

The Coalition for Networked Information has approved a plan to work with this committee on instruction for the Internet. This Committee has begun the process of

gathering information and will provide BIS Advisory Council with a packet by the Annual Conference. To do this they will: 1) Find out what other ALA groups and SLA groups are working on vis-a-vis Internet instruction. They will make recommendations to the BIS Advisory Council on how to react to these efforts on the part of other groups, such as whether or not this committee should collaborate. 2) This Committee will collect syllabi that already exist. These will be categorized in three tiers: as basic materials, as tied to specific subjects, and as to whether or not they have been done in consultation with faculty. 3) This Committee will recommend models of syllabi and publish a list of training materials for teaching users. This Committee will present a set of recommendations to BIS Executive Council as to what to do with this material. *Jennalyn Tellman (602) 621-6452 (Jennalyn@ccit.arizona.edu).*

ACRL-BIS Education for BI
Chair: Elizabeth H. Park

This Committee has been working on how BI coursework influences hiring decisions. Some data has been gathered, but the subcommittee will be working on expanding their sample to gather more information and then they will write a report. A subcommittee has gathered some sample syllabi on BI from library schools. They have pulled these together and posted them on LOEX. They plan to examine other library school courses to see if they may have a BI component. They plan to do this on a regular basis and to post the results on BI and library school electronic resources. The Committee wants to establish contacts with library schools and get library school faculty on the committee. They may look at a list of ALISE committees and see it there are any relevant committees, try to make some regular contacts and monitor what is happening in library schools. They may look at what BI internships or mentor programs exist. *Jennalyn Tellman (602) 621-6452 (Jennalyn@ccit.arizona.edu).*

ACRL-LPSS (Law & Political Science Section), Library Instruction Committee
Chair: Bill Orme

The Committee meeting was preceded by a discussion forum on Internet Resources for Law and Political Science. Among the items identified and discussed were: LC MARVEL, containing a database on legislation and one on copyright; CQ Washington Alert; North Carolina State University's gopher, which is subject-oriented and has a

political science category; North Carolina State's Polling database on opinion polls; the international law listserv INT-LAW; the Internet guides on the University of Michigan gopher; Cornell's legal gopher; GPO Monthly Catalog on FirstSearch; CICNet's Gopher Jewels; the White House gopher for NREN; NATODATA; and the UN gopher. General discussion followed on who at the attendees' institutions teaches Internet resources, the librarians or computer science faculty. In the committee meeting following the discussion, members reviewed a draft of the pathfinder for the Miami conference. The pathfinder is designed to provide guidance to information sources on the topic "multiculturalism." The group also expressed interest in placing the committee's pathfinders on a gopher for general access. Members critiqued the discussion forum that preceded the meeting and felt it was quite successful and should be repeated at future Midwinter Meetings.
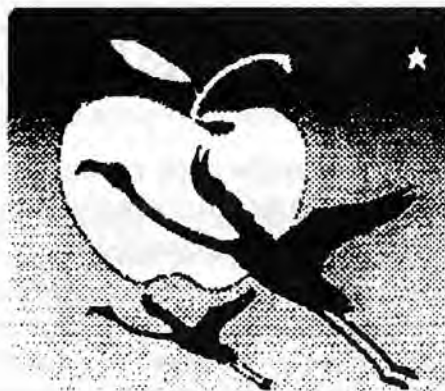*Mitch Stepanovich (817) 273-3000.*

ACLTS-PLMS/LIRT Preservation Education Committee Program 1994
Chair: Julie Page

The Committee discussed the 1994 program (co-sponsored by LIRT) to be held in Miami Monday, June 27, 2:00 - 5:30 pm., which will cover preservation education for the library user, library instruction, BI, etc.). The program title is "Selling Preservation: What to Say to the Customer." There will be four speakers: Peggy Sullivan, keynote, and one each from school, academic, and public libraries. The program will feature a practical approach, what people can do, and will include exhibits, handouts, A-V, bookmarks, etc. *Chuck Dintrone (619) 594-4303.*

BI-L

answer some questions about the scope codes, call number, and relate anything of interest that they notice.

