FROM THE PRESIDENT

by Carol Derner, cderner.lcpl@incolsa.palni.edu

At the Fifth National Conference of PLA held in Atlanta in 1994, Becky Schreiber presented a program on organizational change. I have kept the notes on my desk and share them with staff members as we make organizational changes. It helps to know that our feelings are normal as we go through the process dictated by our rapidly changing information world.

Schreiber based her remarks on the seven stages of transition outlined in the book *Life Changes* by Sabina Spencer and John Adams. Before beginning the process, it helps to create a group vision of where you want to go, be flexible, realize you are managing uncertainty, and maintain a sense of humor.

Stage 1: Losing Focus or Panic. We need to be concrete with staff—what do we know? Stability is temporary or illusionary.

Stage 2: Minimizing the Impact or Denial. We must provide small successes and build courage to face the future.

Stage 3: The Pit. People feel out of control and incompetent and anger against management.

Stage 4: Letting Go of the Past. This takes a leap of faith. Help people see what they are bringing with them. Create rituals to celebrate the past and future.

Stage 5: Testing New Limits. This stage is full of energy and enthusiasm. Allow people to make mistakes. Strengthen confidence to move on.

Stage 6: Searching for Meaning. Get off the emotional roller coaster and realize change is an essential part of

living and we must be courageous enough to move into the future.

Stage 7: Integrating. The transition is completed and you have reached your common vision.

I remembered this presentation as we discussed the ALA reorganization. It is a challenge to bring our staff along with change and with the size of ALA membership, we can easily see the challenge. An international service organization I belong to has the theme leaders in service—keeping the best, changing the rest. That theme could apply to ALA as well.

I am pleased that LIRT has built in mechanisms for approaching change through the Five-Year Financial Planning Task Force and the Long Range Planning Committee. Share your ideas for change with your committee chair or the Steering Committee as we move LIRT into the future. ∎

Carol Derner, Library Director of the Lake County Library System in Northwest Indiana, is the current President of LIRT.

The ALA Debate on Restructuring: Which Organizational Structure Will Prevail?

From the Editor

It's been a very busy fall for me, keeping up with my new responsibilities of coordinating reference services at ASU West. And, lately, in my spare time, I've been busy editing this issue of *LIRT News*, as well as watching the Cleveland Indians and the Atlanta Braves play in the World Series. (I won't go on and on about how happy I am about the victory of the Atlanta Braves.)

This issue includes a preview of meetings at Midwinter in San Antonio which will be a nice winter break. The way I look at it, the *LIRT News* is an opportunity for a mini-break, a chance to sit back and read about what's going on in the library instruction world of LIRT and the larger library world as well. A controversial aspect of Annual Conference, the proposed ALA reorganization, provides food for thought for LIRT members in this issue.

A big "thank you" to all of the contributors to this issue. There are some new bylines along with our ever-dependable contributors. Feel free to respond to any article and give some feedback. Or, make some suggestions about articles you would like to see in the newsletter. Drop me a note or talk with me in person in San Antonio.

John S. Spencer
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Arizona State University West
4701 West Thunderbird Road
P.O. Box 37100
Phoenix, AZ 85069-7100
FAX: 602-543-8521
PHONE: 602-543-8552
E-MAIL: J.S.Spencer@ASU.EDU

Contents

*The due date for submissions to the March issue of **LIRT News** is February 14, 1996!*

LIRT Meetings
Midwinter 1996
San Antonio, TX

Saturday, January 20, 1996

8:00 a.m. - 9:00 a.m.	Steering Committee
9:00 a.m. - 12:30 p.m.	All Committee Meeting
12:30 p.m.	BITE with LIRT
2:00 p.m. - 4:00 p.m.	Elections Committee
8:00 p.m. - 10:00 p.m.	Executive Board

Sunday, January 21, 1996

9:30 a.m. - 11:00 a.m.	**LIRT DISCUSSION FORUM**
12:30 p.m.	BITE with LIRT
2:00 p.m. - 4:00 p.m.	Five-Year Financial Task Force
2:00 p.m. - 4:00 p.m.	Library School Task Force
2:00 p.m. - 4:00 p.m.	Publications Committee
2:00 p.m. - 4:00 p.m.	Task Force for a LIRT Internet Presence
4:30 p.m. - 5:30 p.m.	Liaison Committee

Monday, January 22, 1996

8:30 a.m. - 11:00 a.m.	Research Committee
9:30 a.m. - 11:00 a.m.	Organization and Bylaws Committee
9:30 a.m. - 11:00 a.m.	Professional Association Networking Committee
12:30 p.m.	BITE with LIRT
2:00 p.m. - 4:00 p.m.	1996 Elections Committee
2:00 p.m. - 4:00 p.m.	Long Range Planning Committee
8:00 p.m. - 10:00 p.m.	Steering Committee

Tuesday, January 23, 1996

8:00 a.m. - 11:00 a.m.	Executive Board

Petition on ALA's Self-Study

We, the undersigned members, while acknowledging the need for positive change and growth and acknowledging flaws in the current ALA structure, request that ALA's Executive Board and Council cease current plans to drastically overhaul our Association by immediately disbanding the Self-Study Committee and the Structure Revisioning Task Force.

