



LIBRARY INSTRUCTION ROUND TABLE NEWS
March 1979

MIDWINTER REPORT AND A PREVIEW OF DALLAS

Dear LIRT Member:

This newsletter reflects much of the planning and interaction that went on in Washington at Midwinter. For those of you who were there, thanks for your help. For those of you who weren't there, we hope to see you in Dallas where LIRT will sponsor an outstanding program.

One exciting bit of news has just come to my attention. The HEGIS/LIBGIS survey for college and university libraries will contain, for the first time, a listing for group presentations and the total number of persons attending the group presentations. It would seem that library instruction is finally getting respectable enough to become an official statistic!

One note of apology: Given the newness of your friendly LIRT Steering Committee, we didn't realize how quickly nominations were due for next year. In order to meet the February deadline, I appointed the Steering Committee to be a committee of the whole to serve in the capacity of a nominating committee. LIRT secretary, Elizabeth Kenney, kindly agreed to chair and get the needed information to ALA headquarters on time. I'm grateful for the efforts of the entire steering committee.

I hope LIRT members will be as pleased as we are with the caliber of those who have agreed to run for office. Next year we shall be smarter and get the nominating committee for 1980/81 set up in June.

Please read the report of the Planning Task Force found on the following pages. Your suggestions should be forwarded promptly to Jon Lingren. The Executive Committee will be meeting in May. Your ideas will help us formulate policy. We want to hear from you!

Look for the Conference Issue of the LIRT NEWS and see you in Dallas.

Patricia Senn Breivik
LIRT Coordinator

LIBRARY INSTRUCTION ROUND TABLE

COPY DEADLINE for the next issue of LIRT NEWS is 18 May 1979. Please send all announcements to the LIRT NEWS editor promptly. The June Conference Issue should be an important read for all those interested in library instruction.

Just a bit of publication history for you: The October 1978 issue, our first, was mailed to 776 members; the December 1978 issue went to 787; and this, the March 1979 issue, goes to a mailing list of more than 900.



LOGO SUGGESTIONS: The Steering Committee solicits your responses to the logo we have used in LIRT promotions. Do you think this design is recognizable? Do you like it? Do you have suggestions for a design that could be used for LIRT publicity materials, including letterheads and the newsletter. (And if you like the status quo, let us know that, too.) If there's enough interest we'll declare a competition and display your entries in Dallas. Send your comments to the editor by 18 May 1979.

CAST YOUR BALLOT. Remember to return your official ALA/LIRT 1979 Ballot by 4 June 1979. The nominees are

VICE-COORDINATOR, COORDINATOR-ELECT	Roy D. Miller John C. Shirk
SECRETARY	Barbara Feldstein Patricia F. Williams
TREASURER	Rhoda Garoogian Lois M. Pausch

You will cast one vote per each office. A review of the official ballot will also provide biographical information on each candidate.

ALA NOMINEES REQUESTED Virginia Sherwood requests immediate feedback concerning potential nominees for ALA Vice President/President Elect, Treasurer, and ALA Council who can represent LIRT concerns. Send your suggestions to ALA NOMINATING COMMITTEE, 1979/80, c/o Virginia J. Sherwood, Head-Circulation C-075, University of California-San Diego, LaJolla, CA 92093.

MID WINTER REPORT: THE PLANNING TASK FORCE The discussion which follows will prompt your comments and feedback. Please send your ideas to JON LINDGREN, Head of Reference, St. Lawrence University, Canton, NY 13617.

LIBRARY INSTRUCTION ROUND TABLE

REPORT FROM THE PLANNING TASK FORCE

The Planning Task Force met at ALA Midwinter on Tuesday, January 9, from 9:30-11:30 am. Discussion centered on several different areas of library instruction which the Library Instruction Round Table may wish to explore in depth:

1. ESTABLISHING DEFINITIONS OF LIBRARY INSTRUCTION.

It seems essential to the Planning Task Force that LIRT, at an early stage in its life, take on the seminal task of clearly defining the concepts pertaining to library as they are now applied in various kinds of libraries: school (elementary and secondary), two year college, undergraduate, university, special, and public.

