LIRT'S TOP TWENTY FOR 1994

Behrens, Shirley J. "A Conceptual Analysis and Historical Overview of Information Literacy." *College & Research Libraries,* 55 (July 1994) : 309-322.

The author analyzes major definitions of the term "information literacy" since the 1970s. Over time the meaning of information literacy has evolved and expanded. The skills and knowledge required to be information literate within the developing definitions are noted, as are the responses by the library profession. The article concludes by identifying three major trends from the 1990s.

Brock, Kathy Thomas. "Developing Information Literacy Through the Information Intermediary Process: A Model for Teacher-Librarians and Others." *Emergency Librarian,* 22 (September-October 1994) : 16-20.

The author develops a literature-based model which describes the intermediary activities of teacher-librarians as they assist students in each phase of the information search and use process (ISU). The purpose of the model is to describe or more clearly define the role of the teacher-librarian as an information intermediary.

Message from the President

Charlotte Files, Mississippi Band of Choctaw Indians

Everyone is looking forward to this year's annual ALA Conference in Chicago. Carolyn Walters has a wonderful program planned this year, entitled Class Act: Practical Presentation, Design and Materials. We know this is going to be a huge success, and I encourage everyone to attend.

l also plan to attend the All-Committee meeting on Saturday morning, June 24, at 9:00 a.m. Diana Shonrock will tell us about LIRT's new book on evaluation of library instruction—Diana and her committee have worked hard over the past few years and have done a really great job of producing a great publication.

After the general session, we will break up into individual committee meetings (see page 3 for a list of committees and times). ALL of these committees work hard to make LIRT the organization that it is. We are always in need of new faces and new ideas.

INSIDE

FROM THE EDITOR

Judy Clarence, California State University, Hayward
jclarenc@csuhayward.edu

This year of editing LIRT News has been a wonderful experience. I've gotten to know many terrific people, and have enjoyed my time with you all enormously. As always, kudos and praise go to our Production Editor Jana Edwards, whose patience, creativity, artistic skills and good humor make *LIRT News* the visually stimulating and attractive publication which reaches you four times a year.

Reluctantly, I turn over the Editorship to John Spencer, whose experience in journalism will be a valuable asset to LIRT. John will welcome articles and news of library instruction. **The deadline for the September issue is July 15.** Please submit items to John at the address below. E-mail submissions are preferred, but fax and paper manuscripts are acceptable. Please support John in his efforts as we pass *LIRT News* into his capable hands.

The New *LIRT News* Editor:

John Spencer
Fletcher Library
Arizona State University West
P.O. Box 37100
Phoenix AZ 85069-3710
(602) 543-8552
E-mail: igjss@asuvm.inre.asu.edu

Note from the Production Editor:

Did you know that you can submit photographs to accompany your articles in the *LIRT News?* Or copies of your organization's logo or simple black and white graphics? Improve the look of the newsletter and send them in!

How should you send them to the editors? You may submit graphics in print format, on a floppy disk (Macintosh format is preferred, though DOS and Windows are accepted), or even ftp the graphic to the production editor. For more information, please call Jana Edwards, (904) 392-4919 or send an e-mail message to edwards@nervm.nerdc.ufl.edu.

LIRT Meetings

1995 ALA Annual Conference
Chicago
June 24 - June 28, 1995

Check the final conference program for meeting locations.

Saturday, June 24	8:00 a.m. - 9:00 a.m.	Steering Committee
	9:00 a.m. - 12:30 p.m.	All Committee Meeting
	2:00 p.m. - 4:00 p.m.	1995 Election Committee
		5-Year Finance Task Force
		1995 Program Committee
		Recruitment Task Force
	8:00 p.m. - 10:00 p.m.	Executive Board
Sunday, June 25	9:30 a.m. - 12:30 p.m.	LIRT Program: **"Class Act": Producing and Presenting Library Instruction**
	11:30 a.m. - 12:30 p.m.	Long Range Planning Committee
	2:00 p.m. - 4:00 p.m.	Computer Applications Committee
		Library School Task Force
		Publications committee
	4:30 p.m. - 5:30 p.m.	1996 Election Committee
	8:00 p.m. - 10:00 p.m.	Instructional Materials Task Force
Monday, June 26	8:30 a.m. - 11:00 a.m.	Research Committee
	9:30 a.m. - 11:00 a.m.	Organization & Bylaws Committee
		1996 Program Committee
	2:00 p.m. - 4:00 p.m.	Long Range Planning Committee
		PR/Membership Committee
		1995/1996 Program Committees
Tuesday, June 27	8:00 a.m. - 12:30 p.m.	Steering Committee/Executive Board