We further strongly believe that the $30,000 annual cost of the Self-Study and projected similar costs for the Task Force, as well as the effort and time spent on this initiative, are misdirected at this time when ALA, libraries, and librarians face great challenges from a changing federal structure, the emerging electronic information infrastructure, and other challenges of a new millennium.

	Printed Name	Signature	ALA Membership #
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Please circulate this petition among your colleagues. Please feel free to make additional copies of this petition for distribution. Please post to any lists where ALA members discuss issues of concern. Petitions, letters, and cards (be sure to include ALA membership number) should be returned to Stephen Stillwell, 2021 Rumson Dr., Arlington TX 76006 by 1 January 1996. OR use e-mail — send responses (with ALA membership number) to IY20@JOVE.ACS.UNT.EDU.

Editor's Note: This petition was submitted to the LIRT newsletter by Stephen Stillwell for inclusion. Mr. Stillwell has been a member of ALA since 1985, and he is currently a full-time doctoral candidate in history. He received his MLS from Simmons in 1991, worked at Harvard University 1984-1993, and has worked on committees of ACRL and SRRT. A discussion of whether to include the petition in our newsletter took place electronically on LIRT-L, a listserv for LIRT officers, coordinators and committee chairs. Comments from the listserv discussion have been printed on the following page to provide additional information and different perspectives on the ALA reorganization.

The ALA Debate on Restructuring: Which Organizational Structure Will Prevail?

by John S. Spencer, j.s.spencer@asu.edu

A great deal of discussion and controversy at ALA's Annual Conference in Chicago this past summer was the result of a plan proposing a restructuring of ALA. Formed over three years ago, the Organizational Self Study Committee (OSSC) developed a widely distributed, eight-page "draft proposal" for changing the membership structure of ALA. Although the plan was never formally submitted to ALA Council, the plan attempted to replace the structure of divisions, offices, services, and round tables with a new organizational plan. The OSSC said ALA would be more flexible for members, more friendly to new members, and that the plan would result in a more holistic organization for ALA.

Debate was heated on all sides. It was speculated by many round table representatives that the OSSC had a hidden agenda and that the proposal was created to put the round tables out of business. A number of meetings took place in 1995, starting with an open meeting with members of the OSSC and division representatives present, as well as the press. Two primary questions were raised during this meeting about the proposed restructuring: 1) How does the plan address ALA's fiscal issues and 2) How do the round tables fit in the proposed structure?

When the proposal was discussed at ALA's Council meeting in Chicago, representatives of the round tables expressed fierce opposition to the plan, perceiving that they were being relegated to "special interest groups." OSSC members have stated that the committee's intent was to get ALA members involved in ALA in as many ways as possible. Four societies were proposed: Public, Academic, School, and Specialized. Eleven centers were proposed: Technology, Legislation, Intellectual Freedom, Children and Youth, Education for Library and Information Services, International Relations, Library Advocates, Reference/Information Services, Organization/Preservation of Information, Leadership and Management, Literacy and Outreach. A final category was one called "special interest groups." Although round tables generally assumed they were being given the status of SIGS, this was not the intention of the OSSC.

The OSSC did not formally present the plan to Council, but asked for an additional six months to prepare for a final presentation. They also recommended that a follow-up committee be established, and the new Structure Revision Task Force was created, with members from the ALA Executive Board, divisions, round tables, OSSC and staff in equal proportion. The chair of the committee is Sarah Pritchard, and the task force will include two representatives of the round tables. The task force's purpose is to further explore proposals for revising the structure of ALA, to encourage further debate and to bring back a recommendation in the summer of 1997. To read an in-depth article on the restructuring plan, see the lead article written by Stuart C. A. Whitwell, associate publisher of *American Libraries*, in the July/August 1995 issue of *American Libraries*. Much of this summary is based upon Whitwell's article in *American Libraries* which provides extensive details on the plan and the reaction to the plan in Chicago at Annual. ∎

John S. Spencer, Reference Coordinator at Arizona State University West, is the editor of LIRT News.

Comments from LIRT-L: ALA Reorganization

LIRT-L is the electronic discussion forum of the LIRT Steering Committee and Executive Board. For instructions explaining how to post messages or comments to LIRT-L, please see the notice on page 7.

