Report from the Vice President: LIRT "Retreats"

by Lynn Ossolinski, lynno@nsn.k12.unr.edu

The meaning of the word "retreat" is complex. In the case of LIRT, we "retreated" in order to go forward. The retreat for introspection was an interesting and rewarding process. With the skillful touch of Diana Shonrock and others, the LIRT Retreat at George Washington University in Washington, D.C. on February 14, 1997 was a "period of seclusion" devoted to the contemplation of LIRT. Working in small groups that quickly changed topics and composition, gave all the LIRT leaders an opportunity to put their ideas up on wall charts, report our discussions to each other and find conviction in the purpose of LIRT. Several themes struck me as pervasive: the importance of instruction; the desire to learn new ways of teaching; and the commitment to the involvement of all types of libraries in LIRT. We clearly must use instruction as a way to promote library services. The library as a place of virtual sources from the Web and the Internet and the idea of total access were discussed. It was a pleasure to be part of such a dynamic group of intense, inspired librarians. The fallout from this "fallback from opposition to a safe place" will be well worth the time and effort of the participants. ∎

GETTING TO THE HEART OF LIRT

by Chuck Dintrone, Chair, Long-Range Planning Committee and Judy Clarence, Retreat Recorder

LIRT held an all-day retreat on February 14, 1997, at George Washington University in Washington, D.C. with 33 people in attendance. Organized by the Long-Range Planning Committee, the retreat's theme was "Getting to the Heart of LIRT." Attendees included members of the current Steering Committee, the Long Range Planning Committee, past presidents, past executive board members and additional public and school librarians. The two previous retreats were held in 1985 and 1990. The goal of the retreat was to evaluate LIRT and the future of library instruction, to assess what the future will bring, and to determine what LIRT can do as an organization to prepare and plan for that future.

INSIDE

FROM THE EDITOR

This is a jam-packed issue of the newsletter. It fills you in on the ALA Midwinter Conference in Washington, D.C. and highlights the LIRT retreat, held at George Washington University on February 14. With a theme of "Getting to the Heart of LIRT," the retreat brought together a group interested in developing plans for the future of LIRT.

In this issue, you can read different perspectives on the retreat which is going to have an impact on current and future goals of LIRT. There's plenty in this issue to read and digest, but be sure to check the Web Site for LIRT for the late-breaking news on LIRT (http://diogenes.baylor.edu/Library/LIRT/).

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The due date for submissions to the June issue of LIRT News is

April 15, 1997!!!

Library Instruction Round Table Archives

Lynn Randall, Archivist
173 Ridge Road, Apt. H-7
Cedar Grove, NJ 07009
Telephone:
Work: (201) 228-4424, ext. 314
FAX: (201) 228-351

CONGRATULATIONS TO CAROL DERNER

Carol, who served as LIRT's president last year, has recently been selected as Indiana Librarian of the Year. Currently Carol is chairing LIRT's Organization and Bylaws Committee. She is the Library Director of the Lake County Public Library in Merrillville, Indiana. Send her a congratulatory e-mail (cderner.lcpl@incolsa.palni.edu).

SLATE FOR LIRT OFFICES, 1997-98
Candidates for VICE PRESIDENT/PRESIDENT ELECT

GALE BURROW

Coordinator of Instruction, Libraries of the Claremont Colleges, Claremont, California. 1990-
B.A., English, Westhampton College, University of Richmond, VA,
1971 M.A., English, University of Virginia, 1976
M.L.S., University of Arizona, 1987

LIRT Committee Service: Computer Applications 1990-1994, Chair 1992-1993, Co-edited CAI Directory; Liaison Committee 1992-1996, Chair 1994-1996 Long-Range Planning, 1995- .

Other Professional Activities, Accomplishments and Awards: ACRL-IS Teaching Methods Committee member, 1991-1994. ACRL-IS Communication Committee member, 1994- . California Academic and Research Libraries (CARL) Discussion Interest Group-South Secretary, 1991-1992. CARL-South Liaison for the Libraries of the Claremont Colleges, 1993- . Co-authored an article, "The CD-ROM Network at the Claremont Colleges: Implementation, Instruction, and Remote Access," Research Services Review, 1994. Presented a contributed paper for LOEX of the West Conference, 1994. "Library Instruction for Faculty: Training in the Use of Electronic Resources". Presented a showcase presentation at LITA National conference, 1992, "Networking at Claremont".

Statement of Professional Concerns:
My first encounter with library instruction came as a teacher taking high school English students to the library for a class with our school librarian. But it was years later, as a library school student, before I realized just how much library instruction would have enhanced my own educational experience. That realization has shaped my professional commitment to library instruction. Today, enabling library users to develop the necessary skills to find and interpret information they need is becoming a primary focus of libraries. I believe LIRT's strength — a strength we must foster — lies in the collaboration among members from all types of libraries to provide such instruction for our communities.

By continuing to draw on and share the experience and expertise of our members through outstanding programs, publications, and networks. LIRT can support, encourage and inspire librarians and can keep library instruction at the forefront in libraries and in ALA. ■

MITCH STEPANOVICH

Architecture Librarian, University of Texas at Arlington, 1995-
B.S., Social Science, University of Oregon, 1977
M.L.S., University of Oregon, 1978
M.S. Education Policy and Management, University of Oregon, 1982

LIRT Offices Held: Publicity Coordinator 1994- , Secretary 1993-1994.

LIRT Committee Service: Internet Presence Task Force 1995- ; Liaison Committee 1989-1993, Chair 1991-1992; 1990 Conference Program Committee 1989-1990; 1989 Conference Program Committee 1988-1989; Public Relations/Membership Committee 1988-1990; LIRT Liaison representative to various ACRL committees 1989-1993.

Other Professional Activities, Accomplishments and Awards: President Oregon Community College Librarians Association 1982-1983. Treasurer, National Librarians Association, Pacific Northwest Chapter, 1981-1983. At University of Texas, Arlington developed and conducted HTML training for colleagues; developed and implemented credit library instruction programs; developed the initial proposal document for librarians self-governance. At Lane Community College, Oregon, developed and implemented a credit library instruction program. Hall of honor award for advisors, Phi Theta Kappa, national honorary scholastic society, 1985.

Candidates for SECRETARY

MARSHA A. FORYS

User Education Coordinator & Reference Librarian,
The University of Iowa Libraries, 1988-
A.A., Mount St. Clare College, 1969
B.A., Spanish, Marycrest College, 1971
M.A., Spanish, University of Iowa, 1975
M.L.S., University of Iowa, 1976

LIRT Committee Service: Computer Applications, 1991-93, 1993-95; Long Range Planning 1995-97.

Professional Memberships and Awards: ACRL-Instruction Section—Management of Bibliographic Instruction Services, member, 1991-93, 1993-95; ACRL-Instruction Section—Planning, member, 1995-97; ACRL 1997 Conference (Nashville) Committee's Poster Session Subcommittee, member, 1996-97.