REACHING THE "TALENTED TENTH"

Lara W. Jackman, Senior Academic and Career Advisor, University of Massachusetts at Boston

The under-utilization of the academic library within academic programs targeted to retain urban students in institutions of higher learning warrants close scrutiny from all segments of the higher education community. In general, today's urban student has not been prepared to manage the demands of academic work. Pre-freshman and freshman year programs are designed, for the most part, to facilitate the urban students' transition into the rigors of the academy. Ironically, remediation, basic/fundamental skills, and "non-academic" instruction are still viewed as ancillary to the overall educational mission of most traditional four year academic institutions. Consequently, urban students are being swept into the academic stream unable to navigate successfully the torrents of the faculty's academic expectations.

Many pre-freshman/freshman year program administrators pay homage to the importance of using the academic library, but few actually integrate it within the program's curriculum. Ask any one of them about the library and they will sing its praises. Look more closely at how they actually integrate it within their programs and you will find very few go beyond the traditional library orientation concept or the two to three library instructional class sessions.

I am concerned about the continued peripheral usage of the academic library within programming for the recruitment, transition, and retention of the urban student. As a Senior Academic and Career Advisor, I deal, on a daily basis, with many intelligent, under prepared urban students who have not been equipped with the skills necessary to negotiate the complexities of finding, analyzing, and using effectively knowledge and information.

In addition, I am concerned also that there is not a more cooperative, working relationship between library professionals and the education professionals con-

cerned with the recruitment and retention of urban students. Professionals in both areas need to collaborate and debunk the "unapproachable mystique" surrounding the academic library. They need to work together to mentor what could be considered the backbone of the information literacy movement—the independent learner.

Moreover, retention and graduation of students is also a top priority concern on most campuses and, these days, with the Federal Government as well. All segments of the academic community, including the staff of the academic library, need to be pro-active in planning retention programming. The best resource on campus to create the impossible is, in my opinion, the academic library. Its resources challenge our imagination, but, more importantly, provide windows of opportunity for all students—particularly urban students—to become the drivers of their own destinies; learners of independent means and social contributors to the welfare of the 21st century.

We have been experiencing the impact of the Information Age for some time now. It serves continually as our wake-up call to the realities of the mis-educated, the mis-informed, and the deprived. Sometimes I wonder: is anybody out there really listening?

I would be extremely interested in hearing from librarians and other professionals who share some, if not all, of the above concerns and have "pearls of wisdom" to offer regarding collaborative efforts among educational professionals that would enrich the education of today's urban student. Suffice it to say:

CHICAGO
JUNE 22-29, 1995

LIRT

ALA Annual Conference

Class Act:
Producing and Presenting Library Instruction

Sunday, June 25, 1995
9:30 a.m. - 12:30 p.m.

You can use instructional design techniques to make your library instruction presentations more effective. First, learn from an expert the basic elements of instructional design. Next, listen and observe as an instruction librarian discusses and demonstrates creative strategies for making your presentations more interesting. Finally, brainstorm and share your ideas with poster session presenters from school, public and academic libraries.

Speakers are

Michael Molenda
Assoc. Professor,
Instructional Systems Technology
School of Education
Indiana University-Bloomington

Molenda, the co-author of *Instructional Media and the New Technologies of Instruction*, 4th ed. (Macmillan, 1993) will address the basic elements of instructional design.

Randall Hensley
Social Science Reference Librarian
University of Hawaii at Manoa
Honolulu, Hawaii

Hensley will discuss and demonstrate ideas for making presentations more interesting and creative.

Following the speakers, there will be time for you to share your thoughts and ideas with poster session presenters from different types of libraries. Poster sessions will highlight new and creative ways librarians are instructing their patrons.

TOP TWENTY

Christensen, Peter G. "Using English Department Library Liaisons in a Term Paper Clinic: Reviving the Scholar/Librarian Model." *Research Strategies*, 12 (Fall 1994): 196-208.

The author presents a project at Marquette University in which two library liaisons (a librarian and an English Department instructor) assisted students in the writing of term papers for a freshman-level English course. The author argues for the usefulness of bibliographic instruction which is concerned more with the use of information than solely with the searching for or gathering of information. He suggests librarians would do well to become more involved in the full writing process and not just act as instructional intermediaries.

Edwards, Sherri. "Bibliographic Instruction Research: An Analysis of the Journal Literature from 1977 to 1991." *Research Strategies*, 12 (Spring 1994) : 68-78.

The author studied the bibliographic instruction literature from core journals to test the hypothesis that the number of research studies is growing. She found that the numbers have increased, although the ratio of research to non-research articles fluctuates greatly during any given year. When analyzed within five-year time spans, BI literature is fairly consistent with library literature as a whole in its percentage of research articles. Survey research, evaluation, and experimental research are the most frequently used methods in library instruction research studies.

