Poetry in Motion

How many out there love to go to poetry readings? Is it true that poetry readings are sweeping across the nation? Well, yes, according to the Poet Laureate of the United States Robert Pinsky. I had the pleasure of seeing and hearing Pinsky in person in Reno, Nevada. In Nevada, we usually hear cowboy poetry that brings a tear to the eye, or, in special readings sponsored by the state library, local poets reading about the great natural beauty of the West. So it was a treat to have the Poet Laureate reading his poems and the poems he has translated. I mention this because, if you can't get to a poetry reading, some of Pinsky's work can also be seen on the computer screen. He is the poetry editor of the weekly on-line magazine Slate, [URL: http://www.slate.com]. This combination of poetry and electronics is a good way to help students reach out to poetry.

Is there a connection between the popularity of computers and poetry? Yes, said our LIRT speaker in San Francisco, Gail Junion-Metz, President of Information Age Consultants of University Heights, Ohio. Gail told us that young people still connect to poetry. Poetry's brief and powerful images, like song lyrics, rival the quick information students find on the computer. I pass this on to you as a tool that, maybe, you can use in making instructional presentations.

LIRT is always full of good suggestions. Get involved, join one of our committees, and be part of the unforgettable transition that is taking place in education and technology.

If you attend the midwinter conference in New Orleans, be sure to attend our Discussion Forum. Scheduled for Sunday morning and led by Mitch Stepanovich, the forum's topic will be the National Information Literacy Institute. And in the mean time, attend a poetry reading in person or on the Internet. You can hear Robert Pinsky reading aloud from Robert Frost's "To Earthward" by pointing your browser to [URL: http://www.slate.com/Poem/97-08-27/Poem.asp], or browse Pinsky's own poetic musings at [URL: http://www.slate.com/Code/DDD/DDD.asp?file=Pinsky&iMsg=1].

Lynn Ossolinski, librarian at Incline High School, Incline, NV, is President of LIRT.

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FROM THE EDITOR: New Lamps for Old?

I realized recently that I am preoccupied with information in its digital form: spending increasing portions of my time working on Internet instruction, creating links to useful websites, developing electronic reserves, and adding gadgets to the library’s home page. However, the questions asked at my reference desk are the same today as they were decades ago in the pre-digital age: how do I find books and periodical articles on X topic? Where is Y? And, what’s the best way of finding out about Z?

Of course, it’s not the information needs that have changed—it’s my way of trying to meet those needs. Oh, once in a while, I apologetically recommend a user try a printed index to locate an article. And I have vainly tried to persuade students that it can be quicker to walk to our carefully selected reference collection to answer a question than it is to locate an answer on the web. But most of the time, I resort to digital resources for my answers.

So, are library users really better off now than they were a couple of decades ago? I answer that question with a hesitant yes, but I wish it could be a more ringing affirmative. I fear that new digital tools are not so easy to use as the vendors promised. And we who are charged with teaching others are really only a step ahead of those we are supposed to be guiding. And then, there are the distractions of clearing paper jams, trouble-shooting network problems, and coping with users’ computer phobias. Of course, there is no turning back now: our card catalog went to be recycled years ago, and the Head of Periodicals is eyeing the space occupied by bound journals that have recently become available in electronic form. Apparently, our fate is to be digital librarians, so we had better get on with the task of teaching users to be independent information consumers in a digital world. Participating in an organization like LIRT can help us remake ourselves. But I can’t help being reminded of the crafty magician walking the streets of a middle-eastern city, calling out, “New lamps for old! New lamps for old!”—until Aladdin’s Princess brought out the dusty old magical lamp and exchanged it for a shiny new one.