Other Professional Activities, Accomplishments and Awards: Member of the Council on Teaching at the University of Iowa, 1996-99; Speaker at the LIRT Computer Applications Committee's Discussion Forum; Professional Development Opportunities Award, University of Iowa, 1994.

Statement of Professional Concerns: Academic, school, and public librarians share many of the same library instruction interests and face many of the same challenges. Issues such as improving the instruction we do, marketing our instruction programs, techno-stress, and learning to teach groups with wide-ranging abilities and needs are of interest to many. Technology has made a huge impact on library instruction and will continue to do so. We must learn to exploit that technology in our teaching as well as teach people how to use the new electronic sources and tools. LIRT provides a much-needed way for librarians from all types of institutions to come together to discuss, learn, and share. Rather than reinvent the wheel, we can and must learn from each other so that our patrons develop essential information gathering skills. ■

CYNTHIA HODGES KROLIKOWSKI

Librarian I, Wayne State University, 1993-
B.A., Political Science, University of Michigan, 1976
M.S.L.S., Wayne State University, 1992

LIRT Committee Service: Program Planning Committee, 1995-97.

Professional Memberships and Awards: Reference and User Services Association (RUSA); History Section; Bibliography and Indexes Committee 1996-98; Southeastern Michigan League of Libraries (SEMLOL) Committee on Research Education (CORE) Chairperson 1995-present; Metropolitan Detroit Medical Library Group (MDMLG) Archivist 1993-95.

Other Professional Activities, Accomplishments and Awards: Two published book reviews in Resource Sharing & Information Networks; Member of Beta Phi Mu 1993.

Statement of Professional Concerns: That librarians are educators cannot be disputed. Whether at a reference desk, in a classroom, or out in the field, librarians provide patrons with a framework and a process to help make the information-seeking procedure less stressful and more successful.

That librarians are also students is perhaps less well understood. Librarianship in isolation is a very lonely prospect. Organizations such as the American Library Association and its Library Instruction Round Table (LIRT) help provide education forums and colleague interaction to librarians to create a sense of shared community.

We are teachers. We are students. Recognition of both realities contributes greatly to the complete librarian. ■

Candidates for VICE-TREASURER/TREASURER-ELECT

BARBARA J. PILVIN

Librarian II, General Information Dept., Free Library of Philadelphia, 1988-
A.B. in French and History, Smith College, 1973
M.A. in French, Yale University, 1976
M.L.S., University of Maryland, 1981

LIRT Committee Service:
PR/Membership, 1994- ; Newsletter, 1990-1992.

Other ALA activities: Member of Reference Collection Development and Evaluation Committee of RASD, 1991-95.

Statement of Professional Concerns: In more than ten years in a large public library, I have found that the single most valuable service my fellow reference librarians and I perform is teaching people how to find information. This can be a challenge, for their level of education, enthusiasm, library and computer literacy, and ability to articulate their needs varies widely. But their success is as gratifying to us as it is exciting and liberating for them.

Like most libraries, ours cannot provide instruction as systematically as everyone would like to do. My colleagues and I share and exchange information with patrons, individually and in groups of different sizes, and with each other, not just on the job but through activity in professional organizations such as LIRT. The combined effort enriches everyone, staff and public alike, and helps patrons acquire skills that will last all their lives. ■

*Announcing the
Official LIRT
Web Site!*

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

M.A. (PEG) OETTINGER

Librarian, Middle County Central School District, Centereach High School,Centereach, N.Y.
B.Mus. Ed. Catholic University of America, 1964
M.L.S., St. John's Univ., 1971

LIRT Committee Service: PR/Membership Committee 1992-1994; Instructional Materials Task Force 1993-1995; 1997 Program Planning Committee 1996-1997.
Other ALA activities: ALSC Library Service to Children with Special Needs, 1995-1998, Chair, 1997-1998.

Statement of Professional Concerns: I feel that good library instruction in all types of libraries is more important than ever in this age of electronic information. Only those who learn to use the new technology will remain information literate. Libraries, which cut across all walks of life, are logical places for people to learn. Libraries are also the place where those who do not have computers at home or at work to access the growing body of electronic information. ■

STEPANOVICH

Statement of Professional Concerns:
It is easy for us to ignore our individual condition during these times of rapid and consistent change. Our work requires more of our energy and attention with less time for professional growth or individual development. We, therefore, become ever more dependent on LIRT to continue its tradition of being watchful and informing us about impending changes in our profession before these changes impact our work lives. As examples, today's hot topic of distance education was presented in our conference program two years ago, 1994. HTML (hypermedia) was the topic of our program six years ago, 1990. Advance information on these issues and others have enabled many of us to effectively prepare for change in these areas.

The challenge for us within LIRT's organizational structure is to bring pertinent future issues to all our members whether or not they attend ALA conferences and whether or not they are connected electronically. ■
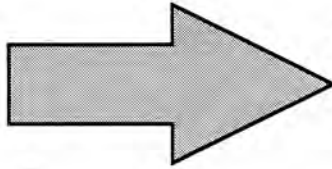
Volunteers are needed to staff the LIRT booth in <u>SAN FRANCISCO</u>

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

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

Please reply by June 6, 1997 to:

Marie Hayden
Sam Houston State University
Department of Library Science
P. O. Box 2236
Huntsville, Texas 77341
409-294-1961 or FAX 409-294-1153
E-Mail: LIS_FMH@SHSU.EDU
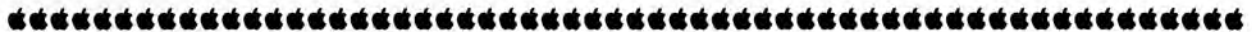
Name: _____   Phone (work): _____

Institution: _____   Phone (home): _____

Address: _____   Email: _____

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

	9am-11am	11am-1pm	1pm-3pm	3pm-5pm	no preference
Saturday, June 28	_____	_____	_____	*_____	_____
Sunday, June 29	_____	_____	_____	_____	_____
Monday, June 30	_____	_____	_____	_____	_____
Tuesday, July 1	_____	_____	_____	**_____	_____

   *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 _____

LIRT MEMBERS RUN FOR ALA COUNCIL

by Rebecca Jackson, George Washington University,
rjackson@gwis2.circ.gwu.edu

Three LIRT members are running for ALA Council this spring. We are pleased to know that LIRT members are actively pursuing these offices and we encourage all LIRT members to remember to vote for these committed LIRT members. It is important to have LIRT members on Council for three reasons:

1. All of these librarians have been active in LIRT. Their continuing contributions to LIRT testify to their ability to serve well on the ALA Council.

2. There is no delegate on ALA Council from the ALA round tables. ALA is planning some organizational changes over the next few years, changes which might have a profound impact on LIRT and other round tables. Having LIRT members on the Council will ensure that the interests of the round tables will be heard.

3. As the proliferation of electronic resources and remote library use become more widespread, in all types of libraries, it is also important that there be representation of the interests of instructional librarians. Predictions are that librarians will be shifting their focuses from access to service; library instruction is one of the most important services to help users with the vast array of information sources available to them.