Ford, Nigel, Frances Wood, and Christina Walsh. "Cognitive Styles and Searching." *Online & CDROM Review*, 18 (April 1994) : 79-86.

Reports the results of a study investigating the effect of cognitive style (Comprehension, Operation, and Versatile) on CD-ROM searching behavior. Searchers with different learning styles tend to use different search strategies. Versatile style searchers are the most effective. It was found that feedback, in the form of postings, enabled Comprehension and Operation style searchers to adapt their strategies resulting in improved

searchers. Incorporating increasing knowledge of cognitive styles and strategies into training will impact how searchers learn to search as well as their searching behavior.

Holmes, Colette O., D. Elizabeth Irish, and Thomas C. Haley. "BI for an Undergraduate Engineering Course: An Interactive Model for a Large-Enrollment Course. " *Research Strategies*, 12 (Spring 1994) : 115-121.

The authors describe an interactive library session based on the Karplus Learning Cycle. Given a scenario, students work briefly in pairs analyzing need for information within the scenario and responses are shared with the class. The students then form small groups, each exploring different library resources by completing a worksheet to guide them through the investigative process. Each group then makes a presentation to the class. To reinforce the library session, students complete an assignment requiring them to find an article. The interactive method supports the engineering instructors' course objectives and uses a subject/design related scenario.

Isbell, Dennis and Lisa Kammerlocher. "A Formative, Collegial Approach to Evaluating Course-Integrated Instruction." *Research Strategies*, 12 (Winter 1994) : 24-32.

This article describes various evaluation methods used to improve individual librarians' teaching performance. The methods include an evaluation form completed by classroom faculty, librarian/instructor devised student evaluations, and colleague observations. The guiding principles of the librarian-initiated program are presented and the benefits and shortcomings of the program are discussed.

Volunteer!

to be on a LIRT committee
See details on pages 18-19.
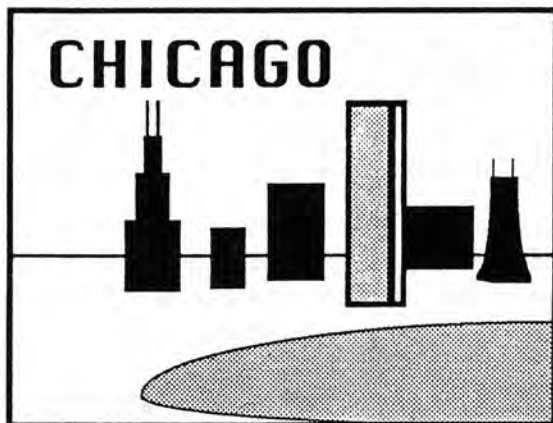
CHICAGO

Library Instruction Round Table
Invites you to join us for

BITES with LIRT
in Chicago
June 24 - 26, 1995

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

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

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

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

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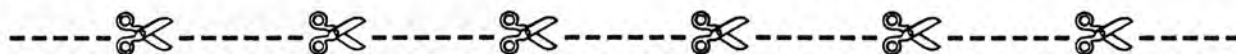
Name _____

Institution _____

Mailing Address _____

_____

Phone _____   E-mail _____

FAX _____

My preference is:

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

CHECK THESE OUT!

Mary Pagliero Popp, Indiana University Libraries

Making your summer reading list? Add some of these:

Ring, Donna M. and Patricia F. VanderMeer. "Designing a computerized Instructional Training Room for the Library." *Special Libraries* **85 (Summer 1994): 154-161.**

Librarians planning an electronic classroom/training room will want to read this well organized summary of things to think about. Included are room arrangement, lighting, climate, wiring, acoustics, furniture, hardware and software.

School Library Reference Services in the 90s: Where We Are, Where We're Heading. New York: Haworth, 1994. (also published as issue 44 of *The Reference Librarian*)

School librarians will want to look at this 1994 publication if they missed it last year. In it are a number of useful articles about library instruction.

The last two articles described below were prepared for an audience of academic librarians. However, both raise issues about library service and library instruction worth pondering by all library professionals, even while sunbathing on the beach!

Alberico, Ralph. "Serving College Students in an Era of Recombinant Information." *Wilson Library Bulletin* **69 (March 1995): 29-32, 119.**

Alberico discusses the new information environment and changing library collections and services, including instruction. In the first section, he talks about the movement of library services to a "mixed mode based on access and a local collection" (p. 29), the computer as a communication device, and the dynamic nature of electronic information, issues important to all of us. The last section describes ways staff at the Undergraduate Library at the University of Texas at Austin are harnessing new technologies to provide service.