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The due date for submissions to the March issue of LIRT News is January 30, 1998!!!
LIRT Meetings Midwinter, 1998  
New Orleans, LA

Saturday, January 10th
8:00 am - 9:00 am  Steering Committee I
9:30 am - 12:30 pm  All Committee Meeting
12:30 pm -  5-Year Year Financial Subcommittee of the Long-Range Planning Committee
2:00 pm - 4:00 pm  COMMITTEE & TASK FORCE MEETINGS
   Computer Applications  '98 Conference Program Planning
   Continuing Education  Elections (closed meeting)
   Liaison  Long-Range Planning
   Newsletter  Organization & Bylaws
   PR Membership  Publications
   Research  Instructional Materials Task Force
4:30 pm - 5:30 pm

Sunday, January 11th
9:30 am - 11:00 pm  Discussion Forum
12:30 pm -  BITE with LIRT (Tujague’s)
2:00 pm - 4:00 pm  '98 Conference Program - NILI
2:00 pm - 4:00 pm  5-Year Financial Subcommittee of the Long-Range Planning Committee
8:00 pm - 10:00 pm  Executive Board I

Monday, January 12th
9:30 am - 11:00 am  Organization and Bylaws
9:30 am - 11:00 am  Long-Range Planning
9:30 am - 11:00 am  Research
12:30 pm -  BITE with LIRT (Mulate’s)
2:00 pm - 4:00 pm  COMMITTEE & TASK FORCE MEETINGS
   Computer Applications  Continuing Education
   Elections (closed meeting)  Instructional Materials Task Force
   Liaison  Newsletter
   PR/Membership  Publications
   '98 Conference Program Planning
8:00 pm - 10:00 pm  Steering Committee II

Tuesday, January 13th
8:00 am - 10:00 am  Executive Board II
The National Information Literacy Institute (NILI) will be dedicated to the training of instruction librarians, programming for library administrators on issues of information literacy, and in bringing together various higher education initiatives. This effort is being led by Cerise Oberman, Director of the Feinberg Library, State University of New York, Plattsburgh, with planning funding by ACRL. An Advisory Committee has been formed to plan, advise, and assist with the implementation of NILI activities. Mitch Stepanovich will represent LIRT on the NILI Advisory Committee.

The NILI Invitational Planning Day will be held just prior to the midwinter conference in New Orleans on Friday, January 9th. Limited to 25, the participants in the planning day will articulate the mission and structure of the NILI and establish short and long term goals. The following groups are to be represented by participants in the Planning Day: academic librarians, school librarians, the Information Literacy Forum, the ALA Executive Council, library school faculty, potential instructors in the NILI, and potential partners such as LOEX.

continued on page 5...

ALA/LLA Volunteer Day in New Orleans: A Local Touch

ALA will host its first Volunteer Day at the 1998 winter meeting in New Orleans. The event, co-sponsored by the Louisiana Library Association, will be held the afternoon of Friday, January 9th and the morning of Saturday, January 10th. Register for Volunteer Day by checking the appropriate box on the midwinter conference registration form published in the September issue of American Libraries. Registration ($5.00) covers t-shirts for the volunteers, who will receive a follow up mailing to allow them to choose times and activities.

In keeping with Barbara Ford's presidential theme of "Global Reach, Local Touch," ALA volunteers will have an opportunity to promote library services and make a personal contribution to the local community. Activities, such as read-alouds, puppetry, Internet training, storytelling, and shelf reading will take place in area libraries including New Orleans and Jefferson Parish Public Libraries, Orleans public schools, Dillard University, and Southern University.

More information will appear on the website as it becomes available: <URL: http://info.jefferson.lib.co.us/alavol.htm>
Greeting Participants and Establishing Rapport

By Kari Lucas, klucas@ucsd.edu

I remember my first ever solo teaching experience. I was responsible for putting together a two-hour workshop for graduate students in psychology. The workshop was scheduled to run from 9:00 a.m. to 11:00 a.m. in the library classroom. The students had been informed by their professor that the classroom would be open at 8:30 a.m. I unlocked the door and waited around a few minutes. By 8:40, a few people had shown up. I was nervous just waiting around. I left the classroom to go to my office for a last minute review of my notes. When I looked at my watch, it was 8:50. I figured I had ten minutes before I had to start the class, so I went to the reference collection to select a couple more books to show. I entered the classroom at 9:00, said hello and launched into my lecture.