The three members of LIRT running for ALA Council are Tim Grimes, Diana Shonrock, and John Spencer. When you receive your ballot, we hope you will take the time to identify librarians with strong instructional backgrounds, or other Round Table backgrounds, read their statements of concern, and vote.

TIM GRIMES is the Associate Director of Public Relations at the Ann Arbor District Library in Ann Arbor, Michigan. He has been actively involved in LIRT since 1987, when he served as Treasurer. He has also served as Secretary and President of LIRT since then. He is an active member of RUSA and PLA, and is involved in several library organizations on the local level. He co-founded the Southeast Michigan Adult Reading roundtable. Tim has been one of LIRT's most active public library members.

"Change is constant in today's libraries. Whether one works in a public, school, academic, or special library setting, the world of information resources is dramatically changing. We are inundated by new technology, cyberspace resources, management techniques and user expectations. It can sometimes be daunting and overwhelming. ALA Council has a duty to lead us in this valued profession. New changes mean new policies, new outlooks, and new manners of thought. With a progressive Council, our profession will take a proactive approach to our environment, rather than reacting as old environments and patterns of work are replaced or remodeled by change. Change is a constant; it is imperative that we be ready to actively manage it."

DIANA DONNER SHONROCK is Coordinator of the General Reference Section at Iowa State University in Ames, Iowa. She too has been an active member of LIRT since 1987. She edited Evaluating Library Instruction: Sample Questions, Forms, and Strategies for Practical Use, a work of the LIRT Research Committee. She is also active in ACRL's Instruction Section and in various local organizations. She now serves as LIRT's secretary and she facilitated the LIRT retreat at the past midwinter conference.

"Although ALA is a large and complex organization, it must adapt to its changing and increasingly technological environments and serve as the 'human touch.' I would like to be able to add my voice to that more human touch for ALA. My concerns include:

-the challenge to libraries to humanize the digital world;
-that libraries consider paramount their educational role;
-helping libraries adjust their traditional roles to the digital world;

ALA COUNCIL

-assuring that libraries forge coalitions with other information providers such as government and commercial providers to provide the best service;

-that libraries become active and play leadership roles for their profession in the community at large; and
-that organizational changes in ALA will recognize the important role of round tables and increase the opportunities for their members to participate fully in ALA.

Libraries have a tremendous opportunity to influence and direct the public opinion, but they must make their message clear and central to their communities."

JOHN S. SPENCER is Research and Liaison Librarian at Arizona State University West in Phoenix, Arizona. He has been active in LIRT since 1991, serving on and chairing the continuing Education Committee and now serving as LIRT's newsletter editor. He has done presentations and poster sessions on information literacy, basic library skills and team building in an academic library at national and statewide conferences."

"My goal is to help ALA set standards and policies that move the organization forward into the 21st century, as well as to ensure that the voices of all librarians are represented in the structure of the organization. If elected, I have several primary concerns, including:

1) that ALA be structured in a way that allows for better representation of all ALA divisions and round tables.

2) that ALA set standards and policies which encourage more participation and better communication among all librarians involved in ALA.

3) that ALA develop programs and services that reflect the needs of librarians in its divisions and round tables, whether public, academic, school, or special librarians.

4) that ALA focus on developing a vision for librarians and libraries of the future which emphasizes the importance of information literacy in lifelong learning."

Editorial Addition:

DEBRA L. GILCHRIST is another member of LIRT who is running for ALA Council, as a second term Councilor-at-Large. Debra is the Director of Library/Media Services at Pierce College in Tacoma, Washington. She has been a member of LIRT since 1986 and has served on the Liaison Committee. She currently chairs the Instruction Committee of ACRL's Community and Junior College Library Section. In addition, her publications and presentations focus on information competencies, inquiry based learning, outcomes assessment and collaborative teaching.

"At a time of critical reorganization and self-study, ALA must mobilize through the strength of consensus to be responsive to the diverse and dynamic membership that is our underlying strength. Council shapes these diverse beliefs into a common vision. Our goal must be to convey our profession's best ideas, convictions and actions in a clear and influential manner. ALA's vitality and growth will be ensured by successfully integrating creative new ideas with proven traditions.

My priorities are to:

1) increase our voice in national information policy debates, ensuring information flow and information literacy as inherent rights;

2) develop recruitment and mentoring programs that support diversity and attract strong professionals;

3) facilitate communication with membership, ensuring all voices contribute to policy formation;

4) develop an openly accessible ALA organizational structure;

5) strongly champion the public's right to know.

I will work to ensure ALA serves as a catalyst in providing strong directed leadership in these areas."

Member A-LIRT
Marilyn Whitmore

by Pixey Anne Mosley,
pmosley@cis-gw.tamu.edu

As an active member of LIRT for nearly 10 years, Dr. Marilyn Whitmore has recently taken her library instruction experience in an atypical direction and now works to disseminate practical information among instruction librarians. She has accomplished this by starting her own publishing business, appropriately named Library Instruction Publications.

Prior to her entrepreneurial undertaking in 1996, all of her professional experience was as an academic librarian. During her thirty-four year tenure at the University of Pittsburgh, Marilyn wore many different professional hats. Starting out as a cataloger, she sought new challenges by moving around within the institution. These moves included becoming the Head of Cataloging and the Head of the Gift and Exchange Department; serving as a subject bibliographer; becoming the University Archivist and Head of Archives; and serving as the Supervisor of the Microforms Collection. She spent her last 10 years in the academic setting as the Coordinator of Library Instruction for the University Library System.

Marilyn has been a member of ALA since 1964 and has been active in numerous committee assignments. She served as the chair of the LIRT Research Committee (1988-1990) while it was conducting a national survey on user education aims. She next served as the LIRT Treasurer (1991-1993). She has served on several committees within the Seminar on the Acquisition of Latin American Library Materials, an interest that developed during her days in the Gift and Exchange Department. As a successful academic librarian, Marilyn served on an impressive list of institutional committees, including the Oakland Library Consortium Standing Committee on User Services (as the University of Pittsburgh representative) and the University Senate Education Policies Committee.

Marilyn's interest in library instruction became more defined and focused during her pursuit of her doctoral degree. Her dissertation examined the impact of instruction on a student's attitude toward using microform materials. A few years later, the Director of Libraries at the University of Pittsburgh asked her to develop a library user instruction program. In doing this, Marilyn found her true niche in the profession. She has stated that she believes that "Americans must become information-literate, information seekers. [Librarians] must continue to unmask the information seeking process, to unmask technology, and to demonstrate that information is not only necessary but can be fun to pursue." By her own admission, she sees this task as being exciting and challenging.

In her role as a publisher, Marilyn has realized a long-term ongoing interest in participating in the business world and is working "to provide a vehicle for librarians who wish to speak out and share with colleagues." She plans for her books to feature practical exercises on different aspects of seeking information and using the library. These exercises are contributed by librarians based on a wide range of settings and experiences. Her forthcoming second book will concentrate on teaching Internet skills and resources in the library setting.