Date: Mon, 02 Oct 1995
From: Chuck Dintrone <dintrone@mail.sdsu.edu>
Subject: ALA Reorganization
TO: LIRT-L@baylor.edu

I believe it is very important that we carry an article about the reorganization and its implications for round tables. I also think we should make our views known. My concern is with the wording of the petition. It is my understanding that the original reorganization plan met with substantial opposition and is being rethought. The petition asks ALA to cease and desist on all plans for reorganization. This is just not reasonable. All organizations reorganize, although perhaps not as drastically as the ALA proposal. I will concede to the others that we can carry the petition in our newsletter but I cannot endorse it based on what little I know. We should react to any plans that ALA proposes that adversely affects round tables and react strongly. However, asking ALA to cease and desist all reorganization efforts is like asking Congress to cease and desist all efforts at welfare reform. It is unrealistic. What I am trying to say is that it is better to try to influence ALA into a reorganization we can all live with, rather than just saying no.   —*Chuck Dintrone, Chair of LIRT's Long Range Planning Committee*

From: Margaret Myers <Margaret.Myers@ala.org>
Subject: Re: ALA Reorganization
To: LIRT-L@baylor.edu

The proposed restructuring document presented at Annual Conference was never acted on by Council, and there was a lot of opposition to it. There is a new structure task force that will meet at Midwinter for the first time, I believe, that will include two round table representatives on it. It is my understanding they will take into account the various documents and discussions at Annual Conference but they are not obligated to do anything with them, but will continue to explore ways of organizing ALA to be more effective. I have not seen a charge statement for this group yet.... The round table presidents were nominating representatives, I believe, but I don't know yet if there has been a decision on who these are or the whole composition of the task force.... —*Margaret Myers, ALA Staff Liaison*

Date: Mon, 02 Oct 1995 13:53:47 -0500 (EST)
From: Carol Derner <cderner.lcpl@incolsa.palni.edu>
Subject: ALA Reorganization
To: LIRT-L@baylor.edu

Sarah Pritchard has been named Chair of the Structural Revision Task Force of ALA. The Task Force will include two representatives of the Round Tables. The election of those reps is being conducted by the Round Table Coordinating Committee. We were allowed one nomination per Round Table, and I have submitted my name as a candidate. The Task Force was to meet in the Fall of 1995, at Midwinter in San Antonio, in the Spring of 1996 and at the Annual Conference for the next two years. However, the Fall 1995 meeting will not be held.   —*Carol Derner, LIRT President*
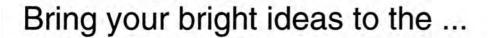
Member A-LIRT

The Library Instruction Round Table should be there helping librarians to meet these challenges as well. To do so, Carol says, LIRT and its members will need to become involved in ALA's reorganization study, collaborate with other ALA units, and work to retain the round table's current membership while adding new members too.

Carol is looking forward to ALA's Midwinter Conference in San Antonio. "Committees have been actively working on projects and will be reporting on those activities. San Antonio is a great place for networking and recharging one's batteries." ■

Andy Corrigan, Head, Information Services Department at Tulane University, is a member of LIRT's PR/ Membership Committee.

Bring your bright ideas to the ...

LIRT Midwinter Discussion Forum
Sunday, January 21
9:30-11:00 a.m.

Have some new perspectives on presenting instruction? Tips for teaching Internet skills? Lesson plans? Share them with the group!

This Discussion Forum is informal in focus. Whether you have a great new program or idea to share, or simply need advice from other librarians interested in instruction, bring it to the forum. Why reinvent the wheel? If you are feeling burnt-out or are suffering creative block, come and let your fellows inform and re-energize you!

(Please check the Midwinter program for the forum location.)

LIRT-L

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

Send your comments and suggestions to list owner Billie Peterson (petersonb@baylor.edu) if you aren't a member of the LIRT Steering Committee or Executive Board. Billie will forward your messages on to LIRT-L as well as send you any responses to your messages. Please take advantage of this list to communicate your thoughts and ideas to the LIRT Steering Committee and Executive Board. ■

✓ CHECK THESE OUT!

by Mary Pagliero Popp, popp@indiana.edu

HTML, NetScape, Internet, graphical user interfaces, URL — many of us find that the Internet and other new information technologies consume much of our professional thinking these days. Our literature also reflects that preoccupation.

The first three items, below, can help demystify the Internet and some of its basic concepts, and provide a vocabulary.

✓ Hughes, Kevin. "Entering the World Wide Web: A Guide to Cyberspace." *Indiana Media Journal* 17 (Spring 1995): 1-35.

Contains clear, easy-to-understand descriptions and illustrations of the Internet, the World Wide Web, Mosaic, HTML markup language, and URLs (Uniform Resource Locators), and a glossary of terms keyed to pages in the article. First published in May 1994 and reprinted here, but definitely not "too old."

✓ MacDonald, Randall M. "Using Internet Resources to Enhance School Media Center Services." *School Library Media Quarterly* 23 (1995): 265-269.