The term "library instruction" represents the sum of what everyone thinks it means; and since the term probably holds somewhat different meaning for everyone who uses it, future communication within the Round Table would probably be enhanced if a "taxonomy" of library instruction (including definitions and concepts) were available for our use.

Furthermore, such a tool, by generalizing broad patterns of user instruction activity from individual perceptions, should prove useful in a) defining our tasks, and b) promoting cross-fertilization of ideas.

Thus, an activity that at first glance may appear to represent superficial tasks of "mere nomenclature," could contribute importantly to discoveries about the instructional roles of librarians.

2. DEVELOPING STANDARDS OF LIBRARY INSTRUCTION.

From its beginnings, LIRT has expected to address someday the task of coordinating instruction at various levels in the various types of libraries. Indeed, this broad statement of an ideal may well represent the single most important goal of, and unending challenge to, LIRT.

Without wishing to appear to be prescribing an answer to that challenge, the Planning Task Force nevertheless conceives that a logical and obvious approach may be to establish agreed upon goals of library instruction, and the necessary standards for defining and shaping complementary sequences of instruction appropriate to reaching the objectives that constitute those goals.

3. TEACHING LIBRARIANS HOW TO TEACH EFFECTIVELY.

The prevailing tendency has been NOT to think of librarians as instructors, for most people think of instructing as an activity taking place in the classroom. And, it is true that librarians who cultivate the

growth of classroom instruction need professional preparation to do their best job of teaching. Nevertheless, library instruction considered in its broadest sense manifests itself well beyond the classroom into such areas as individualized instruction, printed instructional materials, public relations, library "outreach," and very many more.

LIRT already has a Continuing Education Task Force to address in a myriad of ways the need of practicing librarians to hone their instructional skills. Yet, the most appropriate forum not only for preparing librarians to teach, but also for carrying the burden of further building the library instruction tradition (e.g., by researching improved instructional techniques) is the hitherto torpid graduate library school.

Presumably, the graduate library schools need to be convinced further of their proper role in the field of library instruction, and LIRT can probably do much to reveal that aspect of professional library education---in accredited schools, or non accredited schools; in graduate library school programs, or undergraduate school librarian certificate programs.

4. COMMUNICATING THE WORK OF LIRT BEYOND THE LIBRARY PROFESSION.

The actual instructional activity of librarians will eventually speak eloquently for itself, and should therefore swell or swoon as a result of its own merits. Nevertheless, it seems to the Planning Task Force that in order for librarians to extend the concept, and develop the practice of their instructional role beyond the professional association itself, LIRT ought to begin speaking to a number of identifiable communities in an attempt to win both cooperation and support. Without setting forth detailed specifics (which remain to be discovered) regarding the range and substance of that communication, the Planning Task Force raises the following possibilities in terms of potential audience: teacher-training institutions; national, state, and local education associations; national state, and local government agencies (e.g., the National Endowment for the Humanities, state offices of education; local social services agencies) private agencies and associations (e.g., an association of gerontologists, or social welfare workers; ACLU); and the general public, via the various media.

5. COLLECTING, EDITING, AND PUBLISHING PRINTED INSTRUCTIONAL MATERIALS.

One way in which libraries can cooperate to good effect is by exchanging printed instructional materials. A publication, perhaps annual, that would disseminate the best examples (edited) of useful printed materials from all types of libraries ought to yield worthwhile models for various degrees of authorized piracy ("borrowing"). This is an activity that is well within the range of accomplishment by LIRT, either by itself, or in tandem with either the ALA publications arm or a private publishing house.