2) Hand out a bibliography which contains "useful" material and "unuseful" material of all types, discussing with the students each citation and analyzing why the material is or is not useful.

3) Pick a topic for the class and divide into groups, each of which will work on a different component:

periodical indexes, online catalogs, reference material, and self-contained sources such as Opposing Viewpoints. Each group has an information and exercise sheet to complete. The groups report to the class, demonstrating how the process comes together.

Other topics of interest included the impact of the Americans with Disabilities Act on BI; faculty professional development; library competency requirements; DIALOG searching instruction; critical thinking; the making of videos advertising the library's services; and the teaching of which keys to press on a keyboard and how to press them. ■

Member A-LIRT

Billie Peterson

Cecilia D. Stafford, Tulane University

For many people closely involved with LIRT, Billie Peterson is known to be extremely knowledgeable about computer related issues. You will recognize her name as the columnist for Tech Talk right here in the LIRT Newsletter. Her expertise with computers, which has seen her appointed as LIRT Data File Manager, comes from her experience as Coordinator of Computer Assisted Reference Service in the Social Science and Humanities Reference Department of the Jesse H. Jones Library at Baylor University in Waco, Texas. At Baylor, Billie is pursuing a Master's in Computer Science.

Most of Billie's work activities revolve around assisting both the library staff and clients in using the electronic resources which are proliferating in public services areas. These activities include keeping the equipment operational; assisting clients at the reference desk; providing in-house staff training on new and changing electronic resources; creating user guides and handouts to make it easier for staff and clients to use electronic resources; and most recently developing Internet instruction sessions for faculty, staff, and students on the Baylor campus.

Before moving to Baylor, Billie, who was born and reared in the Black Hills of South Dakota, was a reference librarian in the West Campus Learning Resources Center at Ohio State University. Her LIRT activities include serving on the LIRT Computer Applications Committee and the LIRT Liaison Committee. She has also served as chairperson of the LIRT PR/Membership Committee. In addition to LIRT, Billie is currently involved with the Library and Information Technology Association (LITA) of ALA as the chairperson of the LITA Membership Committee.

With the rapid changes in access to information which are predicted over the next five to ten years, people will, theoretically, seek more information through electronic means without physically coming into the library. Clients may believe information seeking will become more convenient, but Billie doesn't feel that it will necessarily be any easier. Because of this dichotomy Billie believes that there will be an added dimension to the work of instruction librarians. In light of this future, her expressed instructional concerns are three-fold: To reduce the reticence information seekers may have when using automated systems; to find creative, effective instructional methods which reach remote information seekers when they need it; and to influence the design of electronic resources in order to reduce the amount of instruction needed.

Faced with increasingly rapid technological changes, instruction librarians will be looking to Billie Peterson and other "computer friendly" librarians like her for ideas on how to bring ourselves and our clients along on the information journey. ■

Help at the LIRT booth in Miami
see page 23 for details!

SELLING PRESERVATION:

WHAT TO SAY TO THE CUSTOMER

AMERICAN LIBRARY ASSOCIATION ANNUAL CONFERENCE
Miami, Florida. Monday, June 27 1994, 2:00 - 5:00 pm

Program Sponsored by ALCTS Preservation of Library Materials Section and the Library Instruction Round Table

The Keynote speaker will be Peggy Sullivan, Acting Executive Director of the American Library Association, who has worked as a school librarian and served as a library school director. She spoke on preservation at the ALA President's program in 1990. Other speakers will include Cheryl Holland, Preservation Librarian at Washington University, St. Louis, who does outreach to public and school libraries and Anne Reynolds, Director of Wellesley Free Library. A third speaker will address preservation issues in academic libraries. The program will also feature role-playing between instruction and preservations librarians presenting practical ways to incorporate preservation into library instruction presentations. These scenarios will be performed by Jeanne Drews, former member of the LIRT Public/Relations/Membership Committee and Tim Grimes, former President of LIRT.

The program will concentrate on acquiring practical ideas for preservation education programs applicable in all types of libraries - school, public, special and academic. Learn tactics to teach "kinder and gentler" use in your library instruction sessions. Hear what strategies promote preservation education initiatives through the library.