By 9:20, I started to feel that the session wasn’t going along as well as I had hoped. I received few responses to general questions. Several people kept yawning. Two students in the back of the room were talking. The others around them seemed much more interested in their conversation than what I was saying. I kept going not knowing what else I could do. After the session was over, I tried to figure out why the group didn’t relate to my material.

My experience is a classic example of what can happen if you don’t take the time to greet participants and connect with the group as a whole. A few simple and practical techniques will help you send a positive message and avoid the stress and awkwardness I experienced.

1. “You are welcome here.” Get there early and stay. Make sure you are available and ready at least 15 minutes prior to the start of the class.

2. “I am friendly and approachable.” Walk around the room casually as people enter, make eye contact and greet everyone.

3. “I am interested in you as an individual.” Start informal conversations. Ask students if they have an assignment due, what it is about, if they have done any work on it so far. You can gather valuable information about the students and their view of the assignment and library at this time. Informal conversations are also valuable for establishing positive rapport with the students.

4. “I’ve got something for you.” Let students know about your expertise and your ability to transmit it to them. Don’t be boastful but do let them know that you are confident about your knowledge and skills.

5. “I’ve been through this, too.” If you have been in their shoes at some point, let them know that you can identify with them.

6. “I admire you.” Express your admiration for qualities that you respect in the students. Praising their efforts, their intelligence, and their goodwill can help you build positive rapport.


Kari Lucas, Head of the Undergraduate Library at the University of California, San Diego, is Chair of the Organization and Bylaws Committee, Archivist and Immediate Past President of LIRT.

NILI Forum

continued from page 4....

The LIRT Midwinter Discussion Forum, Sunday, January 11, 9:30-11:00am, will focus on the National Information Literacy Institute and will be an opportunity for attendees to ask questions and discuss the Institute and LIRT’s involvement.

The ACRL/Instruction Section will also sponsor a forum for the discussion of NILI on Sunday, January 11, 1998 from 11:30am - 12:30pm.
Nominations Requested
For LIRT's 1998/1999 Officers

LIRT is asking for your nominations for three offices. The by-laws stipulate that nominees for office must be selected from different types of libraries on a rotating basis. The rotations for the 1998/1999 election are as follows:

- Vice-President/President-Elect — School or Public Librarian
- Vice-Treasurer/Treasurer-Elect — Academic or Special Librarian
- Secretary — Any Type

Officers must be able to attend all ALA Midwinter and Annual Conferences for the duration of their commitments. The terms of these offices are:

- **Vice-President/President-Elect** serves a one year term as part of a three year commitment to the Executive Board as Vice-President/President-Elect, President, and Past President.
  
  Name of Nominee for Vice-President/President Elect

  Nominee’s Institution:

  Comments:

- **Vice-Treasurer/Treasurer-Elect** serves a one year term as part of a two year commitment to the Executive Board as Vice-Treasurer/Treasurer-Elect and Treasurer.
  
  Name of Nominee for Vice-Treasurer/Treasurer-Elect:

  Nominee’s Institution:

  Comments:

- **Secretary** serves a one year term.
  
  Name of Nominee for Secretary:

  Nominee’s Institution:

  Comments:

Please return this form to: Carole Hinshaw, Chair, Elections Committee
Reference Department
University of Central Florida Libraries
P.O. Box 162666
Orlando, Florida 32816-2666
Email: chinshaw@pegasus.cc.ucf.edu
FAX: 407-823-5865
Member A-LIRT
Pixey Anne Mosley

Pixey Anne Mosley is the Coordinator of Instructional Services at Sterling C. Evans Library, Texas A & M University.

Pixey Anne Mosley has packed a lot of experience into her brief career as an instruction librarian. She came to BI from a round-about route, having started her professional life as an aerospace engineer, working both at Boeing and Allied Signal. The drive that made her the recipient of two national engineering scholarships has quickly made her a leader in librarianship as well. She has been on a fast track; after only two days on the job as Assistant for Instructional Resources at Texas A & M University, she found that her supervisor was resigning, and she was immediately presented with unexpected opportunities and challenges. The Evans Library may have had some idea of what a dynamo they were getting as she had worked there as a student employee.