Rettig, James. "The Convergence of the Twain or Titanic Collision? BI and Reference in the 1990's Sea of Change." *RSR* **23:1 (1995): 7-20.**

Rettig, former President of RASD, discusses the relationship between reference and bibliographic instruction. He calls for system design and bibliographic instruction that give users "freedom," providing users with control of their information seeking and with critical thinking skills to evaluate the materials they find. He concludes by listing tasks that reference and bibliographic instruction should share to reach this goal. ■

Have you joined LIRT-L?

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

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

Member A-LIRT
A Salute to Laura Bottoms

Sylvia Nicholas, Galther Health Sciences Library, Northwestern University

Seasoned LIRT members are likely to be familiar with our featured colleague, Laura Bottoms. Laura has been an ALA member since 1974, joining LIRT in 1980. Laura is the Assistant Director of the Thunderbird Library at Rogers State College in Claremore, Oklahoma. "Reference and library instruction form a large part of my job, along with some interlibrary loan, cataloging, circulation and help with audiovisuals."

Rogers State College serves 3,000 students, many on campus and some through televised or online courses, in both general academic and career-oriented programs. The average age of the RSC student body is 34. Library instruction is often customized to meet the different class needs. Structured sessions beyond the introductory overview are focused on particular assignments or other requirements. Discussions with instructors and faculty define needs, and some instructors prefer to conduct their class library visits on their own. Students who want additional help can make an appointment for an individual "research tutorial" with a librarian, to learn to employ effective search strategies.

Laura's perception of library instruction is best described in her own words. "In a way, all our user assistance is library instruction. We provide practical information, including demonstrations of library techniques, along with encouragement to persist in the hard work of thoughtful searching. Students may initially find too little or too much material, but our access systems help us locate efficiently what we need. Helping patrons find solutions to information access problems boosts everyone's awareness of the wealth of ideas and facts which surround us."

Laura has participated in numerous professional organizations including ACRL. She's been active in several state and local library groups including the Pennsylvania Library Association, the Massachusetts Library Association, the New England Library Association, and the New England Chapter of the Music Library Association. Presently, she is involved in the Oklahoma Library Association and the Tulsa Area Library Cooperative. Her philosophy on professional activities is refreshing: "The stimulus of professional associations holds both the intellectual/practical value of informing us about new developments in our ever-changing field, and the encouragement of periodically meeting with so many others who share the zeal—who think it's fun to support individual lifelong learning through good materials and vast information systems."

If you haven't had the opportunity to meet Laura, take the time to introduce yourself at ALA in Chicago. No doubt she'll be staffing the LIRT booth. This insightful, delightful colleague is a LIRT member worth knowing. ∎

BITES with LIRT
in Chicago
June 24 - 26, 1995
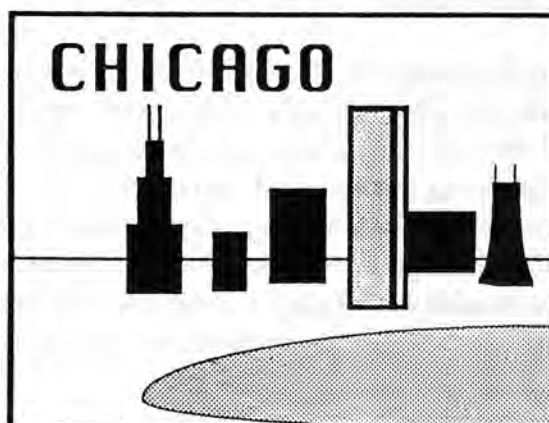
"REMEMBER THE GIN AND TONIC!"
USING ALCOHOL TO TEACH BOOLEAN SEARCHING

Michael Lorenzen, Zanesville Campus Library, Ohio University

The Zanesville Campus Library teaches a wide variety of patrons in a formal BI setting. The library is a shared facility on a co-located campus serving Ohio University at Zanesville and the Muskingum Area Technical College. BI is done for courses from both institutions which results in a large number of students from different programs and age groups.

One of the least interesting things to learn about, from a patron perspective, is Boolean searching—yet this is one of the most important concepts that a patron will be exposed to in library instruction. We noticed that repeatedly, regardless of type of patron or time of year, students would get glazed eyes and either sleep or play with their pencils during Boolean searching explanations. Neat and colorful Venn diagrams and LCD projections of CD programs had little impact on the problem.