On the personal side, Marilyn has lived and traveled extensively in Latin American countries with her husband. While he is involved in business activities, she hauls professional journals in her luggage and brushes up on her Spanish by helping out the local libraries as a free consultant. At home in Pittsburgh, she is an herb gardener and "dabbles" in watercolor painting. From the business insights she can bring to the positive communication she can facilitate, Marilyn is a valuable and welcome member of LIRT. ∎

HEART OF LIRT

After opening remarks by Chuck Dintrone, Chair of Long-Range Planning, and Kari Lucas, President of LIRT, Tim Grimes, who has held every elected office in LIRT and is Associate Director of Public Relations at Ann Arbor District Library, talked about change and reorganization. While many of us dread change and reorganization, both are inevitable. All libraries, but especially public libraries, are finding change so constant that it feels like "going whitewater rafting." LIRT has a solid historical foundation to build upon but we must be willing to go beyond it. We must respect the past, use it, and move on to the future.

The procedures for the rest of the day were developed by Diana Shonrock, the facilitator for the retreat. Using a modified Delphi method, Diana came up with the topics for discussion. Each participant was involved in two group discussions. Following lunch, each group reported on their ideas, and the highlights from each group follow:

1. Should LIRT be disbanded? If not, where does LIRT fit in the ALA strategic plan?

The consensus was "no." LIRT's cross-library participation is unique in ALA. Instruction is important and growing, especially in public libraries. While ALA does not fully understand or appreciate LIRT's role, LIRT needs to market itself and communicate with those who do not attend conferences. Round tables, in general, need to be strengthened in ALA, and LIRT needs to establish links to other ALA groups through newsletters, etc.

2. Library/information instruction in an electronic environment and a time of "invisible libraries."

How can LIRT support teaching of the Internet, CD-ROM products, etc. to different audiences? Distance education is an issue. There are many different learning styles, including hands-on, which is becoming more important in the electronic environment. Other issues were networks vs. stand alone computers; in-house tools vs. those one has no control over; how to evaluate teaching; and the expense of technology. Collaborative instruction, varying levels of preparation, and critical thinking skills are also important. "How do we reach the unreachable if we are invisible?"

3. Human touch in a machine world. Librarians make connections with people and are bridge builders. They also help users come to terms with their expectations about libraries and information resources such as "everything is on the Internet."

4. Information instruction as an agent of technological, organizational, and societal change.

This discussion emphasized the importance of critical thinking. Even for distance education, librarians are still needed for instruction. Practical instruction, not too technical, is essential. Everyone we teach becomes an agent for change.

LIRT Positions Itself for the 21st Century

by Kari Lucas, President

This fin-de-siecle finds LIRT pondering its future with many questions and few answers. For several years, leadership of LIRT has undertaken various exercises to help it work though its needed evolution into a viable entity for the future. Sharing the internal deliberations of an organization can be a big bore for those not intimately involved with it as it struggles with the issues at hand.

If you read the LIRT News for teaching tips and Tech Talk to gain practical, implementable, on-the-job hints and strategies to improve your teaching, this probably isn't the article for you. However, if you are interested in learning about how LIRT is addressing issues of organizational change, read on. A recap of LIRT's history will help put the planning efforts in perspective.

In 1993, LIRT President Tim Grimes appointed a task force to look at issues of retaining existing members and increasing the recruitment of new members to LIRT.

HEART OF LIRT

5. How to market LIRT and library services through library instruction.

LIRT members could share expertise, possibly preparing starter kits for librarians who have not taught a particular area, perhaps targeting public and school librarians. We should provide something of practical value for those who do not attend conferences, and publish articles in PLA and AASL publications. Marketing the library through library instruction is achieved because instruction brings people into the library. Ideally it should increase their comfort level as well. More visual and graphics are needed in instruction.

6. Coordinating library/information instruction coalitions.

Is there a lack of knowledge on the part of university students because they did not learn or because they forgot what they learned? School librarians need to know what universities expect students to know. Information competence is needed at all levels. Librarians could form coalitions within their state to address commonalities instead of differences. Librarians see the same people at different stages of life. Sometimes there is a lack of respect for school librarians among university librarians.

7. Instruction for special groups.

All groups are not homogenous but all groups could benefit by being shown the big picture. Unrealistic expectations lead to frustrations. There is a need to train staff to be sensitive.

8. Future trends.

The future of library instruction is tied strongly to the future of libraries. Librarians are not the only ones teaching. There is a need to keep up but can we do everything or should we find a niche? Teaching is no longer defined by physical space. We need more formal training in pedagogy. Anyone who works with technology realizes one can't predict more than about two years in the future.

After lunch, different groups worked on the same questions, based on the morning's work, to come up

Having never served on an ALA Committee, Horace seriously misunderstood the nature of his first round table appointment.
— By Gary Handman

Reprinted from: Handman, Gary. *Bibliotoons*, Jefferson, North Carolina: McFarland, c1990, by permission of the author.

with future directions for LIRT. These were then reported and put into different categories. The three categories turned out to be:

1) Outreach/Marketing, such as contacting other ALA groups, writing articles, creating links from other Web pages to LIRT, distributing LIRT products broadly and systematically; 2) Organizational Issues, such as evaluating and examining charges and functions of all committees, raising the image of round tables, becoming more visible in ALA, having booths every other year but do it better; 3) Training and Learning such as holding a preconference on pedagogy, developing models for Web instruction, developing mentoring programs for those who need advice on teaching, etc.

Following the retreat, the Long-Range Planning Committee organized the suggestions for the Executive Board (see separate article). Two key ideas (besides those mentioned above) that seemed to be cut across all groups were 1) that there should be better relations with other groups, especially AASL and PLA; and 2) that LIRT should reach out to those who do not attend conferences.

Overall, the retreat was a great success thanks to those who made it so: the Long-Range Planning Committee (Alison Armstrong, Gale Burrow, Judy Clarence, Barbara Conant, Marsha Forys, Tim Grimes, Linda Sammataro, Diana Shonrock, Judy Williams, and Maggie Zarnosky) and Mitch Stepanovich. The complete report on the day's events is available in the LIRT archives. ■

☑ CHECK THESE OUT!

Mary Pagliero Popp, Indiana University Libraries

Learning styles, information literacy skills, and instruction about the World Wide Web—ideas in the library literature abound. If you missed these articles, be sure to check them out!

■ RESEARCH ABOUT LEARNERS

Burdick, Tracey A. "Success and Diversity in Informa - tion Seeking: Gender and the Information Search Styles Model." School Library Media Quarterly 25 (Fall 1996): 19-26.

Review of an exploratory study about gender differences in the information search process, looking at actions, thinking, and feelings. The research found that the differences were less related to gender than to styles of information-seeking.

Griggs, Shirley and Rita Dunn. "Learning Styles of Asian-American Adolescents." Emergency Librarian 24 (Sept.-Oct. 1996): 8-13.

Reviews research, defines cultural values and discusses implications for teaching.

■ WORLD WIDE WEB—PLANNING FOR LIBRARY WEB SITES & TEACHING EVALUATION

These two articles, taken together, offer help in planning for organizational support and tips for developing a library home page:

Cunningham, Jim. "So You Want to Put Your Library on the Web?" Computers in Libraries 17 (February 1997): 42-45.