There will also be an exhibit area which will highlight visual materials used in successful programs, including posters, bookmarks, and handouts.

LIRT'S TOP TWENTY

Westbrook, Lynn. "User Needs: A Synthesis and Analysis of Current Theories for the Practitioner." *RQ*, **32 (Summer 1993): 541-549.**

Westbrook examines and synthesizes developments in research on user needs. She discusses how various theories view the user, information/knowledge, and using information/knowledge. In addition, she comments on areas of consensus among researchers and future research needs.

Wiggins, Marvin E. and Donald H. Howard. "Developing Support Facilities for BYU's Bibliographic Instruction Program. *Journal of Academic Librarianship*, **19 (July 1993): 144-148.**

The authors trace the development of one institution's bibliographic instruction program and the instructional facilities needed to support it. They take into account factors such as changing curricula, growing numbers of students reached, and the impact of library automation. They also describe a model lab facility that permits the demonstration of OPACs, CD-ROMs, and Internet resources, as well as hands-on practice.

This annotated bibliography was prepared by the Library Instruction Round Table's Continuing Education Committee, Barbara Conant, editor; Marilee Birchfield, Jody Bales Foote, Craig Gibson, Grace Jackson-Brown, Lorna Lueck, Libby Pollard and John Spencer, Committee Chair. ■

Library Instruction as Part of a Learning Organization

Tobeylynn Birch, California School of Professional Psychology

As was mentioned in an earlier column, library instruction in a special library must fit the goals of the library's parent organization. Fortunately, there are several current management trends that comfortably merge with library instruction goals. Many organizations are relying on quality initiatives (e.g. TQM) and continuous improvement programs to give them the edge in today's highly competitive markets. A necessary component of these programs is the concept of organizational learning. "How, after all, can an organization improve without first learning something?" (Garvin, 1993, p. 78) In an organization mounting a quality or continuous improvement initiative, an astute librarian would seize the opportunity to promote library instruction and library services as a major component in organizational learning.

Garvin (p. 81) identifies five activities necessary for organizational learning: 1) systematic problem solving, 2) experimentation with new approaches, 3) learning from past experience and history, 4) learning from experiences and best practices of others, and 5) transferring knowledge quickly and efficiently throughout the organization. Library instruction can contribute to the success of most of these activities.

Systematic problem solving involves relying on the scientific method rather than guesswork, insisting on data rather than assumptions, and using simple statistical tools. To support this activity, library instruction can help individuals learn to identify appropriate sources of data and to strengthen critical thinking skills. In Xerox's Leadership Through Quality initiative, all employees are trained in small-group activities and problem-solving techniques, including generating ideas and collecting information. The library certainly ought to be involved in such training.

Experimentation includes searching for and testing new knowledge. As described by Garvin, the search for new knowledge can involve sending managers and employees out to other organizations. However, that new knowledge may also be documented in library resources. Library instruction would provide training in the identification of and effective use of those resources.

Learning from past experience is one activity that might

not be enhanced by library instruction, unless, of course, the library is responsible for collecting and preserving organizational records and history. Then the library must be sure that members of the organization fully understand how to access that history.

Learning from others, also known in TQM as "benchmarking", includes identification of "best-practice" organizations. Again, resources in the library can support this process, and individuals should be aware of appropriate resources and their effective use.

Transferring knowledge quickly throughout the organization can be accomplished through reports, tours, personnel rotation programs, education and training, and standardization. Some of these may involve the library and therefore might need to be addressed by library instruction.

If your parent organization is mounting or involved in a quality or continuous improvement initiative, you need to be proactive and get your library involved as early as possible. It seems paradoxical that a "learning organization" would not recognize the roles its library could play in searching for, identifying, and acquiring new knowledge; however, you would be surprised how much of the literature in this area makes little or no reference to libraries as sources of information. In addition, according to Garvin, an important step in building a learning organization is "to open up boundaries and stimulate the exchange of ideas. Boundaries inhibit the flow of information; they keep individuals and groups isolated and reinforce preconceptions." (p. 91) And isn't one of the primary goals of library instruction to reduce the boundaries between individuals and the information they require? ■

Garvin, David A. (1993). "Building a learning organization." *Harvard Business Review*, 71(4), 78-91.