So the library decided to change the way in which boolean searching was taught. A common interest of most of our students is alcohol, so this substance was incorporated into the BI instruction. Empty gin and whiskey bottles were acquired and filled with plain or colored water. A bottle of tonic water and several glasses were also brought in. We always start any presentation concerning a tool that requires it with an introduction to Boolean searching, explaining and, or and not. We now begin this discussion with explaining how bartenders use Boolean logic every day to fill their customers' mixed drink orders.

At this point, we ask for a volunteer. If no one volunteers, we ask the instructor which student is the most knowledgeable about alcohol. This query inevitably prompts a lively discussion which results in a "volunteer." The student volunteer is asked to come forward and mix gin and tonic; the and function in Boolean searching is thus demonstrated. The student is then asked to serve either gin or tonic, and again the term is discussed. Finally, the student is asked to mix gin not tonic. Straight gin should be the result, if the student is paying attention.

This BI exercise seems to be working. Students exposed to it are doing better at Boolean searching than are students who miss the class and must be taught later at the keyboard. Additionally, we ask students to "remember the gin and tonic" when they get confused at the terminal while trying to narrow searches. We've found that introducing humor and practicality into the BI session is very effective. ■

TOP TWENTY

Kalin, Sally and Carol Wright. "Internexus: Partnership for Internet Instruction." *The Reference Librarian (Librarians on the Internet: Impact on Reference Services)*, 41/42 (1994) : 197-209.

The article describes a team approach undertaken at Penn State whereby library and computer center staff collaborate to provide Internet instruction. The authors present the questions the team addressed in the planning process, the project objectives, and the lessons learned from the pilot sessions regarding the structure and content of the presentations and personnel needs.

Leach, Bruce A. "Identifying CD-ROM Use Patterns as a Tool for Evaluating User Instruction." *College and Research Libraries*, 55 (July 1994) : 365-371.

The author analyzed CD-ROM sign-up sheets to determine for each individual the number of database uses, the number of academic quarters the databases were used, and the interval between first and last use. Staff impressions that new searchers used the databases only on one occasion and that a small number of habitual searchers were responsible for most of the system use were not confirmed by the study. With the knowledge of use patterns, CD-ROM instruction has been modified. Point of use instruction was strengthened and workshops are held less frequently but cover more sophisticated search techniques.

Lin, Poping. "Library Instruction for Culturally Diverse Populations: A Comparative Approach." *Research Strategies*, 12 (Summer 1994) : 168-173.

The author, a librarian at Purdue University, offers a library workshop and instruction program that integrates Western and Chinese modes of thinking. The workshops start with a holistic (Chinese mode) picture of how a library organizes its materials before focusing on the specifics of methods and sources (Western mode). Response has been positive; students see linkages between the library and its components rather than focusing on what buttons to push on specific tools.

McClure, Charles R. "Network Literacy: A Role for Libraries?" *Information Technology and Libraries*, 13 (June 1994) : 115-125.

This article provides a broad view of network literacy in an electronic society. The author examines types of literacies, including computer, media, and information literacy, and the development of information problem-solving skills. Issues such as increasing awareness of the importance of network literacy, reinventing education and libraries for the networked society, and creating a level playing field between public and private interests are addressed by the author.

O'Brien, Thomas V. and Marjorie M. Warmkessel. "A Mingling of Minds: An In-Class 'Conference' on Educational Theories." *Research Strategies*, 12 (Summer 1994) : 174-181.

An alternative assignment is described in which education students research an educational theorist in preparation for a mock conference. After being introduced to library resources, students prepare to participate in the conference by familiarizing themselves with the theorist's views, background, and relationship to other theorists' philosophies and then by assuming the role of the theorist. The article includes a worksheet of questions students use to guide their research and the conference agenda.

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

Suggestions are made for different styles and types of Internet instruction for all ages of students. Librarian cooperation with computer technicians is recommended to take advantage of both professions' skills and knowledge. The bottom line is that in order to use the multitudinous resources on the Internet, patrons must be urged to get started; there is no wrong place to start.

Be a Class Act...

Attend the LIRT Program at ALA Annual, Chicago. For more details, see page 5.

TECH TALK

Billie Peterson. Baylor University

Dear Tech Talk—

I found the recent column on public libraries and the Internet to be very interesting. I am a school librarian, and I know a little about what schools are doing with the Internet, but I'd like some tips on why and how schools should use the Internet.

—Inspired To Know More

Dear Inspired—

There are a number of reasons why it is as important for schools to be connected to the Internet as it is for public libraries:

1. Public schools provide the lowest common denominator for almost all children in the United States, and they are the logical place to introduce children to the new technologically-based skills which this, and future, generations will use—much as they will use reading, writing and arithmetic;
2. A myriad of resources are available on the Internet that will enhance the resources found in school media centers;
3. Lesson plans, curriculum ideas, and discussion forums abound on the Internet, which can help teachers with the instruction they provide.