Pixey joined LIRT right after attending a Bites with LIRT luncheon in San Antonio hosted by Kari Lucas who handed her a volunteer form. She loved how simple it was to jump right in and make a difference. It seems only fitting that Pixey’s first LIRT committee should be PR/Membership where she now is in charge of the Bites program.

She has published widely, in such journals as: RSR: Reference Services Review, Science and Technology Libraries, Sci-Tech News, Information Processing and Management, as well as several recent Member A-LIRT columns. She has two articles forthcoming in Research Strategies and Journal of Academic Librarianship.

At LOEX in May, 1997, Pixey’s session was entitled “Training Course Instructors to Teach Library Instruction”, something we all should be interested in doing!

Her ALA poster sessions on virtual tours and handouts on the World Wide Web in New York and San Francisco were both well attended. When asked how she manages to fit writing and presentations into a busy schedule, she said she’s always on the lookout for topics. Several of her projects have tie-ins to her instructional and administrative responsibilities, resulting in more effective use of time. She also admitted that while rejection letters do discourage her, she only mopes for a day or two before picking up the article, revising it, and sending it right on to another publication.

When asked to describe a typical day, Pixey said there is no such thing; she lives from one crisis to the next. She juggles responsibilities for scheduling instruction sessions with dealing with equipment problems, and providing support to other librarians. Her advice to other librarians is:

“Don’t be afraid of trying something new. Keep it if it works, and throw it out and try something else if it doesn’t. Be willing to adapt ideas from other environments. Stay serene and calm when things don’t work. Be flexible. Set small, achievable goals.”

Pixey was born in Bryan, Texas and is a self-proclaimed “prideful Texan”. She swears that her current 4’11.5” height had no bearing on her mother’s decision to name her Pixey—I guess she just grew into the name. She attended Texas A & M University as an undergraduate, receiving her BS in Aerospace Engineering in 1987 and her MS in Aeronautical Engineering from Wichita State University in 1989. After just a few years in industry, she decided on a career change and received her M.L.I.S. from Louisiana State University in 1993. Her first professional position was as Information Technology Librarian at University of North Texas in Denton.

Pixey’s newest challenge is just beginning: she is Chair-elect of the Library Instruction Round Table of the Texas Library Association and will take over as Chair after the Spring 1998 conference. If her past whirlwind performances are any indication, Texas LIRT members have a great year in store for them!

Linda J. Goff is the Library Instruction Librarian at California State University, Sacramento and Chair of LIRT’s PR/Membership Committee.
Join us for  **BITES with LIRT**  
New Orleans, Louisiana January 10, 11, & 12, 1998

This is your opportunity to meet and eat with other librarians interested in library instruction. Once again, LIRT is organizing groups for lunch at modestly priced restaurants during the midwinter meeting in New Orleans. LIRT welcomes all types of librarians (who have an interest in instruction) from all types of libraries. You need not be a member of LIRT to participate. We hope you will join us in this opportunity to exchange ideas and experiences about library instruction in a relaxed and nourishing setting.

New Orleans is known for great cuisine, but good food is always improved by good company and interesting conversation. We have a designated restaurant each day and will make the arrangements. All you have to do is reserve your spot and show up! A more detailed announcement with additional restaurant details will be made in November on BI-L and placed on the LIRT Web site. Deadline is December 17, 1997. Confirmations with directions to restaurants will be sent by e-mail, fax, or US mail (based on supplied addresses). Send requests for reservations or additional information to:

Pixey Mosley  
Coordinator of Instructional Services  
Evans Library -- Reference  OR  
Texas A&M University  
College Station, TX 77843-5000  
Phone: (409)862-1894  
Fax: (409)862-4575  
E-mail: pmosley@tamu.edu

Name_________________________  
Institution____________________  
Mailing Address________________  
Phone________________________  
Fax____________________________  
E-mail_________________________

Join us as many times as you'd like. Please mark your preference(s) below:

☐  **Lunch Saturday**  
   January 10, 1998, 12:30 PM  
   House of Blues (Louisiana cuisine & seafood)

☐  **Lunch Sunday**  
   January 11, 1998, 12:30 PM  
   Tujague's (old style Creole bistro)

☐  **Lunch Monday**  
   January 12, 1998, 12:30 PM  
   Mulate's (seafood and salads)

Are you a LIRT member?  ☐ yes  ☐ no
This summer and fall have brought us a cornucopia of thought-provoking, important and useful articles of interest to librarians involved in instructing users.