Focusing on strategies for providing Internet access in the school media center, MacDonald describes gopher, FTP, Usenet newsgroups, listservs, and the World Wide Web. Lists a number of education-related gophers, FTP sites, Usenet groups, and listservs.

✓ English, Jim and Josh Margulies. "Expanding Library Horizons Through Use of the Internet: Growth of the Internet, Past and Future." *Computers in Libraries* 15 (September 1995): 41-45.

A good overview of the Internet and its applications for processing and communicating information. The authors describe what the computer is doing in such applications as Telnet, File Transfer Protocol (ftp), client/server architecture, gopher, World Wide Web, HTML, and search engines. They assume some knowledge of computer jargon, but you can get the basics without understanding every word, particularly if you look at the illustrations.

The following articles offer advice on ways to cope:

✓ Cisler, Steve. "Promoting the Internet in Your Library" *Library Journal* 120 (June 15, 1995): 26, 28.

Ideas for getting started on and promoting access to the Internet, showing successes in public libraries and the Apple Library. Included are ideas for discussions, instruction and classes, vendor showcases, and informal activities.

✓ Craumer, Patricia. The New Information Future: Where Are Libraries Going with Information, and Where Is Information Taking Libraries?" *Public Libraries* 34 (July/Aug. 1995): 208-211.

Although not about instruction, this overview of ways new information technologies will affect public libraries and how public libraries will interface with home and business information services presents many issues very clearly. Also see the one page verso column by Allan Pratt on page 207 of the same issue, entitled "Information Highway or Irrelevant Byway?"

✓ Ensor, Pat. "Organizing the Web: A Contradiction in Terms?" *Technicalities* 15 (Sept. 1995): 1, 6-7.

One librarian's view about ways to organize information from the World Wide Web in ways that are useful to information seekers.

http://nervm.nerdc.ufl.edu:80/~hsswww/
lirt/lirt.html

Coping With the Technology Gap in the Classroom

by Nena Thomas, nenat@umr.edu

Library instruction in academic libraries has increasingly become a challenge as libraries have access to more and more electronic resources. Now, new technology may be commonplace in a short period of time. CD-ROM indexes are now as common as their print counterparts. In the recent past, gopher servers were the newest electronic technologies for exploring the Internet. Now, everyone is fascinated by the graphic and visual capabilities of using Mosaic and Netscape to explore the World Wide Web.

Although the technologies change rapidly, academic library instruction facilities have often not kept up with the latest tools for electronic access, thus making library instruction more difficult. For example, at the Curtis Laws Wilson Library at the University of Missouri-Rolla , librarians conduct library instruction in a classroom with one terminal, an overhead projector, an LCD panel and chairs for approximately thirty students — not the latest equipment to be sure. The equipment and seating were installed when library instruction was lecture-style and librarians were primarily demonstrating the online catalog. Now, instruction is also offered in the use of the networked CD indexes, resources available on the Internet and World Wide Web, and full text periodicals on CD-ROM.

The challenge of how to effectively teach about electronic databases and indexes with limited facilities is one which librarians continue to face. The ideal situation would be access to an electronic classroom with a terminal for each student to practice searches. Measures are being taken to provide for one in the future. In the meantime, library instructors must creatively try to find ways for students to utilize electronic resources through active learning.

For example, in one instructional class session, after a general introduction to print and CD-ROM indexes, the class is divided into four groups. Two are given exercises for the *Social Sciences Index*, *Reader's Guide to Periodical Literature*, and the *New York Times Index* and two are given exercises to work with Proquest *GPO*. Proquest *GPO (General Periodicals on Disc)*

provides indexing and abstracts of articles from over 1600 popular and academic journals and select newspapers. The system also includes full-text of articles from over 400 of the indexed journals. Copies of full-text articles, including photographs, graphs, and illustrations, can be printed at the workstation on a laser printer.

CD-ROM indexes provide numerous access points for searching and many options for combining terms, something librarians are familiar with, but students may not be. We show students how to search the index by subject, keyword, author, title, personal name, journal title, date, type of article, geographic location. There are two workstations located on the main floor of the library. After working through the exercises, the groups are switched. A demonstration of the online catalog follows emphasizing searches for journal titles found in the print indexes.

A version of this instruction is also provided for subject-specific classes, comparing *Science Citation Index* and *Engineering Index* with the CD-ROM versions on the networked CD tower. Subject-specific classes are introduced to the Internet using examples of searching the *First Search* databases and how to access the library's World Wide Web home page. The library has placed URLs on the home page for subjects that are being taught at the university. The CLW Library's URL is http://www.umr.edu/~library. Students are encouraged to use any of the many campus sites which provide access to the Internet, networked CD tower, and WWW to practice what has been learned in class.