Matsco, Sandra and Sharon Campbell. "Writing A Library Home Page." Public Libraries 35 (Sept.-Oct.. 1996): 284-286.

Teaching users to evaluate resources found on the Web is a major concern of instruction librarians. The articles below offer promising ideas for users at all levels. Fitzgerald describes Internet misinformation and proposes a set of evaluation skills. Tate and Alexander provide a 3-part lesson plan with a checklist.

Fitzgerald, Mary Ann. "Misinformation on the Internet: Applying Evaluation Skills to Online Information." Emergency Librarian 24 (Jan.-Feb. 1997): 9-14.

Tate, Marsha and Jane Alexander. "Teaching Critical Evaluation Skills for World Wide Web Resources. Computers in Libraries 16 (Nov.-Dec.1996): 49-54.

Many libraries are interested in developing an interactive, virtual library tour on the World Wide Web. A description of the planning process, design, and development of the Texas A & M University Evans Library tour appears in:

Mosley, Pixie Anne and Xiao, Daniel. "Touring the Campus Library from the World Wide Web." RSR: Reference Services Review 24.4 (1996): 7-14.

Recent discussions on the BI-L bibliographic instruction listserv resulted in the development of a page on which Pamela Thomas of Syracuse University Libraries has made links to the public and academic library virtual library tours she found. See the list at: <URL: http://web.syr.edu/~pjmerrim/instr/index2.htm>

■ IN BRIEF

School librarians may find the Summer 1996 (volume 18, no. 4) issue of Indiana Media Journal useful. Two particularly useful articles are:

The Colorado Department of Education. "Information Literacy Guidelines, Assessment for Information Literacy, and Assessment of School Library Media Programs (draft)," 39-71 which contain an extensive collection of rubrics for assessing information literacy developed in 1996 to support the 1994 guidelines.

Mehlinger, Howard. "Teaching and Learning in the Information Age":

Excerpts from School Reform in the Information Age. 24-38, which focuses on new theories of teaching and of learning.

Control of their own learning is important to many students. One method is the modular approach, described in:

Ramey, Mary Ann. "Student Choice: A Modular Approach to Library Instruction." Research Strategies 14 (Fall 1996): 246-151.

Rader, Hannelore. "Library Instruction and Information Literacy—1995." RSR: Reference Services Review 24.4 (1996): 77- .

The latest installment in Dr. Rader's famous annotated bibliography, with a new title. ■

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Powerpoint Presentations

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Internet Instruction

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Website Tutorials

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

ALA MIDWINTER REPORTS FROM LIRT COMMITTEES

Computer Applications Committee
Stephen Westman, swestman@coyote.utsa.edu

Members Present: Barbara Cressman, Valerie Jackson Feinman, Peter Giordano, David Levinson and Stephen Westman.

The "Webliography" of Internet resources was the main topic of the meeting. Currently about 380 links have been submitted by committee members and linked to the project's home page at http://www.utsa.edu/cac. [Editor's note: the site will be available to non-committee members by the Annual Conference.] To organize the pages, it was proposed that a CGI-updated database be used to create and search the Web pages. The criteria for describing a site will be placed on the project home page for evaluation. Non-academic librarians will be contacted for their input. The goal for the committee is to have the Web project available on the LIRT Web site by Annual.

Conference Program Committee
Marcia King-Blandford, mkingbl@utnet.utoledo.edu

Members Present: Phillip Jones, Marcia King-Blandford, Cynthia Krolikowski, Carolyn McIntosh, Peg Oettinger and Kristin Strohmeyer.

The Program Committee met twice at Midwinter, preparing for the ALA Annual Meeting in San Francisco. The LIRT Executive and Steering Committees have approved the program, "Focus on the Student: Emphasizing Learning Styles," which will be held on Sunday, June 29 at 9:30 a.m. Panelists invited to speak are Gail Junion-Metz, president, Information Age Consultants, University Heights, Ohio; Lynn Sutton, Director, Undergraduate Library, Wayne State University, Detroit, Michigan; and Debra Jones, Internet Librarian, Cabrillo College, Aptos, California.

Continuing Education Committee
Marilee Birchfield, Chair, MARILEE@tcl.sc.edu

Members present: Marilee Birchfield, Lucia Dunn, Elizabeth Lorenzen, Janet Sheets, and Kate Todd.

The Continuing Education Committee reviewed and selected the outstanding instruction articles for the "1996 Top 20 Bibliography" which will appear in the June issue of LIRT News.

Long Range Planning Committee
Charles Dintrone, charles.dintrone@sdsu.edu

The regular activities of the committee, which are to write a report on the Planning and Goal Progress Evaluation Forms and to update LIRT's environmental scan, were postponed until the results of the retreat are clearer. The committee will work on these and any other assignments from the Executive Board related to the retreat in the coming months and at Annual. The committee spent the rest of the meeting analyzing the retreat and coming up with a summary of actions to recommend to the Executive Board.

Organization and Bylaws Committee
Carol Derner, cderner.lcpl@incolsa.palni.edu

Members present: Marilyn Barr, Carol Derner, Kari Lucas and Mary Popp.

The committee reviewed suggested changes to the Organization Manual with Kari. All committee chairs are asked to send suggested changes in Standing Committee descriptions (Section V of Bylaws) and Committee Charges (AO1.05) as well as general changes to Carol Derner by April I.

Public Relations/Membership Committee
Linda Goff, Chair, ljgoff@csus.edu

Members Present: Allisa Beck, Laura Bottoms, Andy Corrigan, Linda J. Goff, Pixey Mosley, Barbara Pilvin, Donna Kanapes and Marilyn Whitmore.

Bites with LIRT - 29 people preregistered for the 3 lunches; the committee noted that most individuals register through BI-L; actual attendance was 34.

LIRT Booth at ALA — Andy Corrigan will coordinate the booth in San Francisco. Volunteers are needed to staff the booth, and ads will be put in the newsletter and on BI-L. Marie Hayden will coordinate booth volunteers. The committee would like to see more table space for display and would like to update the print materials. Concern was expressed about limited funds. The committee will buy two copies of the LIRT publication, Evaluating Library Instruction, for display in the booth. Marilyn Whitmore will donate 3 copies of her instruction book for the prize drawing to add to the 3 remaining canvas LIRT bags.

COMMITTEES

Print Material - A concerted effort will be made to collect materials on teaching the Web and other electronic-based sources for display in the booth. The binders of older materials will be retired to Archives. Donna Kanapes will design an ad for the next newsletter to solicit print material.

Banner — Laura Bottoms will obtain a new banner to replace the one lost by UPS last year, after determining the original specifications. If specs can't be found, a new design may be created.

Membership - This year's project is to revise the membership brochure and place it on the LIRT web page. Linda Goff attended the ALA Membership Task Force meeting and found that LIRT can borrow small table top display panels for state or regional meeting to promote LIRT membership. Please contact her for details.