What's in a Name? ... The Debate Goes On

Camille O'Neill

The mandate is clear—the Bibliographic Instruction Section of the Association of College and Research Libraries should change its name. It is not clear, however, what the new name should be. The "What's in a Name" Task Force encourages you to let your opinion be known about your preference for the Section's new name. The discussions held on BI-L during November 1993, at the BIS Advisory Council at Midwinter 1994, and during the Midwinter 1994 BIS Discussion Forum produced some points of consensus on what should and should not comprise the Section's name. The term "bibliographic" was unanimously rejected. The inclusion of the term "library" or "libraries" in the Section name was deemed redundant given our parent organization's name—Association of College and Research Libraries. And, not surprisingly, it was agreed that the term "section" belongs in the organizational name. Consideration of an acronym did not drive the discussions, neither recommending or disqualifying a submission. Beyond these elements, the discussion of "education" versus "instruction" and "services" versus "strategies" was the most enlightening and engaging.

Based on these discussions, the BIS Executive Committee has narrowed the choices for a new section name to four candidates:

> **Educational Strategies Section**
> **Instruction Section**
> **Instructional Services Section**
> **User Education Section**

What is your preference and why? You have two opportunities to make your voice heard. Please let the Task Force know what you think! First, rank the four names in order of preference and tell them why you did so; send your rankings to Task Force chair Betsy Wilson, Allen Library, FM-25, University of Washington, Seattle, WA 91895; email: betsyw@u.washington.edu; phone (206) 685-1903; fax (206) 685-8727. Second, come participate in the "What's in a Name?" Debate to be held at the BIS membership meeting Sunday, June 26, 1994, 4:30-5:30. Check your ALA conference program for location. During the debate, a champion for each of the four names will present the rationale for the selection and make a case for its adoption. After the debate and what promises to be a lively audience discussion, a straw vote will be taken. Let us hear from you! ■

PRESIDENT

continued from page 1...

practical information to front-line librarians.

Attend the LIRT All-Committee meeting on Saturday morning, June 25th, if you are interested in helping keep LIRT on the leading edge. The meeting starts with a general session at 8:30 a.m. This year Jeneice Guy, the LIRT Liaison from the ALA central office, will discuss how Roundtable business gets accomplished within the broad purview of ALA. After the general session, we'll break up into individual committee meetings (see page 20 of this newsletter for a list of committees). These working meetings are where all the "real" work of running LIRT occurs! We welcome visitors, and will be glad to have you sit in on any one of these meetings.

The past year has been a busy one for LIRT committees, task forces and the executive board. After the flurry of new ideas and projects started in 1992-93, this year saw the implementation and continuing progress of these activities. We'll take stock in June at the annual conference, review the year's accomplishments and make plans for the next year. So stay tuned to LIRT, there's much more to come! ■

LIRT'S TOP TWENTY

Ellis, David. "Modeling the Information-Seeking Patterns of Academic Researchers: A Grounded Theory Approach." *The Library Quarterly*, 63 (October 1993): 469-486.

Ellis examines a different method of research, the grounded theory approach, for investigating complex human behavior. He applies this methodology to information-seeking behavior of academic researchers.

Hardesty, Larry, Jamie Hastreiter and David Henderson. *Bibliographic Instruction in Practice: A Tribute to the Legacy of Evan Ira Farber*. Ann Arbor: Pierian Press, 1993.

The papers in this volume are based on presentations at the fifth annual Earlham College-Eckerd College Bibliographic Instruction Conference. Farber describes the BI program at Earlham and presents his case for BI in the learning/teaching process. In addition, a wide variety of projects for the sciences, social sciences and literature are identified. Many of these projects may serve as alternatives to the traditional term paper. Multiple viewpoints from teaching faculty, students, administrators, and collection development persons are included.

Isbell, Dennis and Carol Hammond. "Information Literacy Competencies." *College and Research Libraries News*, 54 (June 1993): 325-327.

The authors clarify how developing information literacy competencies for students at a metropolitan university can assist both in marketing library instruction to faculty and in developing curriculum in academic units. Future plans are also specified.