6. ADVANCING THE PRACTICE OF PROGRAM EVALUATION AND EDUCATIONAL TESTING.

Expressions of concern regarding the need for evaluation of library instruction are legion; and based on this evidence of widespread interest in the topic, it may be possible for LIRT to provide useful impetus not only in the area of evaluation of instructional programs, but also in goading the educational testing establishment (e.g., Educational Testing Service, Princeton, N.J.) to incorporate information handling skills into their evaluations of academic preparedness (e.g., SAT and GRE exams). Approaching the latter goal surely implies the development of a substantial relationship with key factions of the entire educational community--a goal suggested above.

Additionally, a number of miscellaneous ideas emerge from the meeting in Washington regarding future directions:

LIRT must be highly responsive to the wishes of its members in organizing areas of activity, or neither the desirable quantity nor quality of participation by the membership will be forthcoming.

LIRT ought not to pursue a great number of projects until enough participation by the membership is assured to sustain wide-ranging activity.

LIRT ought to find ways for members to participate who are not regular ALA conference-goers.

LIRT ought not to ignore non MLS librarians in seeking to reach its goals--the largest category of whom are probably the school librarians with undergraduate certificates in the operation of learning resource centers.

Because of the length of this report, the other Task Force reports will be noted in the Conference Issue.

LOOKING AHEAD: THE LIRT PROGRAM IN DALLAS. Set aside Wednesday, June 27, from 9:30-12:30. Tim Richards, Program Chair, announces THE ROLE OF LIBRARIES IN LIFELONG LEARNING as the program. Keynote Speaker, K. Patricia Cross, Distinguished Research Scientist, Educational Testing Service, will present the concept of lifelong learning. Panel Members Suzanne Boles, Barbara Feldstein, Jimm Godfrey, and Shelley Phipps will discuss the library role in lifelong learning; levels of competence in the use of library resources; the coordination of library instruction programs; and specific measures which school, academic, and public libraries can adopt to enhance lifelong learning. Discussion will follow.

Draft Statement ■

"Position Statement on Instruction in the Use of Libraries"

Prepared by ALA Instruction in the Use of Libraries Committee

The committee solicits commentary or recommendations which should be sent to Lucille Thomas, Chair, Instruction in the Use of Libraries Committee, c/o The Center for Library, Media and Telecommunications, New York City Board of Education, 131 Livingston St., Brooklyn, NY 11201

The utilization of information is basic to virtually every aspect of daily living, whether in the normal pursuit of educational goals or to satisfy other personal needs. Many individuals, have only a minimal comprehension of the means whereby they might determine the type of information needed, can not easily locate the information desired, and once they have found it lack the ability to utilize the information. Instruction in the use of libraries should begin during the early childhood years, and should continue through the formal educational process, so that students are adequately prepared for the complex society of which they are a part.

Furthermore, the national study, SELF-PLANNED LEARNING IN AMERICA, reported that four out of every five Americans plan and carry out one or more independent learning projects each year and that one out of every five adult Americans enroll in formal courses. The study explored in detail the behavioral aspects of learning by the average citizen, thus providing an empirical basis for the development of the role of the librarian as a community learning consultant.

As society grows more complex, the need for information becomes greater, not only for coping with problems, but also to take advantage of the abundance of leisure, entertainment, and cultural activities available. It is therefore essential that all libraries provide people with the knowledge of the vast resources available. It is vital that programs of instruction in the use of the library be offered by all types of libraries.

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FORTHCOMING "Library Instruction Programs in Illinois Two-year Community Learning Resource Centers: A Directory and Survey" will be published this year. The directory is being compiled by Larry A. Miller, Library, Moraine Valley Community College, 10900 S. 88th Av., Palos Hills, IL 60465 for the Illinois Association of College and Research Libraries Bibliographic Instruction Committee.

MORE IN DALLAS

RASD Catalog Use Committee announces its program for Sunday, June 24, 1979 from 9:30-12:30. WHERE'S THE CATALOG? AUTOMATION, AACR II, and the User.