CHILDREN AND THE DIGITAL LIBRARY

Library Trends v.45 (Spring 1997).

The Spring 1997 issue of Library Trends, with its theme of Children and the Digital Library, includes much material of interest to school and public librarians. However, important articles by Kulthau and Neuman will also interest librarians who work with college students and adults. Be sure to read these:

Hirsh, Sandra G. “How Do Children Find Information on Different Types of Tasks? Children’s Use of the Science Library Catalog.” (pp. 725-745).

Looks at how children interact with an electronic catalog.


Asserts that digital libraries should allow for two information-seeking goals: to find specific information and to learn. Describes five strategies for librarians to use in coaching students as they search for information and discusses the types of learning environments librarians should create to foster learning in digital libraries.

Neuman, Delia. “Learning and the Digital Library.” (pp. 687-707).

Presents research results from information science and instructional technology relevant to the use of the digital library as an environment for teaching critical thinking and other higher level learning.

INSTRUCTING USERS ABOUT THE INTERNET

Internet Reference Services Quarterly, v. 2 no. 2/3 and v. 2 no. 4, 1997, a two-issue series, entitled “The Challenge of Internet Literacy: The Instruction-Web Convergence.” Of particular note are the following articles:


Describes the Digital Information Literacy Program at the University of Texas at Austin. Includes an appendix listing digital information literacy skills.


Discusses use of the Web for presentations, pathfinders, guides, and interactive tutorials. Includes practical tips for downloading screens, creating pathfinder menus, layout, and constructing miniature screens for interactive tutorials.


Discusses methods that can be used to create a taxonomy of information behaviors librarians can expect to deal with when novices are learning the Internet. Identifies affective information needs and information counseling solutions, and discusses implications for point-of-use instruction.

Mestre, Lori S. “Designing Internet Instruction for Latinos.” (v. 2, no. 4, pp. 185-199).

Describes cultural issues and learning styles. Provides guidelines for planning instruction.


Describes ways librarians at the University of Toledo are teaching electronic resources without a hands-on electronic classroom. Solutions include: instruction at the Information Desk, individual appointments, outreach to remote users, printed worksheets, and use of campus computer classrooms outside the library.

continued on page 10...

9-LIRT News/December 1997
NEWS-BITES

E-mail: charles.dintrone@sdsu.edu

Hail to the Chief! Kari Lucas, Undergraduate Library, University of California, San Diego has been elected Vice-President/President-Elect of the Librarians Association of the University of California. Presidency seems to stick to Kari.
E-mail: Kari_Lucas@UCSDLIBRARY.ucsd.edu

Jim Walther recently left LEXIS-NEXIS where he served as an Application Consultant to accept the post of Education Services Librarian at The Advisory Board Company. He can be reached at 600 New Hampshire Avenue, NW, The Information Resources Center, The Watergate, Washington, DC 20037, 202/672-5689.
E-mail: WALTHERJ@ADVISORY.COM

Some sad news...Long Range Planning Committee Chair Barbara Conant has resigned from her position with LIRT, due to illness in her family. Barbara will also retire from her job at Governor's State University to assume a new responsibility — primary caregiver.

Congratulations Ru Story-Huffman, Public Services Librarian at the Hagan Memorial Library of Cumberland College, Williamsburg, KY! Highsmith will publish Ru's first book, Nursery Rhyme Time, in 1998 and maintain an accompanying web page that updates the book's lesson plans, URLs, etc.
E-mail: rshuff@cc.cumberland.edu

Do you have a new job or a promotion? Have you published an article or given a presentation? Received an award from grateful patrons or high officialdom? Send your own news or notes about fellow LIRT members to the editor: David Sherwood, Reinerl/Alumni Library, Creighton University, 2500 California Plaza, Omaha, NE 68178, e-mail: davids@creighton.edu.