Jacobson, Frances F. and Michael J. Jacobson. "Representative Cognitive Learning Theories and BI: A Case Study of End-User Searching." *Research Strategies*, 11 (Summer 1993): 124-137.

Jacobson and Jacobson discuss several learning theories (Transforming Mental Models, Cognitive Flexibility Theory, and Situated Cognition) and their applicability to instruction in database searching for high school students.

Common themes from these theories include: the active role of the learner in constructing knowledge; the importance of knowledge-based learning; and the importance of expert knowledge and performance as a model for novice database searchers. The authors present one possibility for instructional design based on these theories.

Keefer, Jane. "The Hungry Rat Syndrome: Library Anxiety, Information Literacy, and the Academic Reference Process." *RQ*, 32 (Spring 1993): 333-339.

The author explores process models of information seeking, rather than information-as-product models, as another way to view information use and library instruction. She advocates moving the emphasis from the right answer to finding the right question. In addition, she offers suggestions on strengthening the human aspect of reference service.

Kuhlthau, Carol C. "Implementing a Process Approach to Information Skills: A Study Identifying Indicators of Success in Library Media Programs". *School Library Media Quarterly*, (Fall 1993): 11-18.

Kuhlthau describes a study that investigated both problems and success factors in implementing a process approach to learning information skills in school library media programs. The process approach involves not only locating information, but developing skills for interpreting and using information from a variety of sources. (See also the author's book, *Seeking Meaning: A Process Approach to Library and Information Services*. Norwood, NJ.: Ablex, 1993.)

Levene, Lee-Allison and Polly Frank. "Peer Coaching: Professional Growth and Development for Instruction Librarians." *Reference Services Review*, 21 (Fall 1993): 35-42.

The authors discuss the benefits gained from peer coaching, and describe procedures for developing such a program. They emphasize the need for voluntary participation, confidentiality, mutuality and trust between coaches and partners, and non-evaluative feedback.

LIRT'S TOP TWENTY

Millsap, Larry and Terry Ellen Ferl. "Search Patterns of Remote Users: An Analysis of OPAC Transaction Logs." *Information Technology and Libraries*, 12 (September 1993): 321-343.

OPACs are becoming increasingly sophisticated in search capabilities while transaction logs show users tend towards basic commands and single indexes. This article suggests that BI librarians would benefit users more by concentrating on improving system design rather than instruction. The authors make recommendations on how to deal with users' difficulty in reformulating unsuccessful searches.

McKinzie, Steve. "Bibliographic Instruction or Research: What's in a Name?" *College & Research Libraries News*, 54 (June 1993): 336-37.

McKinzie questions the use of the term bibliographic instruction. He asks librarians to find a better way to express how we work with patrons. He suggests that teaching research skills, showing patrons how to get information, is more appropriate.

Nahl-Jakobovits, Diane and Leon A. Jakobovits. "Bibliographic Instructional Design for Information Literacy." *Research Strategies*, 11 (Spring 1993): 73-88.

This article is based on the authors' address at the BIS program, ALA 1992 Annual Conference. They present a new paradigm of Bibliographical Instruction Design that offers a more holistic perspective, combining instructional design and a system approach. They argue for integrated objectives in library instruction incorporating the affective, cognitive, and sensorimotor domains. The authors include a classification of information literacy skills.

Prince, William W. and others. "Project-Focused Library Instruction in Business Strategy Courses." *Journal of Education for Business*, 68 (Jan-Feb 1993): 179-83.

The authors present the results of surveys administered before and after a library instruction session for students in an undergraduate course on business strategy. The surveys assessed library-use anxiety, ability to use library resources and satisfaction with library instruction.

Ruscella, Phyllis L. "Scoring: Bibliographic Instruction Helps Freshman Athletes Compete in the Academic League." *Journal of Academic Librarianship*, 19 (September 1993): 232-236.

This article describes the University of Central Florida's participation in a structured support program, two one-hour sessions for freshmen athletes "to afford them the opportunity to succeed equally in both the sports arena and the academic arena." The program includes critical thinking, selecting research topics, and a hands-on activity using printed and computerized indexes.