This is our library's method for bridging the gap between the latest technology available on our campus and the current library classroom's electronic limitations at the present time. ■

Nena Thomas is the Library Instruction Coordinator at the University of Missouri-Rolla and is a member of LIRT's Newsletter Committee.

WHY RUN FOR ALA COUNCIL?

by Randy Call, rcall@cms.cc.wayne.edu

FACT: Unless LIRT members are elected as at-large councilors, LIRT has no voice when ALA Council makes policy affecting LIRT, up to and including the existence of the round table.

ALA Council is the governing body of ALA. *ALA Handbook of Organization* (Chicago, American Library Association, 1994, 5) states that "Council determines all policies of the Association and its decisions are binding unless set aside by a three-fourths vote at any meeting of the Association membership or a majority vote by mail." Council consists of 174 members, including elected officers of ALA, the Executive Board, one representative from each division, one representative from each state, and one hundred councilors elected at large. Neither LIRT nor any other round table is automatically, officially represented on Council. Because of this, LIRT encourages members to run for Council and assists those who decide to run.

LIRT also encourages members to run for Council because round table members are especially qualified to contribute to the work of Council. Since LIRT members come from all types and sizes of libraries, active participation within LIRT exposes them to a broad diversity of opinions, issues and concerns within the profession. Through working on the planning and delivery of LIRT programs, publications and communications, LIRT members update knowledge and skills necessary for leadership roles in the profession. As a result of their active involvement in LIRT, members are well qualified to participate in the growth and development of ALA and the profession.

Any LIRT member can run for Council. All personal members of ALA are eligible to run for ALA Council. ALA elects twenty-five "at large" councilors each year. Councilors normally serve four year terms.

An individual is nominated to run for Council in one of two ways. The first is to be one of the 50 candidates nominated each year by *continued on next page...*

Evaluating Library Instruction:

Sample Questions, Forms and Strategies for Practical use.

Research Committee, Library Instruction Round Table
Diana Shonrock, editor

Here in one expertly assembled guide, you will find: ■ Step-by-step advice on pre-survey planning ■ Strategies and survey questions for evaluating classwork, instructors, and instructional materials and equipment ■ Usable questions organized under fourteen areas, from "demographics/patron information" to "presentation/instructor" ■ Glossary, bibliography, and sample questionnaires ■ Sample attitude and measurement scales

This hard-working guide will save you time and help you gather the meaningful data you need to justify and improve your program.

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ALA's Standing Committee on Nominations. The second is to be nominated via a petition signed by 25 current ALA members. There is no limit on the number of candidates nominated by petition each year. LIRT members are only rarely nominated to run by ALA's Standing Committee on Nominations. Virtually every LIRT member who has run for Council did so via the petition process.

LIRT will assist members to run for Council via petition. The Chairperson and members of LIRT's Elections Committee are thoroughly familiar with ALA's petition and ballot processes. They will advise and facilitate the necessary paperwork. Please notify the chairperson of LIRT's Elections Committee of your interest in being a petition candidate for ALA Council.

To run for ALA Council via petition, you will need to:

✗ **Get copies of two ALA forms, Petition Proposing Additional Nomination and Biographical Information.** These forms are available from the Elections Committee, from the Executive Office table in the ALA Offices during Midwinter conventions, and from the Executive Office at ALA Headquarters in Chicago.

✗ **Secure the signatures of 25 current ALA members** on the Petition Proposing Additional Nomination form. Elections Committee will help collect signatures during All Committee and other LIRT meetings.

✗ **Fill out the Biographical Information form.** (This form includes the "Statement of Profes-

sional Concerns" you have seen on ALA ballots. In effect, your "Statement of Professional Concerns" is your campaign platform.)

✗ **Submit both completed forms to ALA.** They can be returned to ALA Offices at Midwinter Convention or mailed to ALA Headquarters in Chicago. **BOTH FORMS ARE USUALLY DUE TO ALA BY MID-FEBRUARY.** (For example, the deadline for 1996 elections is February 1996.) The Elections Committee can submit your forms for you.

LIRT members on ALA Council benefit ALA, LIRT and the professional/personal growth of any member so elected. LIRT encourages members to run for election.

If you are interested in running for Council, please contact Mary Popp, the chair of LIRT's Elections Committee before Midwinter conference. Please contact her at:

Electronic Resources and Services Department
Library E172
Indiana University
Bloomington, IN 47405
Work: (812) 844-8170
(you can leave a message if Mary is unavailable)
FAX: (812) 855-1649
E-mail: popp@indiana.edu ∎

J. Randolph Call, Bibliographic Services Coordinator at the Detroit Public Library, currently serves as a member of LIRT's Elections Committee.