However, there is a serious caveat to be considered—providing school Internet connections will not make a difference in educational outcomes as long as the education continues to rely on rote learning and memorization. The education system needs to emphasize critical thinking skills: abstract thinking, problem solving, and inference. The bulk of Soloway's argument revolves around, "IF schools are connected, THEN schools will change." (Soloway, 18) Soloway maintains that provided teachers are given the training and encouragement to use Internet resources in the curriculum, the Internet lends itself to fostering the critical thinking skills which are often lacking in today's students. His article provides examples of student Internet projects in which they analyze data, predict outcomes, compare their results with the results of professionals, and even find errors in the professionals' results. The students participating in these projects are applying what they learn to meaningful situations and "publishing" the results on the Internet.

What are some of the challenges associated with connecting schools to the Internet?

1. Getting connected—the money involved; convincing the school board, administrators, teachers, and parents of its value; the amount of technical expertise needed;
2. Training teachers—how to use the resources on the Internet for themselves; how to incorporate the resources into effective lessons and instruction;
3. Changing the curriculum—emphasizing critical thinking skills as well as appropriate use of rote learning;
4. Sifting through the morass of information on the Internet to identify the most relevant resources for students and teachers;
5. Resolving issues surrounding the information on the Internet which may be deemed inappropriate for children.

Hughes suggests a low-cost model for networking 83,000 public schools. He recommends simple connections which give plain-vanilla access to the Internet without a high cost and without the need of a technical guru. He, too, strongly emphasizes the importance of teachers being well-trained in the use of the Internet, or the connections will be meaningless.

School librarians are well qualified to identify useful Internet resources for their schools. Even if they have no experience with the Internet, they are trained and experienced in finding relevant information...the Internet is simply a new resource which must be investigated. If at all possible, school librarians should take advantage of Internet seminars offered in their area so they become knowledgeable advocates for bringing the resources into the schools. Both library schools and state libraries provide opportunities to learn more about the Internet.

The Internet itself provides some of the best justification for why schools should have Internet connections. If you haven't done so already, I strongly recommend that you find a way to explore these and other sites to which these sites will lead.

K-12 Sources - Curriculum - Lesson Plans
http://execpc.com/~dboals/k-12.html
This site exists primarily to help provide schools with justification for Internet access.

Kids Web
http://www.infomall.org.kidsweb/
This site attempts to identify and provide links to the most useful Internet resources that are appropriate and fun for kids.

KidLink
gopher.kidlink.org
A grassroots project aimed at getting as many children in the age group 10-15 as possible involved in a global dialog.

Living Textbook
http://www.npac.syr.edu/NPAC1/PUB/kim/livingtextbook/SC95/
index.html
An example of a major school networking project undertaken by the state of New York.

Scholastic
scholastic.com   port 2003
A gopher site provided by the Scholastic Company.

WWW School Registry
http:/web66.coled.umn.edu/schools.html

A site where you can identify, by state, schools with Internet connections.

Web66
http://web66.coled.umn.edu/
A project by the University of Minnesota to facilitate the introduction of this technology into K-12 schools.

Private Disc. Groups & Elec. Journals
http://k12.cnidr.org:90/lists.html
A list of some listserv-based discussion forums for teachers and kids.

As a final note, school Internet advocates need to be well prepared to address questions from parents and administrators regarding the resources on the Internet which may be considered less than desirable for children to encounter. Read Flanders' article, Rumbaugh's article, and the work of ALA's Intellectual Freedom Committee as you establish policies for your school.

For More Information—

ALA. Intellectual Freedom Committee. "Access to Electronic Information, Services, and Net works: An Interpretation of the Library Bill of Rights", draft 1.1.
http://www.intac.com/~kgs/ifc/ofcelec.html
Barron, Daniel. "School Library Media Specialists and the Internet: Road Kill or Road Warriors?" *School Library Media Activities Monthly*, 10. (May 1994): 48.
Flanders, Bruce. "A Delicate Balance." *School Library Journal*, 40. (October 1994): 32.

As always, send questions and comments to:

Snail Mail:	Tech Talk
	Billie Peterson
	Moody Memorial Library
	P.O. Box 97143
	Waco TX 76798-7143
Phone:	Voice: (817) 755-2344
	FAX: (817) 752-5332
E-Mail:	
	INTERNET: petersonb@baylor.edu

TOP TWENTY

Reichel, Mary. "Intellectual Freedom and Library Instruction: The Centrality of the Connection." *RQ*, 33 (Summer 1994) : 471-475

In this "Library Literacy" column, the author discusses the connections among library instruction, information literacy, and intellectual freedom. It is suggested that an understanding of intellectual freedom issues will further cultivate a curiosity for learning. Some suggestions are given as to how librarians can incorporate intellectual freedom issues into instructional sessions.