Shonrock, Diana and Craig Mulder. "Instruction Librarians Acquiring the Proficiencies Critical to Their Work." *College & Research Libraries*, 54 (March 1993): 137-149.

The authors identified 84 proficiencies and then surveyed instructional librarians on where the proficiencies were acquired. In addition, the instructional librarians were asked where they would prefer to acquire the skills. A chart of the 25 most important proficiencies is included. The authors report that skills are overwhelmingly learned on-the-job, self-taught, or through other formal education. Only two of the proficiencies were primarily acquired in library school.

Warmkessel, Marjorie Markoff and Frances M. Carothers. "Collaborative Learning and Bibliographic Instruction." *The Journal of Academic Librarianship*, 19 (March 1993): 4-7.

Warmkessel and Carothers discuss collaborative or cooperative learning and its use in school and academic libraries to improve the effectiveness of library instruction. Using a strategy known as "pairing", the authors introduced undergraduates to electronic database searching on CD-ROM. Advantages of using pairing, such as developing a friendly environment for students to contribute without pressure, are detailed.

Meetings Related to Library Instruction

ACRL-BIS Policy Committee
Chair: Mary Beth Allen

At the first meeting at Midwinter Conference, the chair distributed the 1993/94 Handbooks. Minutes from the ALA Annual meeting in New Orleans were read and approved. The Planning Grid for major activities was distributed. The Committee charge was read and work for the year was discussed. The following subcommittees were appointed: 1) Publication Manual, 2) Tips for Taking Minutes, 3) Archiving Guidelines, and 4) RASD Occasional Papers. At the second meeting, subcommittee members reported on their work thus far. Tips for Taking Minutes reported that they were editing some language and were just about ready to send their new draft to Executive for input. Archiving Guidelines reported they had made progress but were not yet finished, that the procedure is confusing, and suggested a flowchart may be helpful. Deadlines will be more prominent and not on page 14 as they are in the old manual. They want chairs to send information to ACRL in mid-July from the past year's charge instead of the Secretary. The Publications Manual subcommittee reported they are not near completion, either. There are many revisions to be made and many suggestions from the Advisory about how to update. A memo from Katherine Branch about the publication process will be put into a checklist format and added to the manual. Some forms with similar purposes will be revised so the language is complementary. Final drafts will be sent to Executive for input well before the Annual Conference in June. *Mary Ellen Leverence, ACRL BIS Policy Committee Secretary (708) 534-4139, FAX (708) 534-4564.*

ACRL-BIS Video Task Force
Chair: Mary Jane Petrowski

This was the first brainstorming session. The group wants to make a video that says what BI is to the library world, its own discipline with its own knowledge base. It will be more than a documentary, promotional for BI, and will show the widespread nature of BI. It is not to be a history of BIS or LIRT. The group is considering talking to PBS or CNN about a multivolume series, possibly entitled, "Libraries in Society." *Debra Gilchrist (206) 964-6553.*

ACRL-CJCLS Bibliographic Instruction Committee
Chair: Wanda K. Johnston

The Committee chair provided a summary of the group's activities. Last year, the committee published "Immodest Rebuttal" in **Research Strategies**, 11 (Spring 1993): 100-105, a response to Tom Eadie's article, "Immodest Proposals: User Instruction for Students Does Not Work; A Former User Education Librarian Challenges a Basic Belief," **Library Journal**, 155 (October 15, 1990): 42-45. The Committee's current project is to publish an annotated bibliography entitled, "Best in Bibliographic Instruction," to be published in the inaugural issue of Community and Junior College Libraries (when it resumes publication in the near future). The bibliography incorporates results of a survey sent to 100 BI leaders and practitioners. Respondents were asked to list what they considered to be the best BI articles, journals, and monographs. Also included were the "Best Bibliographic Instruction" programs, conferences, clearinghouses, and BI listservs.
Camille O'Neill (602) 344-3828, ext. 2-2074.

ARCHIVES

The official ALA Archives at the University of Illinois report that there is almost *nothing* pertaining to LIRT's activities for the past fifteen years!

