



---

**School****Public****Special****Academic**

---

# LIBRARY INSTRUCTION ROUND TABLE NEWS

---

volume 18 no. 4

June 1996

issn 0270-6792

---

## from the president

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

Collaboration, re-engineering and partnerships are buzzwords of the 90s which all librarians must consider with a new perspective as we debate and plan our futures. LIRT's purpose, "to advocate library instruction as a means for developing competent library and information use as part of lifelong learning," is right where the action is.

As a multi-type organization we are uniquely positioned to share our expertise inside and outside the library community. Pat Breivik spoke recently at the Indiana Library Federation on the topic, "Every Librarian a Leader." She addressed the fact that as a profession we

are too inwardly focused and need to focus energy externally to become players in the larger education business.

Breivik cited a recent study which found that money put into school library media centers directly influences student achievement. (The first member who sends me the exact source will be rewarded in New York!)

We must participate actively in public awareness campaigns to showcase our special talents in research skills, listening, information management, technology, and information literacy. Our annual program on Monday morning, July 8, in New York will address some of these talents. See you there to begin the celebration of our coming of age!

*Carol Derner, Library Director of the Lake County Library system in Indiana, is the current President of LIRT.* ■

## 20 LIRT's Top Twenty for 1995

Bodi, Sonia. "Scholarship or Propaganda: How Can Librarians Help Undergraduates Tell the Difference?" The Journal of Academic Librarianship 21 (January 1995): 21-25.

In response to evaluations of BI sessions where students reported being satisfied with their ability to find information but not to evaluate it, librarians developed a session on critical assessment of library resources. This article discusses the characteristics of propaganda and includes a list of indicators distinguishing propaganda and scholarship. The article concludes with a description of a class in which these indicators were presented to help students evaluate a text. *continued on page 4...*

---

## INSIDE

### NEW YORK ANNUAL CONFERENCE

LIRT Meetings .....	p.3
LIRT Program, Collaborative Solutions to Techno-Stress.....	p. 7
Bites with LIRT.....	p. 8
ALS Program for Children .....	p. 2

### ARTICLES

LIRT-L.....	p. 15
-------------	-------

### COLUMNS

Hot Web Sites.....	p. 17
Member A'LIRT.....	p. 9
TECH TALK.....	p. 10
Internet Survey.....	p. 19

# FROM THE EDITOR

As I wrap up the copy editing on this issue of *LIRT News*, I realize it's been a busy year for me as editor. First and foremost, I realize how many people are involved in putting the newsletter together and I want to say "thanks for helping," with a special thanks to Vicki Eppich at ASU West. In addition our regular columnists are particular angels to me, as I count on them to provide the core of each issue. I'd also like to recognize those who have written articles on public, school, special or academic libraries.

This issue includes the "Top Twenty for 1995," a project of the Continuing Education Committee of LIRT. After reading the top twenty I found a number of articles I plan to read, and I've already read several recommended by the committee.

As we get ready for the annual conference in New York, I'd like to encourage any budding writers and editors to get involved in the newsletter. We're always looking for good ideas, and it would be great to have additional members on our committee. Thanks to Jana Edwards for her terrific assistance this year and for her hard work in the production of each newsletter, and for keeping us on deadline. Hope to see you in the Big Apple.

John S. Spencer  
Fletcher Library  
Arizona State University West  
4701 W. Thunderbird Road  
P. O. Box 37100  
Phoenix, AZ 85069-7100

PHONE: 602-543-8552  
FAX: 602-543-8521  
E-MAIL: John.Spencer@ASU.EDU

## American Library Services for Children

Sunday, July 7, 1996

The American Library Services for Children will present a program on Sunday, July 7 in New York City on children with disabilities. How can librarians identify, reach and service this population?

Successful programs, ideas, and resources used with special needs children and youth will be shared by librarians across the nation who have worked to implement effective service improvements within today's economic realities. The results of a national survey recently conducted on library service to children with disabilities will be shared.

*Submitted by Charlotte Files*

*LIRT News* is published quarterly (September, December, March, June) by the Library Instruction Round Table of the American Library Association. Copies are available only through annual ALA/LIRT membership.

John Spencer, Editor  
Fletcher Library  
Arizona State University West  
P.O. Box 37100  
Phoenix, AZ 8569-3710

**Contributions to be considered for the September issue must be sent to the editor by July 22, 1995.**

Send claims to Maxine Moore, OLPR Administrative Assistant, 800-545-2433, X4277, American Library Association, 50 E. Huron Street, Chicago, IL 60611.

All material in the *LIRT News* is subject to copyright by ALA. Material may be photocopied for the noncommercial purpose of scientific or educational advancement.

Production Editor: Jana S. Edwards

© American Library Association



# LIRT Meetings New York, NY

## Saturday, July 6, 1996

Steering Committee	8:00 a.m. - 9:00 a.m.
Committee Chair Orientation	9:00 a.m. - 9:30 a.m.
All Committee Meetings	9:30 a.m. - 12:30 p.m.
Executive Board	8:00 p.m. - 10:00 p.m.