Richardson, Gregg. "Computer-Assisted Library Instruction? Consider Your Resources, Commitment, and Needs." *Research Strategies*, 12 (Winter 1994) : 45-55.

Based on practical experience, the article discusses considerations in planning and designing an independent study undergraduate library skills course based on computer-assisted instruction, specifically Macintosh's HyperCard. The advantages and disadvantages of CAI for such a course are presented along with instructional design principles. Creating practical assignments that reinforce the CAI lessons and necessary resources are discussed as well.

Thomas, Joy. "Faculty Attitudes and Habits Concerning Library Instruction: How Much Has Changed Since 1982?" *Research Strategies*, 12 (Fall 1994) : 209-223.

In 1982 librarians at California State University Long Beach surveyed their faculty on how students learn library skills. Many of the faculty members assumed students learn to use the library without formal instruction from either librarians or classroom faculty. In 1990 the survey was re administered. Many of the CSULB faculty still seem to feel no responsibility for the students' learning of library skills. Findings on gender and rank difference, plus suggestions on efficient methods for focusing library instruction, conclude the article.

Truett, Carol, ed. "School Library Reference Services in the 90s: Where We Are, Where We're Heading." *The Reference Librarian*, 44 (1994) : entire issue.

In this issue of The Reference Librarian attention is focused on school media specialists, with many articles addressing the instructional role of media specialists. Among the issues discussed are: articulation of library skills from high school to college, resource-based teaching, the impact of the whole language movement on librarianship, teaching critical thinking through online searching, library instruction in the sciences, and the changing role of library media specialists.

Ury, Connie. "A Tiered Approach to Bibliographic Instruction: The MEDAL Program." *Research Strategy*, 12 (Fall 1994) : 247-250.

The article describes a four-stage bibliographic instruction program at Owens Library, Northwest Missouri State University. The successive goals of instruction for each level are presented. Of particular interest is the use of peer advisors, older students involved in the freshman seminar program, to provide basic library orientation tours.

Message from the President

We welcome all visitors, and will be glad to have you sit in on the committee of your choice. Please make sure you let someone know you are present so we will be sure to introduce you and make you feel welcome in LIRT.

We are all looking forward to a great annual conference and hope everyone will attend and enjoy the sunny, warm weather in June. Keep in touch with LIRT; there's a lot going on you won't want to miss. ■

Van Deusen, Jean Donham, and Julie I. Tallman. "The Impact of Scheduling on Curriculum Consultation and Information Skills Instruction." (Part One: The 1993-94 AASL/Highsmith Research Award Study). *School Library Media Quarterly,* 23 (Fall 1994) : 17-25.

Tallman, Julie I., and Jean Donham van Deusen. "External Conditions as they Relate to Curriculum Consultation and Information Skills Instruction by School Library Media Specialists." (Part Two: The 1993-94 AASL/Highsmith Research Award Study). *School Library Media Quarterly,* 23 (Fall 1994) : 27-31.

Tallman, Julie I., and Jean Donham van Deusen. "Collaborative Unit Planning—Schedule, Time, and Participants." (Part Three: The 1993/94 AASL/Highsmith Research Award Study). *School Library Media Quarterly,* 23 (Fall 1994) : 33-37.

This three-part study examines the way in which students are scheduled into the library media center (fixed vs. flexible scheduling) and its effect on the library media specialist's consultation activities and information skills instruction. Several planning factors (e.g., amount of time spent in planning, principal's expectations for collaboration, etc.) are also examined to determine their relationship to the consultation and teaching role of library media specialists.

"Talented Tenth"

continued from page 5...

To prepare the leaders of tomorrow, librarians, teachers, resource specialists, and educational administrators of today must teach students to become critical thinkers, intellectually curious observers, creators, and users of information, and citizens who routinely have the desire to know, who know how to access information (yet challenge its validity), who seek corroboration before adopting information, who understand the political, social, and economic agendas of information creation and dissemination, and who constantly see, re-see, and re-form information to meet their needs for problem solving and decision making. (Lenox, M. and Walker, M. "Information Literacy and the Education Process." *The Educational Forum, 57 (1993):* 312-321.) ∎

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Zapata, Maria Elena. "The Role of Public Libraries in Literacy Education." *Libri,* 44 (1994) : 123-129.