If you have any LIRT materials (newsletters, program flyers/brochures, committee minutes, etc.) please send them to:

> Lynn Randall
> Jennings Library
> Caldwell College
> 9 Ryerson Avenue
> Caldwell NJ 07006-6195.

If you have any questions about what to send, call Lynn at (201) 228-4424 ext. 314.

Your cooperation is needed to preserve our history and identity within the Association. Thank you!

Library Instruction Round Table
Invites you to go out for a
BITE with LIRT
in Miami
June 25 - 27, 1994

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

LIRT includes librarians from all types of libraries; school, academic, public and special. You need not be a member of LIRT to participate. We hope you'll join us and exchange your ideas and experiences with library instruction.

Return the reservation form by May 15, 1994. You will be notified when and where to meet your group. Bon Appetit! Send reservation form to:

Linda J. Goff. Library Instruction Librarian   (916) 278-5981
California State University, Sacramento   FAX (916) 278-7089
2000 Jed Smith Drive, Sacramento, CA 95819-6039   E-mail: LGOFF@CSUS.EDU

- -

Name _____

Institution _____

Mailing Address _____

_____

My preference is: Are you a LIRT member?

☐ lunch Saturday   June 25   12:30   ☐ yes
☐ lunch Sunday   June 26   12:30   ☐ no
☐ lunch Monday   June 27   12:30

Put your expertise to work...
Volunteer to work on a LIRT
committee *(see page 21)*

Ever wish you could get the LIRT News over the Internet?
See page 2...

LIBRARY INSTRUCTION ROUND TABLE STANDING COMMITTEES

COMPUTER APPLICATIONS: Examines how computers are used in library instruction. Promotes the use of computers by publishing a bibliography on computer applications for BI and maintaining a clearinghouse for information on computer software.

CONFERENCE PROGRAM: Plans the LIRT program for the ALA Annual Conference. Makes arrangements for speakers, room, handouts, and activities during the program.

CONTINUING EDUCATION: Conducts research and develops plans, actual materials, and directories to further the education and help meet the information needs of librarians engaged in user education.

ELECTIONS/NOMINATING: Prepares a slate of candidates for LIRT offices and maintains records on procedures, candidates, and election results. Solicits volunteers for LIRT committees and maintains files of prospective committee appointees.

LIAISON: Attends and reports to LIRT Steering Committee and members about committees within ALA involved in library instruction activities. Distributes to conference attendees a listing of instruction-related programs and meetings at ALA Conferences.

LONG RANGE PLANNING: Develops short and long range plans for LIRT. Implements planning and operations for the activities of LIRT. Chaired by the president-elect.

ORGANIZATION AND BYLAWS: Reviews, revises, and updates the organization manual of LIRT. Recommends to the Executive Board, and through it to LIRT members, the establishment, functions, and discontinuance of committees and task forces. Maintains the Constitution and Bylaws of LIRT and recommends amendments to those documents.

NEWSLETTER: Solicits articles, prepares and distributes the LIRT newsletter. The Executive Board of LIRT serves as the Editorial Board for the LIRT newsletter.

PROFESSIONAL ASSOCIATION NETWORKING: Maintains information about and communicates with national, state, and regional library instruction groups. Maintains the Directory of Bibliographic Instruction and Related Groups.

PUBLIC RELATIONS/MEMBERSHIP: Publicizes LIRT purposes, activities, and promotes membership in LIRT. Develops brochures and news releases to inform members, prospective members, and the library profession about LIRT activities. Sponsors an exhibit booth at the Annual Conference. Organizes BITES (meals for instruction librarians to meet for a meal and discussion) at the Midwinter and Annual conferences.

PUBLICATIONS: Establishes, maintains, and disseminates LIRT Publication Guidelines. Solicits ideas for publications and advises as to the appropriate means for publication. The LIRT newsletter editor and assistant editor are ex-officio members of this committee.

RESEARCH: Identifies, reviews, and disseminates information about in-depth, state-of-the-art research concerning library instruction for all types of libraries. Pinpoints areas where further investigation about library instruction is needed with a view toward the development of research proposals.