## Sunday, July 7, 1996

Five-Year Financial Task Force	2:00 p.m. - 4:00 p.m.
Internet Presence Task Force	2:00 p.m. - 4:00 p.m.
Publications Committee	2:00 p.m. - 4:00 p.m.

## Monday, July 8, 1996

Program	9:30 a.m. - 12:30 p.m.
Elections Committee	2:00 p.m. - 4:00 p.m.
Long-Range Planning Committee	2:00 p.m. - 4:00 p.m.
Organization and Bylaws	2:00 p.m. - 4:00 p.m.
Program Committee 1997	2:00 p.m. - 4:00 p.m.
Research Committee	2:00 p.m. - 4:00 p.m.
Steering Committee	8:00 p.m. - 10:00 p.m.

## Tuesday, July 9, 1996

Executive Board	8:00 a.m. - 12:30 p.m.
-----------------	------------------------

Note: Check the ALA Program Guide to verify the time and location of LIRT meetings in New York City.



**Chappell, Virginia A., Randall Hensley, and Elizabeth Simmons-O'Neill.** "Beyond Information Retrieval: Transforming Research Assignments into Genuine Inquiry." Journal of Teaching Writing 13, no. 1/2 (1994): 209-224.

This article describes the reasoning behind and use of an Evaluating Sources Workshop. This collaborative workshop, itself a collaboration between librarian and classroom instructor, teaches college students ways to analyze sources. Techniques for evaluating information include using bibliographic tools to retrieve information, but also act as a means for learning more about scholarly communication. By analyzing a preselected reading, students develop their own questions and explore the rhetorical and disciplinary contexts of research. The workshop can serve as a springboard for other collaborative assignments and classroom discussions. (Note: Although published in 1994, this issue was not received by committee members until summer 1995 and is therefore being included in the Top Twenty for 1995.)

**Cook, Kim N., Lilith R. Kunkel, and Susan M. Weaver.** "Cooperative Learning in Bibliographic Instruction." Research Strategies 13 (Winter 1995): 17-25.

This article offers a general discussion of cooperative learning, including its definition and characteristics. Two examples of cooperative learning BI assignments are discussed in detail, along with a thorough overview of the authors' research project on this topic. Although the research conducted did not yield the desired information on the effectiveness of cooperative learning, many students indicated a preference for working in groups. The practical advantages of cooperative learning are also discussed.

**Cooper, Tasha, and Jane Burchfield.** "Information Literacy for College and University Staff." Research Strategies 13 (Spring 1995): 94-106.

This article points out special problems in identifying the information needs of college and university staff, a group that is often overlooked in instructional outreach programs. The importance of fostering information

literacy in this group, as opposed to providing special services is addressed. Suggestions for promoting this literacy such as staff development programs, tailored instruction, and effective promotion of the library are discussed.

**Dame, Melvina Azar.** "Teaching Library Skills and Content to Linguistically Diverse Students: The Role of Advance Organizers and Visual Resources." MultiCultural Review 4 (December 1995): 40-44.

In an article aimed at elementary and secondary teachers and librarians, the author outlines concrete methods to help ESL students link library skills with their existing knowledge. She suggests multi-sensory aids (such as pictures) help the student associate new concepts with prior knowledge. This process requires significant cooperation between the teacher and media specialist. Included are suggested types of aids and sources for locating and acquiring them.

**DiMartino, Diane, William J. Ferns, and Sharon Swacker.** "CD-ROM Search Techniques of Novice End-Users: Is the English-as-a-Second-Language Student at a Disadvantage?" College & Research Libraries 56 (January 1995): 49-59.

A comparison of the CD-ROM search techniques of native English speakers and English-as-a-Second-Language (ESL) speakers found that both groups of students had similar problems with search concepts and procedures. ESL students, however, had much more difficulty with vocabulary, such as the use of plurals and synonyms. The article concludes with recommendations for improving CD-ROM instruction for all users, including the specific vocabulary problems of ESL students.

**Doran, Kirk.** "The Internet: Helping Library Patrons understand What the Internet is Not (Yet)." Computers in Libraries 15 (June 1995): 22-26.

The author stresses the importance of presenting a balanced view of the Internet, especially in light of recent media hype. He employs a number of negative definitions which illustrate the current limitations of the Internet. These definitions help to clarify the misconception that the Internet is "the answer to all quests" and enables users to understand the differences between the Internet and other valuable library resources.

---

Evans, Lorraine, and Peggy Keeran. "Beneath the Tip of the Iceberg: Expanding Students' Information Horizons". Research Strategies 13 (Fall 1995): 235-244.

With the addition of yet another electronic resource to their library, reference librarians at the University of Denver developed a new library instruction session which emphasizes broader information and search concepts, rather than specific database mechanics. The goals of the session are to teach searching skills that are transferable from one system to another and to enable users to evaluate the content and appropriateness of specific databases in relation to other library resources. The authors also discuss the results of a survey to determine the session's effect on participants' searching skills and confidence levels.

Gibson, Craig. "Critical Thinking: Implications for Instruction" RQ 35 (Fall 1995): 27-35.