Submitted by Sherri Edwards, Ohio State University at Mansfield

ACRL/Instruction Section

MIDWINTER DISCUSSION FORUM 1996

Submitted by Sherri Edwards, Ohio State University at Mansfield

Mark your calendar! You are invited to attend the 1996 ACRL/Instruction Section (IS) Discussion Forum at the ALA Midwinter Meeting in San Antonio, Texas. The Forum topic is: *"The World Wide Web as a Teaching Tool."*

Sponsored by the Continuing Education and Emerging Technologies Committees, the discussion will focus on ways to successfully use the World Wide Web as a teaching tool. The discussion will be led by Ralph Alberico from the University of Texas - Austin, who will give a presentation on how he uses the Web to help teach his instruction classes. Participants will have an opportunity to share specific experiences as well as gather techniques and tips to use in instruction sessions at their own institutions.

The Forum will take place on Sunday, January 21, 1996, from 4:30 p.m. to 5:30 p.m. Check the Midwinter Meeting program for the exact location. Bring your questions and suggestions and join us for a lively discussion!!!

"LOEX" of the WEST 1996

Thursday, June 20 - Saturday, June 22
University Of Washington Campus
Seattle, Washington

COLLABORATION AND INSTRUCTIONAL DESIGN IN A VIRTUAL ENVIRONMENT

The philosophies and politics of library instruction are evolving in response to complex changes in information environments. The changing needs and motivations of the communities we serve determine our purpose, rationale, and methods of practice. Librarians must become leaders within their communities to integrate emerging information technologies into the classroom, schools, businesses, and community organizations.

This conference will focus on the development and uses of collaborative relationships in library instruction. Effectively articulating the role of library instruction programs and the importance of information literacy within our larger institutions are key to developing integrative collaboration and support. Building collaboration is vital to the success of library instruction at every level, from program development and instructional design, to teaching and evaluation, to funding and administration.

A Call for Papers will be announced in late October.

To receive preliminary registration materials and be placed on our mailing list, please email Liz Babbitt, ebabbitt@u.washington.edu.

CHECK THESE OUT!
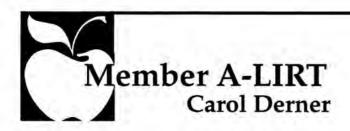
continued from page 8...

✓ Glogoff, Stuart, with a sidebar by Abbie J. Basile. "Library Instruction in the Electronic Library: The University of Arizona's Electronic Library Education Centers." *RSR* 23.2 (1995): 7-12, 39.

Describes the planning process for developing two electronic classrooms for teaching the Internet, OPACs, electronic indexes, and electronic journals, at the University of Arizona. Includes information about equipment configuration, software, upgrading equipment, and costs, and a troubleshooting checklist. Abbie Basile's sidebar describing Internet sources for information about electronic classrooms adds additional value.

✓ Tooey, Mary Joan. "Planning an Internet Curriculum." *Medical Reference Services Quarterly*. 14.2 (1995)" 85-89.

Briefly describes a model internet curriculum for a medical school library developed by a cooperative group from the library and the computer center. ■

Mary Pagliero Popp, Electronic Services Librarian at Indiana University Libraries in Bloomington, serves as the Chair of LIRT's Elections Committee.

by Andy Corrigan

Member A-LIRT
Carol Derner

Academic, public, or school library — library instruction plays a vital role. Just ask Carol Derner, LIRT's 1995-96 president. She has been a librarian for 37 years, an ALA member for just as long, and she is the Library Director for the Lake County Public Library in Northwest Indiana.

The Lake County Public Library is the third largest library system in Indiana. It has 159 FTE employees and serves 200,000 people in 13 communities. The Lake County library system has a central library and 11 branches. Both the Lake County region and its libraries have been growing and that growth has led to a continual cycle of building and remodeling programs. It's a busy place. Still, Carol devotes a great deal of thought and energy to library instruction and to her involvement in LIRT.

"All types of libraries must realize their unique role in library instruction," Carol says, adding that in public libraries, library instruction plays a major role in addressing the need for every adult to be literate and able to compete in the workforce. Many people who use the library to become literate or enrich their lives through literacy have only the library to show them how these things can be accomplished.

Carol has been involved in many ALA activities. Over the years she has served on the ALA Council, ALA's Resolutions Committee, and the American Libraries Advisory Committee. She was a LAMA Women Administrators Discussion Group Co-Chair in 1982-1983. She has been a member of the RASD Business Services Committee, the LAMA Facilities for Specialized Library Service Committee. And, in LIRT, she has served on the Public Relations Committee and the 1993 and 1994 Program Committees.

Carol joined LIRT in 1989. She sees the round table as having the important function of advocating library instruction as a means for developing competent library

use—as part of the lifelong learning process. "This mission is gaining importance as we impress upon decision makers the increasing need for training and instruction."