Member A-LIRT - Pixey Mosley is writing the column currently. The goal is to focus on LIRT librarians who are in school or special libraries. Lynn Ossolinski, LIRT Vice President, will be the next profile.

Research Committee
Sherry DeDecker, Chair, dedecker@library.ucsb.edu

Members present: Sherry DeDecker, Lorna Peterson, Sharon Stewart, Lenora Berendt, Elaine Nowick, Nerea Llamas, Gina Persichini, Esteban Valdez, Victoria Williamson, Kathleen Kie, Jim Kapoun.
Visitor: Rachel Fenske.

The committee has been working on a project identifying library tutorials on the Web. Sites are added to the committee Web page with abstracts; also on the page is a list of criteria for evaluating Web sites, and a bibliography.

During the two midwinter meetings, committee members evaluated each site, eliminating some and proposing additions, and wrote abstracts. The list was divided by type of tutorial. Our goal is to complete this project by ALA annual and link the list of tutorials to the LIRT home page this summer. ■

21st Century

The task force met, deliberated, and wrote a final report that set forth recommendations which were presented to President Carol Derner in 1995.

In 1994, at the Midwinter Conference, concurrent with the Recruitment Task Force's activities, under LIRT President Charlotte Files, the Long Range Planning Committee undertook the process of conducting a simple environmental scan to identify trends in the external environment that either provide opportunities for devising new strategies or that threaten an organization's ability to implement its chosen goals.

They planned to perform this scan on a yearly basis. The Environmental Scan 1995-96 offered a revision of the first scan to reflect key issues the Long Range Planning Committee determined were likely to affect library instruction and LIRT in the foreseeable future. It was submitted to the Steering Committee, Executive Board, and published in the LIRT News (vol. 18, no. 1). The Long Range Planning Committee then focused its energy on planning a retreat with the goal "to re-energize people."

In 1997, at the Midwinter Conference LIRT conducted a retreat which you can read about in detail elsewhere in this newsletter. In terms of documentation, we have the Long Range Planning Committee recommendations based on the findings from the Retreat. We have the Recruitment Task Force Final Report (June 1995) with a set of recommendations. The recommendations from these two overlap significantly. And we have the Environmental Scan 1995-96 which poses many questions for LIRT to consider.

I have already asked the LIRT committee chairs to review and revise their committee's description in the Bylaws and the Manual. So we are well underway. In the upcoming months before the 1997 Annual Conference in San Francisco, I will work with the Executive Board to create action plans and timetables that address the issues set forth in these documents. Some tasks will be the responsibility of the Executive Board. Some tasks will be remanded to specific committees. All things considered, LIRT is moving apace in positioning itself for the 21st Century with vigor and resolve. ■

TECH TALK

Billie Peterson, Baylor University

Dear Tech Talk—

I work in a medium-sized public library in a community of about 100,000. Recently we've been getting requests for assistance from teachers who are enrolled in Master's and Ph.D. programs offered through distance education at a university in another part of the state. We simply don't have the depth or level of resources to help these students. In some instances we don't even have the resources to help them find materials that will meet their needs. The local community college is facing the same problem. Needless to say, frustration on all sides is running rampant. What are we to do?

—Distantly Disturbed

Dear DD—

A very timely question as colleges and universities are increasing their activities in this seemingly new form of education. In reality, distance learning has been around for a *long* time, if you consider the use of correspondence courses. It is the advent of new technologies (such as two-way, interactive video technology) and the wide accessibility of the Internet, that are changing how academic institutions choose to deliver instruction to an increasing number of students. In addition, it's much more enticing for career-track individuals to pursue additional degrees when they don't have to quit their jobs, uproot their families, and move in order to pursue these degrees.

Historically, colleges and universities offered single courses via distance education; now entire degree programs are available. Historically, libraries didn't have to be overly concerned about support services to the relatively few people who were taking correspondence courses. Likewise it was unlikely that local libraries would be overwhelmed by students who might be taking these courses. It appears that those idyllic days are in the past, both because of the increased number of degree programs and courses offered via distance education and because of the need to demonstrate to accrediting agencies that equitable library support services are available to the students enrolled in these programs. These remote users must now be considered an integral part of an academic library's primary clientele.

So what are local libraries to do when hit with the very real needs of these distance education students? Under the best of circumstances, library administrations will be proactive as distance education initiatives are developed on their campuses. Whenever possible, they can establish policies and procedures which will provide needed services to the distance education students from the campus library, rather than expecting the students to use local libraries for their academic research needs.

Ideally, these policies and procedures should be jointly developed by librarians and the faculty actively involved in establishing the distance education programs. The first step is to open communication between the two groups. The teaching faculty may be unaware of the variety of ways that the library can meet the research needs of their distant education students; and librarians may be unaware of the extent of the distant education programs already in existence on the campus.

In developing these policies and procedures, there are at least four areas of service that might be addressed:

☐ Access to Electronic Resources — Including the online catalog, networked databases, full-text resources, Internet resources, and so on.

☐ Instruction Services — Including electronic versions of handouts, e-mail tutorials, library instruction sessions via interactive teleconferencing or when students are on campus, printed handouts included in course packets, use of modems, the Internet, online services, or other technological tools.

☐ Document Delivery — Including delivery of documents owned by the library (faxing journal articles or mailing/FedExing books), subsidized access to end-user document delivery services such as UnCover or FastDoc, as well as modifications to traditional interlibrary loan services.

☐ Reference Services — Including e-mail, telephone (via an 800 number), and fax services, or performing CD-ROM database searches, much like DIALOG searches were provided in the past.

User surveys, both before services are formalized and after they are established will help identify additional services to consider.

Some of the above examples of extended services may fly in the face of current library policies and, no doubt, will add additional work to already overburdened library staff. Here is another reason why library administrations have to be proactive with the distance education initiatives on their campus. If the administration is strongly committed to these initiatives, then the libraries need to be sure the administration is cognizant of the financial and staff costs associated with the provision of equitable support services for these students. Without demonstrable, equitable support, it will be difficult for distant education programs to obtain accreditation and therefore shouldn't be offered, until the appropriate support can be provided.

In addition to the services outlined above, libraries can establish formal relationships with other libraries. In some instances, such relationships may already exist because of long-standing consortia or other traditional relationships. However, there may be occasions when new and unusual alliances may have to be established. Under the best of circumstances, reciprocal arrangements may be possible; but alliances based on one library paying another for services rendered to the students may also need to be considered. Who picks up these fees: the library; the school offering the program; the university; the students who are in the program? On the other side of the spectrum, the local library has to decide if it is necessary to charge fees for these services, and if so, how much and what kinds of services should and can be offered?

Back to the original question. . . what can a local library do if it is suddenly faced with an onslaught of distant education students? Use the same approach used when students repeatedly come to the reference desk with an unreasonable library assignment. Go to the source: identify the institution that is providing the instruction and contact the director or dean of that library. Through no fault of her/his own, s/he may be unaware of the program, much less the impact that program is having on a local library.