Library Instruction Round Table

In England the Library Instruction Materials Bank (LIMB) is a machine-readable data base covering all aspects of the education of library and information users. Established in 1977, it is based on the collection of educational materials gathered at Loughborough University. The MINICS (Minimal-Input Cataloguing System) format is used.

Ian Malley, Information Officer for User Education, at Loughborough University of Technology, edits the British newsletter for library use instruction, INFUSE.

TEACHING THE USE OF A LIBRARY: INSTRUCTIONAL STRATEGIES FOR TEACHING THE USE OF A LIBRARY THAT YOU ALWAYS WANTED TO KNOW ABOUT BUT WERE NEVER TAUGHT is the theme of the Eighth Annual Workshop on Instruction in Library Use at the University of Waterloo, Waterloo, Ontario May 16-18. Limited to about 75 participants and organized for librarians in Ontario and Quebec, applications are available from Gerry Meek-Oriten, Orientation Librarian, University of Waterloo Library, Waterloo, Ontario, N2L 3G1

Registration is limited for the NINTH ANNUAL CONFERENCE ON LIBRARY ORIENTATION/INSTRUCTION FOR ACADEMIC LIBRARIES. Held at Eastern Michigan University, May 3-4, 1979 and sponsored by Project LOEX, the Conference will focus upon keeping library user education programs in step with academic curriculum reform. For a registration brochure: contact Carolyn Kirkendall, Director, Project LOEX, Center of Educational Resources, Eastern Michigan University, Ypsilanti, MI

Pam Cravey, Bibliographic Instruction Coordinator, Pullen Library, Georgia State University, Atlanta, GA 30303 accepts news for the column published in the CHRONICAL portion of the SOUTHEASTERN LIBRARIAN. The column is sponsored by the Library Orientation and Bibliographic Instruction Committee of SELA.

Pam also wears another hat as the new chair for the Southeastern Bibliographic Instruction Clearinghouse (SEBIC). The collection, housed in the Crisman Memorial Library, David Lipscomb College, Nashville, TN, includes about 2,500 print items and approximately 20 non print items. These materials are deposited by academic libraries in the Southeast, but items from other types of libraries and/or regions will be added on a select basis. This clearinghouse is under the general supervision of the SELA Library Orientation and Bibliographic Instruction Committee.

Sharton Stewart, University of Alabama, reports that the ALABAMA LIBRARY INSTRUCTION ROUND TABLE was approved by the Council of the Alabama Library Association. Steven Laughlin is group moderator and Debbie Grimes is the secretary.

LOEX SEEKS MEMBERS. The Library Orientation-Instruction Exchange seeks your participation. Project LOEX, directed by Carolyn Kirkendall, functions as the national clearinghouse for academic library use instruction. Institutional Memberships are \$30.00. Project LOEX, Center of Educational Resources, Eastern Michigan University, Ypsilanti, MI 48197.

UPCOMING

- May 2-3-4 Ninth Annual Conference on Library Orientation/
Instruction in Academic Libraries. Eastern Mich-
igan University, Ypsilanti, MI.
- May 18 Library Instruction Workshop & Seminar. Baruch
College-NYC. Library Association of the City Uni-
versity of New York Instruction Committee.
"Libraries & Instruction: Trends and Techniques
for the 80's."
- May 16-18 Eighth Annual Workshop on Instruction in Library
Use. University of Waterloo, Waterloo, Ontario.
- June 21-23 ACRL Bibliographic Instruction Section Preconfer-
ence, Southern Methodist University. Registration
Deadline May 15. Contact Mimi Dudley, 425 Kenton,
Los Angeles, CA. 90024
- June 24-30 ALA Dallas

ADDRESS CORRECTION REQUESTED

LIRT NEWS
Linda Dougherty, Editor
Clearing Branch CPL
5643 W. 63rd St.
Chicago, IL 60638