MARY PAGLIERO POPP serves as Public Services Librarian at Indiana University Libraries, Bloomington, Indiana.

IN BRIEF


ESPECIALLY FOR PUBLIC LIBRARIANS


ESPECIALLY FOR PUBLIC LIBRARIANS


IN BRIEF


Describes a one-credit Internet Navigator course developed by librarians at 10 universities and colleges throughout Utah.

Mary Pagliero Popp serves as Public Services Librarian at Indiana University Libraries, Bloomington, Indiana.

Library Instruction Round Table Archives

Kari Lucas, Archivist
Undergraduate Library, C-075-D
University of California, San Diego
LaJolla, CA 92093 email: klucas@ucsd.edu

10-LIRT News/December 1997
Dear Tech Talk—

I recently heard someone make a reference to “Cascading Style Sheets.” I have visions of a waterfall of paper, but I think this actually has something to do with formatting web pages. Can you clarify?

— Cascading Conundrum

Dear CC,

The original intent of HTML code was to provide access to information using hypertext links, across different computer platforms, using a relatively simple mechanism. How the information displayed on the computer screen was not of great importance. However, the widespread use of the web by a variety of organizations for a variety of purposes, has resulted in HTML code being “misused” in attempts to control how web pages look. Additionally, browser developers have incorporated non-standard HTML into their software designs (the “blink” code, for example) in order to address the presentation limitations in standard HTML. These efforts to use HTML to define how the information is presented have resulted in web pages that are sometimes klugey, time-consuming to display, and unreliable in appearance when viewed in different browsers.

In December 1996, the World Wide Web Consortium (W3C) released a set of standards for “Cascading Style Sheets, Level 1” (CSS). The CSS standards enhance HTML by providing a set of rules that describe how the information on one or more pages will be presented. Style sheets are referred to as “cascading” because when multiple style sheets provide conflicting instructions, a predictable order is used to decide which rules of style to apply. One cause of conflicts between multiple style sheets is the fact that both the authors of the web pages and the readers (using their browsers) can control how information is to be presented on the screen. Additionally, when an author uses multiple style sheets on a single page, conflicts may result.

The greatest advantage for using CSS is that once a style sheet is created, it provides the easiest way to apply the same style across a group of web pages. Each web page that will use the same presentation is linked to the appropriate style sheet(s). If changes need to be made in the presentation of those web pages, the author makes the changes on the appropriate style sheet(s), and the changes immediately affect all of the Web pages linked to the revised style sheet(s). Another advantage of the CSS standards is that they provide the author with tools to specify styles such as specific margin sizes, precise paragraph indentations, drop caps, 3-D text, sizes, colors, and types of fonts, specific distances between letters and lines, and other desktop publishing features. If the style sheets are carefully designed, the Web pages using these specialized features won’t degrade in visual quality when encountered by browsers that don’t support CSS. Without style sheets, web page authors often use HTML code inappropriately or use images to create a specific effect—resulting in pages that display poorly in some browsers or take too long to download.

It’s not feasible to address the details of CSS in this column. However, there are some basic concepts that can be conveyed.

continued on page 12...

NILI

Midwinter Discussion Forum
(details on page 4.)
CSS can be used in an HTML document in 4 ways:

1. Link to an external style sheet.
2. Use the <Style> tag inside the <head> tag to define the style for a specific web page.
3. Import a style sheet to a specific web page.
4. Apply a style to a specific "selector" (HTML tag) within a web page.

Style sheets address the following principles:

1. CSS1 specifies 28 properties in these groups: font properties, color and background color properties, text properties, box properties, and classification properties.
2. Each property has specific values that can be assigned. For example, (font: small helvetica sans-serif).
3. The style is created by making declarations which consist of associating selectors (HTML tags) with specific properties and values. For example, the declaration H1 { color: blue } could make all information labeled with an <H1> tag display in blue.
4. Many properties use "inheritance", which means that whatever style is defined for the "parent" will be inherited by the "child". For example, the <Body> tag is the parent of a <P> tag because the <P> tag appears within the <Body> tags. So if font color was declared in the <Body> tag, it would apply to all of the paragraphs on that page.