There are several resources listed below that will be helpful in identifying the issues surrounding library support services for distant education programs. In particular, look at the most recent draft of the "ACRL Guidelines for extended Academic Library Services" which have been developed by the ACRL Extended Campus Library Services Section; the second edition of Alexander Slade's bibliography, Library Services for Off-Campus and Distance Education, published in 1996; and the ARL SPEC Kit, Role of Libraries in Distant Education. Also, listed below are some library web sites at which some procedures or policies are available: Simon Fraser University; Indiana University; and the University of Northern Colorado. Finally, consider subscribing to the

TECH TALK

electronic discussion forum: offcamp (Off-Campus Library Services list). Send the standard subscription message to: listserv@lists.wayne.edu

Additional Information —

ACRL Extended Campus Library Services Section (ECLSS) <URL: http://ecuvax.cis.ecu.edu/~lbshouse/home.htm>

"ACRL Guidelines — Guidelines for Extended Academic Library Services: A Draft". College & Research Libraries News (February 1997): 98-102.

Bazillion, Richard J. and Braun, Connie L. "Building Virtual—and Spatial—Libraries for Distance Learning." CAUSE/EFFECT (Winter,1995):51-54.

George, Rigmore and Adela Love. "The Culture of the Library in Open and Distance Education Contexts". Australian Academic and Research Libraries (June 1, 1995):129-136.

Indiana University — Library Resources for Distance Education Students <URL: http://www.indiana.edu/~libdist/>

International Centre for Distance Learning <URL: http://www-icdl.open.ac.uk>

In particular, you may want to search the ICDL Distance Education Library <URL: http://www-icdl.open.ac.uk/icdl/ICDLlib.htm> for specific publications related to library issues and distance education.

Journals in Distance Education <URL: http://www-icdl.open.ac.uk/info/journals.html>

Latham, Sheila, Alexander L. Slade, and Carol Budnick. Library Services for Off-Campus and Distance Education: An Annotated Bibliography. Ottawa, Canada: Canadian Library Association, 1991.

Library Guidelines for Distance Education: posted June 4, 1996. <URL: http://library.lib.binghamton.edu/aperry/distance_ed/summary.html>

"Off-Campus Library Programs in Higher Education". Library Trends Spring 1991):366-557.

Off-Campus Library Services Publications <URL: http://www.lib.cmich.edu/ocls/oclspub.htm>

Off-Campus Library Services: Selected Readings From Central Michigan's University's Off-Campus Library Services Conferences. Metuchen, NJ: Scarecrow, 1991.

Rodrigues, Helena F. "The Role of the Library in Distance Education". Microcomputers for Information Management: Global Internetworking for Libraries (March 1, 1996): 21-29.

Role of Libraries in Distance Education: A SPEC Kit. Washington, DC: Association for Research Libraries, 1996.

Rosenquist-Buhler, Carla. "New Partners in Distance Education: Linking up to Libraries". Library Administration & Management (Fall 1996): 220-225.

Slade, Alexander L. and Marie A Kascus. Library Services for Off-Campus and Distance Education: The Second Annotated Bibliography. Libraries Unlimited, 1996.

SUNYLA Distance Education Program <URL: http://library.lib.binghamton.edu/aperry/distance_ed/>

Telebook — Library Services for Off-Campus Students (Simon Fraser University Libraries) <URL: http://www.lib.sfu.ca/kiosk/other/telebook.htm>

University of Northern Colorado Libraries — Extended Campus Library Services <URL: http://www.univnorthco.edu/library/offclib.htm>

Witucke, Virginia. "On My Mind: Invisible Clientele, Invisible Services?" Journal of Academic Librarianship (November 1993): 308-309.

As always, send questions and comments to:

Snail Mail:	Tech Talk Billie Peterson Moody Memorial Library P. O. Box 97148 Waco, TX 76798-7148
E-mail:	petersonb@baylor.edu

Non-LIRT Meetings at ALA in Washington, D.C.
1997 ALA Midwinter Conference, Washington, D.C.

ACRL Instruction Section Instruction for Diverse Populations Committee
February 16, 1997. 9:30 a.m. - 11:00 a.m.

The Committee presented a Midwinter panel discussion, "Learning Styles and Diverse Populations" in collaboration with the Continuing Education Committee of ACRL. Committee members produced two bibliographies titled "Learning Styles and Multiculturalism" and "International Aspects of Adult Learning Styles." The former was handed out at the panel presentation.

This committee is also involved in several projects. Committee members completed a glossary of 50 common library terms. The glossary defines the terms in English and lists equivalent terms in four other commonly used languages. (I will forward requests for further information to the committee.)

This committee has begun work on a video project regarding diversity in the library instruction classroom and at the reference desk. The video will focus on misconceptions among students and instructors/librarians regarding learning/teaching styles. The script should be completed by Annual with filming planned to be completed by November 1997. Committee members will also complete a study guide.

Adults learners as well as Asian, African-American, Native American and Middle Eastern students are to be featured in the video. The video will be available through interlibrary loan as an instructional tool.

--Reported by Ellen Kessler, Queens Borough Public Library, ELLENK@queens.lib.ny.us

Discussion Forum: Continuing Education and Instruction for Diverse Populations
February 16, 1997. 4:30 pm - 5:30 pm

This forum was hosted by the Diversity and the Continuing Education Committees. It concentrated on different learning styles to help learners and teachers as well. The major issue is how do people want to receive information and how should the information be communicated?

Four types of learning styles were presented: (1) imaginative (2) analytical (3) common sense and (4) dynamic. The imaginative learners need to know why they are learning. The analytical learners prefer step-by-step presentations. The common-sense learners need to know how it works and how useful the information is. The dynamic learners prefer self-discovery and depend on gut reactions.

This forum suggests teachers solicit from students their learning styles before the class starts. Interesting discussions were sparked after the presentation.

--Reported by May Ying Chau, Oregon State University, chaum@ccmail.orst.edu

ACRL Instruction Section (IS) Emerging Technologies in Instruction Committee
February 15, 1997, 2:00 p.m. - 4:00 p.m.
February 17, 1997, 9:30 a.m. - 11:00 a.m.
Chair: Keith Morgan

Since 1994, this committee has been working on the ACRL/CNI Internet Education Project, a Website intended as a repository for models of Internet instruction (http://www. cwru.edu/orgs/cni/base/acrlcni.html). At this conference, the committee's conversations focused on how to best streamline the project management process. The committee appointed subcommittees to do publicity and to act as reviewers.

Another subcommittee was charged with refining checklists for use in the peer review process and for posting on the site so that contributors would be informed of evaluation criteria. In addition, members offered feedback to the site's administrators on the site's current design and suggested new features for implementation. Approximately 25 attended each meeting.

--Reported by David Sherwood, Creighton University, davids@creighton.edu

ACRL LPSS Library Instruction Committee
February 16, 1997. 2:00 p.m. - 4:00 p.m.
Chair: Catherine Doyle

This meeting was devoted to a discussion of the "Politics of Information Technology." Concern was

Non-LIRT Meetings

expressed that old digital information in earlier formats is often not retrievable. There was a discussion of how difficult and expensive it is to maintain and authenticate material in a digital library. Concern was expressed about how libraries would be able to make information available to the "have-nots," especially if and when the government begins to charge for information.