The Lake County Public Library has been an early and active user of information technology. "We started with a book catalog produced in-house and grew through a microfiche catalog and now a third-generation online catalog," Carol explains. With the availability and demand for distance education programs, the library installed a satellite dish in 1981 to provide the Lake County region with continuing education experiences.

Carol began her own college education at Indiana University where she received a BA in American Literature in 1956. After graduating from Indiana University with a MALS library degree in 1958, Carol began professionally as a Children's Librarian for the Monroe County (IN) Public Library and went on to work in a variety of library settings in Indiana including School Librarian for the Valparaiso Community Schools; Head of the Popular Library and then the Extension Department at the Gary Public Library; Head Librarian at the Elmwood Park Public Library, and Assistant Director and her present position as Library Director at Lake County Public Library.

There are important challenges facing all librarians involved with library instruction, Carol says. These include promoting the library as a place for lifelong learning, helping patrons use new information technologies, and assisting patrons who use the library to cope with career changes. Library instruction librarians also face the challenges of keeping up with new library products, product formats, and instruction methods for teaching users how to use them. Another important challenge involves providing library services and information for off-campus students involved in distance education programs.

TECH TALK

Billie Peterson. Baylor University

Dear Tech Talk—

There are just too many indexes on the World Wide Web. I never know which one to use, and why do there have to be so many of them anyway?
--Goin' Buggy

Dear Buggy—

Sure enough — there are a lot of spiders crawling around on the World Wide Web, and confusion reigns. Why are there so many of them? Because the amount of information on the Internet is so vast that one search engine can't possibly capture everything, and they all create their databases differently. Because each of these "indexes" has its own strengths and weaknesses, there are definitely times when one may be more appropriate to use than another.

First, here's a list of some basic features you should know about any WWW search engine:

1. What does the database contain? Only WWW sites; WWW sites and other Internet sites (gopher, ftp, etc.)?

2. What kind of Boolean searching is provided? And; or; both?

3. How are phrases handled? As a Boolean search; as an adjacency search?

4. What is the default method of searching? Boolean and; Boolean or; adjacency (phrases)? Can the default be changed?

5. Is a relevancy score attached to each retrieved document, with the more "relevant" documents listed first, or are documents retrieved and listed randomly?

6. Are summaries of each search result provided?

7. Can a site be browsed by subject?

8. Are terms searched as whole words or as part of words (substrings)?

Below I've listed some of the "indexes" with which I am familiar and some of their features. There are many others, but this list provides a good place to begin. Often these "indexes" can be put into two categories. Subject Trees with search engines and Search Engines only. With subject trees, the documents are put into the subject categories (from which the database is usually created) by people; with Search Engines only, databases are created with automated spiders, wanderers, robots, which "crawl" through the Internet and automatically build the databases using on a variety of indexing techniques. Below I've listed some of the "indexes" with which I am famiiar along with a brief summary of search features in Table 1.

Subject Trees With Search Engines

Lycos
URL: http://lycos.cs.cmu.edu/
One of the largest search engine databases currently available. It includes WWW, gopher, and ftp sites.
SEARCH TIPS:
Partial Word Search — to achieve an exact match, end each word with a period.
Subject Browsing — Lycos 250; based on what the spider finds, the 250 sites that are found most frequently as links on other pages are listed in 10 broad subject categories.

WWW Virtual Library
URL: http://www.w3.org/hypertext/DataSources/bySubject/Overview.html/
Another large database created daily by concatenating lists of resource databases collected by other network providers. Searches titles and comments. The "Index" is often too busy to be used during peak periods.

SEARCH TIP:
Subject Browsing — Two methods are presented: Subtree and Library of Congress Classification.

Yahoo
URL: http://www.yahoo.com/
One of the most popular places to begin looking for information. Although the database is relatively small, its value is enhanced because whenever a search is performed, links to the following search engines are automatically provided: OpenText, Lycos, WebCrawler, InfoSeek, Inktomi, and DejaNews.   SEARCH TIP:
Subject Browsing — 14 broad subject categories

Search Engines Only

DejaNews
URL: http://www.dejanews.com/
Indexes only Usenet archives.

Table 1 Search Engine	AND	OR	Phrase Searching	Relevance Ranking	Summary*	Partial +
Lycos	✓	✗		✓	✓	✓
WWW Virtual Library	✓					✓
Yahoo	✗	✓	✓			✓
DejaNews	✓	✗		✓		✓
InfoSeek	✓	✗	✓	✓	✓	✓
Inktomi	✓	✗		✓		✓
Open Text	✓	✓	✗	✓		✓
WebCrawler	✗	✓		✓		✓
World Wide Worm Web	✗	✓				✓

✓ = yes, feature supported
✗ = yes, this is default feature
* provides summary of search results
+ Partial word searches supported

InfoSeek
URL: http://www.infoseek.com/
Indexes titles and comments on pages. InfoSeek charges a fee to have complete access to the database, but often the demo search access provides the needed information.
SEARCH TIP:
Phrase Searches — Enclose phrase in quotes

Inktomi
URL: http://inktomi.cs.berkeley.edu/
A relatively new, large database which rivals Lycos and WebCrawler.
SEARCH TIP:
And — Use a + in front of any word that must be contained in the returned references

Open Text
URL: http://www.opentext.com/
Indexes all words on every page, but searches can be limited to specific areas (URL's, titles, summaries, etc.). An option is provided to improve the results of any search.