Committee Appointments are for 2 years. Appointments begin at the close of the annual conference and continue through the close of the annual conference in two years. For more information, contact Charlotte Files, telephone: (601) 656-5251, or see address on Committee Volunteer Form 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: Charlotte J. Files
MBCI - Choctaw Branch
P.O. Box 6010
Philadelphia, MS 39350

NAME and TITLE:

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

INSTITUTIONAL ADDRESS:
(star * preferred mailing address)

HOME ADDRESS:

DATE OF APPLICATION:

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

_____Computer Applications
_____Conference Programs
_____Continuing Education
_____Elections/Nominations
_____Liaison
_____Long-Range Planning

_____Newsletter
_____Organizational/Bylaws
_____Professional Association Networking
_____PR/Membership
_____Publications
_____Research

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

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

GOING THE DISTANCE
Reaching and Teaching Remote Users

Library Instruction Round Table Annual Conference Program
Sunday, June 26, 1994 9:30 am - 12:30 pm
ALA Annual Conference
Miami, Florida

What is **distance education** and how will it influence the way we teach library users? Distance educators and librarians discuss how and why **library instruction** will be transformed by distant learners. Where does your library fit in? How can you become involved? Pro-active strategies will be highlighted for developing a successful program and forming essential links in your community. Breakout sessions will include Libraries as Leaders, Technology and Professional Development, School and Public Library Alliances, and Planning for Success.

Scheduled speakers include: Dr. **John Cochenour**, Assistant Professor, Division of Lifelong Learning and Instruction, College of Education, University of Wyoming; **William (Bill) Orme**, Bibliographic Instruction coordinator, Indiana University-Purdue University Indianapolis; **Susan Barnes Whyte**, Reader and Extended Services Librarian, Linfield College; and **Brian Kelly**, District Director of Library Learning Resources, Palm Beach, Florida.

TECH TALK

Let Billie know what questions you want addressed in her column! No problem is too great or too small. Whether it is a hardware or software question, an Internet question, or how to load a program on your computer, the *LIRT News* wants to help! Don't know how to phrase the question? Describe your situation, and what you are hoping to discover or the problem you wish to resolve with computers or electronic resources! Give Billie a call, and chat!

Here's how to contact Billie:

Snail Mail: Tech Talk
Billie Peterson
Jesse H. Jones Library
P. O. Box 97146
Waco, TX 76798-7146
Voice: (817) 755-2344
FAX: (817) 752-5332

E-Mail: INTERNET: petersonb@baylor.edu
BITNET: petersonb@baylor.bitnet
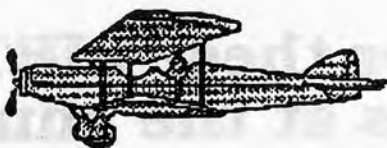
Volunteers are needed to staff the LIRT booth in Miami!

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

If you can contribute a couple of hours of your time, please fill out the form below. If you are not a member of LIRT, helping at the booth is a great way to meet current members and find out more about the organization. In addition to making new acquaintances, you will receive a **free LIRT Miami T-shirt!**

Please reply by **June 4, 1994** to:

Lydia A. Morrow
Governors State University
University Library
University Park IL 60466
(708) 534-4116; FAX: (708) 534-4564
BITNET: AXVGSLM@UICVMC

■■

Name: _____   Phone (work): _____

Institution: _____   Phone (home): _____

Address: _____   Email: _____

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

	9am-11am	11am-1pm	1pm-3pm	3pm-5pm	no preference
Saturday, June 25	____	____	____	____	____
Sunday, June 26	____	____	____	____	____
Monday, June 27	____	____	____	____	____
Tuesday, June 28	____	____	____	____	____

*The exhibits close at 4pm on Saturday   **The exhibits close at 3pm on Tuesday

Have you staffed the LIRT booth before?   Are you a LIRT member?
        yes ___ no ___   yes ___ no ___

Watch for these LIRT activities at the annual conference in Miami!

Going the Distance -- Reaching and
Teaching Remote Users & Learners (see p. 22)
Selling Preservation (in Instruction, see p.13)
BITE with LIRT (see p.19)

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

Address Correction Requested

FIRST CLASS MAIL