The concept of literacy/illiteracy is placed within a social and economic context, linking direct access to resources and social wealth and opportunity. The author calls on public libraries to participate in making this fundamental right to the access of information possible. Means of supporting this effort are identified: by becoming allies with educational institutions; and by acting as a service unit for the general public, providing resources and services to support literacy education. Specific activities which public libraries might employ to participate in this mission are outlined.

This annotated bibliography was prepared by the Library Instruction Round Table's Continuing Education Committee: Scott Mandernack, Editor, Marilee Birchfield, Gail Egbers, Lorna Lueck, Susan Paznekas, Phillip Powell, Katherine Todd, and Jody Bales Foote, Committee Chair. ∎

CHICAGO
JUNE 22-29, 1995
LIRT

California Clearinghouse on Library Instruction (CCLI)

Linda Muroi, San Diego State University, member, LIRT Professional Association Networking Committee

The California Clearinghouse on Library Instruction (CCLI) was formed to provide a forum for California librarians interested in library instruction. In 1973 after a pre-conference on "Teaching the Library" at the California Library Association, there was a desire by reference librarians attending to share innovative instructional ideas and materials through a clearinghouse in order to avoid unnecessary duplication of work. CCLI is geographically divided—CCLI North and CCLI-South. Both have elected officers and Steering Committees comprised of members who attend any given meeting. The Steering Committees put on four programs each year; two in the North and two in the South. Programs are on various instructional topics such as teaching the Internet, evaluating library instruction, and using computer graphics in instruction. Both groups maintain depositories and collect instructional materials produced by libraries in California including print, software and videos. Two newsletters are also jointly published each year.

For more information, contact **Kathy Dabbour**, 1994/95 CCLI-South Chair, UCLA Louise Darling Biomedical Library, 12-077 Center for Health Sciences, Box 951798, Los Angeles CA 90095-1798, or e-mail: ecz5dab@mvs.oac.ucla.edu, or **Betty Ronayne**, 1994/95 CCLI-North Chair, California State University, Sacramento, Library, 2000 Jed Smith Dr., Sacramento CA 95819-6039, e-mail: bronayne@csus.edu.

Marilyn Segal

Marilyn Segal, former President of LIRT (1985-86) succumbed to cancer on April 4, 1995, in Dallas, Texas. She had worked as a librarian at St. Mark's School in Dallas for almost fifteen years, retiring in 1985.

Marilyn received her BA at Southern Methodist University, where she was elected to Phi Beta Kappa. Her MLS was granted at the University of Wisconsin, where she was elected to Beta Phi Mu. She began her professional career as a ninth-grade math and English teacher at Dallas' Benjamin Franklin Junior High School in the early 1960s.

"Her major interest was really in teaching the students rather than the administrative functions of running a library," says her husband, Dr. Allen Segal. "Her involvement with students was a lifelong love."

LIRT members remember Marilyn for her ready smile, her formidable organizational skills, and her ambitious goals for LIRT. She did not have a lot of LIRT experience when she was elected to the presidency, but she jumped right in and achieved a great deal. The LIRT All-Committee meeting was Marilyn's brainchild. She spent a great deal of time increasing membership of school librarians in LIRT. Much of the work on the LIRT Library Instruction Handbook was accomplished during her presidency.

In addition to her work with libraries, Marilyn also volunteered with the Dallas Museum of Art, where she helped develop programs for high school students, the National Council of Jewish Women, and the League of Women Voters.

Memorial contributions may be made to:

National Council of Jewish Women
53 W. 23rd St., New York NY 10010

or

Marilyn Segal Docent Education
Fund of the Dallas Museum of Art
1717 N. Harwood
Dallas TX 75201

--Marilyn Barr, Emily Bergman, Mary Pagliero Popp

LIBRARY INSTRUCTION ROUND TABLE STANDING COMMITTEES

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

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

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

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

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

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

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

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

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

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

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

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

Committee Appointments are for 2 years. Appointments begin at the close of the annual conference and continue through the close of the annual conference in two years. For more information, contact Carol Derner, telephone: (219) 769-3541, extension 304, or see address on Committee Volunteer Form on next page.

Library Instruction Round Table
COMMITTEE VOLUNTEER FORM

If you are interested in serving on a LIRT Committee, please complete this form and mail it to the Vice-President/President Elect of LIRT: **Carol Derner**
Lake County Public Library
1919 West 81st Avenue
Merrillville, IN 46410-5382

NAME and TITLE:

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

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

HOME ADDRESS:

DATE OF APPLICATION:

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

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

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

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

CHICAGO

JUNE 22-29, 1995

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Producing and Presenting
Library Instruction

Sunday, June 25, 1995
9:30 a.m. - 12:30 p.m.

For more program details, please turn to page 5.

LIRT

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