WebCrawler
URL: http://webcrawler.com/
Indexes text of pages, including Web, gopher, and ftp sites, so it can return extensive results. WebCrawler is owned by America OnLine, but no fees are charged.

World Wide Web Worm
URL: http://www.cs.colorado.edu/ home/mcbryan/WWWW.html/
Searches titles and URL's only. It's a good search engine to use when looking for an image or a moving picture because the URL's can be searched using extensions such as "gif" or "mpg".

Finally, there are some Web pages which list several search engines on one page; and in some cases you can actually perform the search from these pages. Some pages to investigate are given on page 16.

CUI Meta-Index
  http://cuiwww.unige.ch/meta-index.html
Global Search
  http://ngwwmall.com/search/
Internet Search
  http://home.netscape.com/home/internet-search.html
SavvySearch
  http://www.cs.colostate.edu/~dreiling/smartform.html
Ted Slater's Search Engines
  http://www.regent.edu/~tedslat/tools.html

For more detailed information on search engines and spiders, read the following:

December, John. "Spiders and Indexes: Key word-Oriented Searching." In *World Wide Web Unleashed*. Indianapolis: Sams Publishing, 1994, 386-407.

Ernst, Warren. "Finding the Web Pages You Want." In *Using Netscape: The User-Friendly Reference*. Indianapolis: QUE Corporation, 1995, 73-82.

Notess, Greg R. "Searching the World-Wide Web: Lycos, WebCrawler and More." *Online* 19 (July-August 1995):48-52.

Paul, Kathryn and Kathleen Matthews. "Is the Web Navigable?" (Handouts from *Making Sense of the Internet* a pre-conference prior to the British Columbia Library Association meeting, May 4-5, 1995).

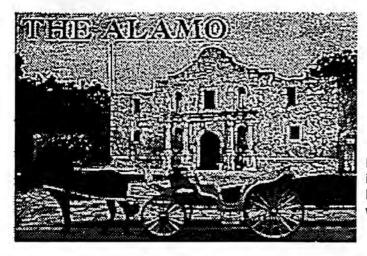http://burns.library.uvic.ca/BCLA_Overhead4.html

As always, send questions and comments to:

Snail Mail:
Tech Talk
Billie Peterson
Moody Memorial Library
P. O. Box 97143
Waco, TX 76798-7143

Phone:
Voice: (817) 755-2344
FAX: (817) 752-5332

E-Mail, INTERNET:
petersonb@baylor.edu

Library Instruction Round Table
Invites you to join us for

BITES with LIRT
in San Antonio
Jan. 20 - 22, 1996

Meet and eat with other librarians interested in library instruction. LIRT is again organizing groups for lunch at modestly priced restaurants during the mid-winter conference in San Antonio, Texas.

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

Please return the reservation form by Jan. 9, 1996. You will be notified by e-mail or fax when and where to meet your group. Bon Appetit! Send reservation form to:

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

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Name _____

Institution _____

Mailing Address _____

_____

Phone _____   E-mail _____

FAX _____

My preference is:

☐ lunch Saturday   Jan. 20   12:30   Are you a LIRT member?
☐ lunch Sunday   Jan. 21   12:30   ☐ yes
☐ lunch Monday   Jan. 22   12:30   ☐ no

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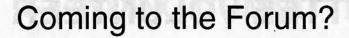
RESEARCH: Identifies, reviews, and disseminates information about in-depth, state-of-the-art research concerning library instruction for all types of libraries. Pinpoints areas where further investigation about library instruction is needed with a view toward the development of research proposals.

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 Sylvia Nicholas, telephone: (312) 503-8109, or see address on Committee Volunteer Form on next page.

Library Instruction Round Table
COMMITTEE VOLUNTEER FORM

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

Sylvia Nicholas
Gaulter Health Science Library
Northwestern University
303 E. Chicago
Chicago, IL 60611-3008

NAME and TITLE:

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

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

HOME ADDRESS:

DATE OF APPLICATION:

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

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

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

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

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

Coming to the Forum?

LIRT Midwinter Discussion Forum
Sunday, January 21, 1996
9:30-11:00 a.m.

(See program for location)

Library Instruction Round Table News
American Library Association
50 E. Huron Street
Chicago, IL 60611

Address Correction Requested

First Class Mail