The question was asked if the Internet should be considered a "public good"? It was noted that a library may "validate" information in the minds of some users by putting links to that information on the Web. And, while a librarian may make a link to a good site, all of the sites that the "good" site links to may be unchecked for quality. It was also noted that librarians may need to limit the number of sites to which they link because users may be buried in too much information and might not be successful in finding what they need. Concern also was expressed that telecommunications costs will escalate greatly. Eighteen people were in attendance.

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

ACRL IS Education for Library Instructors Committee
February 16, 1997. 9:30 a.m. - 11:00 a.m.
Chair: Joan Kaplowitz

The meeting began with a description of the Committee's three ongoing projects: A resources packet, a dissertation tracking project, and a project to determine proficiencies.

Their resources packet is planned to be helpful to instructors teaching library school students about library instruction. The packet will include an annotated bibliography of books, journals and Internet resources. It is almost complete. It will be mounted on the IS Web site. The Committee is presently working on a publicity brochure to send to relevant people.

The dissertations tracking project will identify dissertations relevant or helpful to people doing instruction-related research in libraries. The notion of making an award for the most helpful dissertation was discussed.

There was a preliminary discussion of the proficiencies project. This project would attempt to define what librarians need to know to be effective teachers. They

might build on a 1993 paper by D. Shonrock. They want to include what is needed for distance education. There were 12 attendees.

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

ACRL Education & Behavioral Sciences Section Instruction for Educators Committee
February 15, 1997. 4:30 p.m. - 5:30 p.m.
Chair: Dane Ward, Wayne State University

In an effort to reach out to educators, the Instruction for Educators Committee is preparing a "vision for marketing information literacy to professional educators." They hope to include a workbook, lesson plans, and handout suggestions for use in presentations.

Individual committee members reported on individual achievements such as teaching classes for Library Media Specialists through the Teacher's College at the University of Nebraska-Lincoln, participating in retreats which are part of the distance learning programs at Oregon State University, analyzing course syllabi and course reading lists to measure their use of library resources, leading workshops to introduce educators to producing home pages at Shippensburg University, and making contacts with professional educators' groups offering to introduce their groups to information literacy. Ten committee members attended the meeting.

Reported by Scherelene Schatz, Muhlenberg College, schatz@mulhberg.edu

ACRL Instruction Section Management for Instruction Services
February 17, 1997. 9:30 a.m. - ll:00 a.m.

During a Bright Ideas session, two themes emerged as general topics which the Committee would like to include in a regional institute which will be sponsored by LAMA. These include learning to teach and balancing hands-on learning with conceptual learning. This institute will be lead by Betsy Wilson, University of Washington, and will be offered to managers of bibliographic instruction along with their supervisors.

This summer in San Francisco, the Committee will sponsor a discussion group entitled "Fostering Creativity and Maintaining Control: The Manager Manager's Role." Topics which may be raised for discussion include: 1) showing students how to use the Internet;

LIRT Bylaws Revised

The two proposed Bylaws changes, announced in the December issue, were voted on and unanimously passed at the LIRT All Committee's Meeting at Midwinter on Saturday, February 15, 1997.

Revised Bylaws

Section I.D. Treasurer
> Add: The Treasurer will chair the Five-Year Financial Planning Subcommittee.
> Add: Section I.D.8.a. The Five-Year Financial Planning Subcommittee will meet once a year at Midwinter to update the five-year financial plan. The Treasurer will make a report at the second Long Range Planning Committee meeting at the Midwinter Conference. Members of the subcommittee will include the Treasurer, Vice-Treasurer and others selected by the chair of the subcommittee.

Section IV. Dues
> A. Dues for personal members shall be $15.00 per year.
> B. Dues for organizational members shall be $25.00 per year.

Non-LIRT Meetings

2) training students to find jewels rather than junk on the Internet; 3) how to challenge librarians to take risks with instruction; 4) training classified staff in search techniques; and 5) evaluating resources.

A new book has been written by Myrtle Bolner and committee member Gayle Poirier entitled The Research Process: Books and Beyond. (Kendall/Hunt, 1997). Fourteen attended the meeting.

Reported by Scherelene Schatz, Muhlenberg College, schatz@muhlberg.edu

ACRL Instruction Section Teaching Methods Committee
February 17, 1997. 9:30a.m. - 11:00 a.m.
Co-Chairs: Carl Phillips, Kevin Roddy

The Committee debriefed the well-attended 2/16/97 brainstorming session it sponsored which focused on team teaching and other types of partnerships with faculty outside of the library. Since the discussion generated so much interest, it was decided that the topic of developing collaborative relationships with teaching faculty for instruction would be an area of concentration for future events. The topics of teaching on the Web and graphic design were also raised for future planning.

Additional discussions involved recommendations for a new IS logo and a position description for a Web site administrator. It was announced that a research committee is being proposed for IS. Ten committee members plus four guests attended the meeting.

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

ACRL Community and Junior College Libraries Section Bibliographic Instruction Committee
February 15, 1997. 2:00 p.m. - 4:00 p.m.
Chair: Debra Gilchrist

The committee is preparing to begin a research study on "barrier courses" — those courses in which many students fail. The study will address how those courses affect retention at the institution as well as how bibliographic instruction contributes to the success of students who pass barrier courses. Between now and the ALA Annual Conference in San Francisco, the committee will continue to pursue a $1000 grant from the ACRL Executive Board. The grant request had previously been turned down with a request for a more detailed methodology. ∎

Reported by Michael Poma, Creighton University, mapoma@creighton.edu

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 Lynn Ossolinski, telephone: (702) 832-4260, x33, e-mail: lynno@nsn.scs.unr.edu, or see the address on the Committee Volunteer Form on next page.

Library Instruction Round Table
COMMITTEE VOLUNTEER FORM

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

Lynn Ossolinski
Incline High School Library
P.O. Box 6860
Incline, NV 89450

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.*

The LIRT Internet Task Force
announces the new
LIRT Website!

http://diogenes.baylor.edu/Library/LIRT/
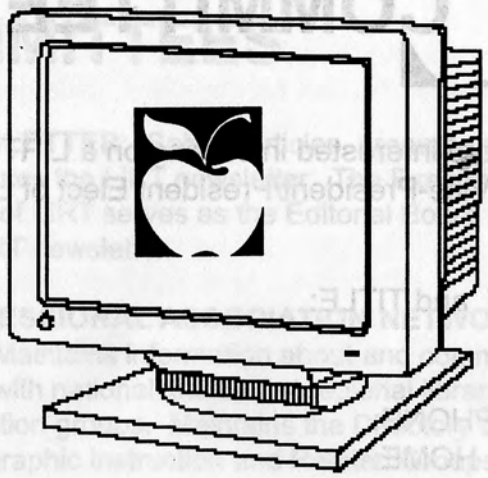
Library Instruction Round Table News
c/o Coleen Sullivan, Liaison Officer
American Library Association
50 E. Huron Street
Chicago, IL 60611

LIRT