Cascading Style Sheets, Level 1 is only the first step in defining styles. CSS1 defines screen presentation styles. The W3C is currently working on the development of additional style sheets, including: Aural Cascading Style Sheets, which will customize a page for audio presentation; style sheet extensions for printing Web documents, which will provide control over page breaks and other printing features; and CSS Positioning, which will provide for the exact positioning of HTML elements on a page in 3-dimensions, down to individual pixels.

The CSS standards are in their infancy. However, since the two most popular web browsers, Internet Explorer 3.0+ and Netscape 4.0 support CSS, the use of CSS should increase in popularity. Perhaps the greatest drawback for librarians who want to implement cascading style sheets is the challenge of learning yet another set of codes and standards. There are some CSS authoring tools available, but, like the original HTML editors, these style editors are not as sophisticated as one might want.

However, with a substantial number of libraries moving toward Web-based catalogs and an ever-growing number of instructional activities relying on the Web for delivery, there should be some real rewards and benefits for those librarians willing to learn more about Cascading Style Sheets and incorporate them into future Web-page design for their institutions.

A search in any Internet search engine on the phrase, "Cascading Style Sheets" will yield a tremendous amount of information on this topic. Some resources you might examine first are listed below:

CSS Authoring Tools
<URL: http://www.w3.org/Style/css/#editors>
A list of editors which support the use of CSS, provided by the World Wide Web Consortium.


Cascading Style Sheets FAQ
<URL: http://www.cern.ch/WebOffice/Courses/CSS/CSSFAQ.html>
A Frequently Asked Question site maintained by CERN.

CERN Web Office Online Course on CSS, level 1
<URL: http://www.cern.ch/WebOffice/Courses/CSS/Welcome.html>
A tutorial on CSS provided by CERN.
Guide to Cascading Style Sheets
<URL: http://www.htmlhelp.com/reference/css/>
Provides an understandable overview of style sheets, structures, properties, rules, a tutorial, and a CSS "lint" checker which will check the syntax and style of your CSS.

At this time there aren't many books available on this topic; however Lie is one of the people who developed the standards for CSS1.

Microsoft's CSS Gallery
<URL: http://www.microsoft.com/truetype/css/gallery/>
See examples of CSS. Remember to use Internet Explorer 3.0 or higher or Netscape 4.0.

Neilson, Jacob. Effective Use of Style Sheets
<URL: http://www.useit.com/alertbox/9707a.html>
A collection of tips for getting the most out CSS.

Rotter, Matt and Charity Kahn. Web Development with 4.0 Browsers. Getting Started With Cascading Style Sheets. CINet 9/3/97
<URL: http://www.cnet.com/Content/Authoring/CSS/>
Provides a good overview of CSS, along with some step-by-step instructions for creating them.

Style-o-matic
<URL: http://www.cnet.com/Content/Authoring/CSS/ss12.html>
Use this interactive page to apply specific styles to text and then see the text displayed using the styles.

W3C Cascading Style Sheets
<URL: http://www.w3.org/Style/css/>
Provides a wealth of information from the organization responsible for the standards.

Web Designer's Guide to Style Sheets
This page lists various syntax and properties associated with CSS and indicates how well that feature is supported in Internet Explorer and Netscape for both Windows and Macintosh platforms.

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

By Gary Handman

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 food 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 Gale Burrow, telephone: (909) 621-8150, email: gburrow@rocky.claremont.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:

Gale Burrow
Honnold/Mudd Library
800 Dartmouth Avenue
Claremont, CA 91711

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")

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<tr>
<th>Preference</th>
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<td>1.</td>
<td>Computer Applications</td>
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<td>Organizational/Bylaws</td>
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<td>Professional Association Networking</td>
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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.