This article provides a concise overview of the critical thinking movement in education, including a review of critical thinking theory and controversies within the movement. The author also discusses the implications of this approach for library instruction and concludes with some important questions to consider as we restructure our BI programs to integrate critical thinking skills.

Howze, Philip C., and Dana E. Smith. "Library Instruction as Independent Study: The Summer Enrichment Program Experiment at Iowa State University." Reference Services Review 23 (Winter 1995): 75-82.

This study of high school minority students enrolled in a library instruction course in a summer bridge program investigated the effects of multicultural vs. classical exercises and independent study vs. peer assistance on students' performance. Although some inconsistencies occurred in students' performance and their evaluation of the course, the study found that multicultural exercises and contact with a librarian instructor proved important to minority students. Other factors, including peer assistance, did not prove to be significant in this study; however, the authors stress the need for further investigation.

Jensen, Ann, and Julie Sih. "Using E-mail and the Internet to Teach Users at Their Desktops." Online 19 (September/October 1995): 82-8.

With remote access to databases becoming more prevalent, users are often reluctant to come to the library to learn how to use its resources. As a solution to this problem, engineering librarians from the University of California, San Diego, developed a six-part training program for the INSPEC database that can be accessed by Email. Users can have one lesson delivered per week or all six tutorials at once. The electronic tutorials reached an audience that had not been heard from before and will continue to be part of the bibliographic instruction program at San Diego and other UC campuses.

McFadden, T. G., and T. J. Hostetler, eds. "The Library and Undergraduate Education." Library Trends 44 (Fall 1995): 221-457. (entire issue)

Contributors to this issue of Library Trends explore the library's role in undergraduate education and the future of library user education programs. Common themes or issues that emerge include the importance of reading, literacy, and critical thinking, and the impact of rapidly changing technology. Many of the authors encourage librarians to redefine their role and take steps toward strengthening their involvement in undergraduate education.

Martin, Lynne M., ed. "Library Instruction Revisited: Bibliographic Instruction Comes of Age." The Reference Librarian, no. 51/52 (1995): 5-447. (entire issue)

Building on two previous special issues devoted to bibliographic instruction, this double issue of The Reference Librarian explores the history, progress, current status, and future challenges of BI. The articles reflect the "coming of age" of BI over the past decade, as well as the current issues of learning theories and pedagogy, collaboration and cooperation, technology and instruction, and diversity and multiculturalism.

*continued on page 6...*

**Natowitz, Allen. "International Students in U.S. Academic Libraries: Recent Concerns and Trends." Research Strategies 13 (Winter 1995): 4-16.**

A review of eighteen journal articles on international students' use of academic libraries reveals trends regarding cultural diversity issues on U.S. campuses and their impact on the provision of library services. Potential cultural, linguistic, and technological barriers, along with the training issues surrounding them, are identified and explored. It appears that these trends are just beginning to be recognized and programs aimed at increasing sensitivity in this area will help librarians cope with these demographic changes on campuses across the country.

**Oberman, Cerise. "Unmasking Technology: A Prelude to Teaching." Research Strategies 13 (Winter 1995): 34-39.**

This article, based on a speech presented to the ALA Library Instruction Round Table in New Orleans in 1993, stresses the importance of a balanced view of technology in order to provide appropriate library instruction. The author looks at three components of BI, encouraging a balanced approach in all areas: attitudes of users, attitudes of librarians, and values of librarians. This approach to instruction places technology in an appropriate context while assessing both its strengths and weaknesses.

**Pitts, Judy M. "Mental Models of Information: The 1993-94 AASL/Highsmith Research Award Study." Edited by Joy H. McGregor and Barbara K. Stripling. School Library Media Quarterly 23 (Spring 1995): 177-184.**

Presents the findings of a research study of a group of teenagers' information-seeking behaviors. The main question addressed by the study was: When students are seeking and using information, why do they make the decisions they make? The study found that a learning experience is made up of numerous "learning strands" (content, information seeking and use, life skills, and production). The strands are intertwined and when a learner experiences difficulty with one strand, the learner relies on prior learning involving another

strand. The students in the study had no support or misguided directions for their information-seeking school assignments. The article concludes with recommendations for school library media and classroom professionals, professional preparation programs, and researchers.

**Ragains, Patrick. "Four Variations on Drueke's Active Learning Paradigm." Research Strategies 13 (Winter 1995): 40-50.**

The author describes four subject-based "one-shot" BI lesson plans which include active learning techniques. A basic overview of the jigsaw method is given, along with a detailed description of each lesson plan. Evaluative information is presented which was gathered from faculty and student experiences. The author offers several recommendations for implementing successful active learning instructional sessions.

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

The author discusses the attitudes and philosophies that librarians have regarding the relationship of BI and reference services. He cites historical definitions, as well as recent ideas put forth by Roma Harris' research and AnneLipow's conference proceedings for the rethinking reference institutes at Berkeley and Duke. The author concludes that reference and BI, having both been affected by internal and external forces, have common goals focusing on user independence, which should lead toward collaboration in developing new philosophies and models for service.

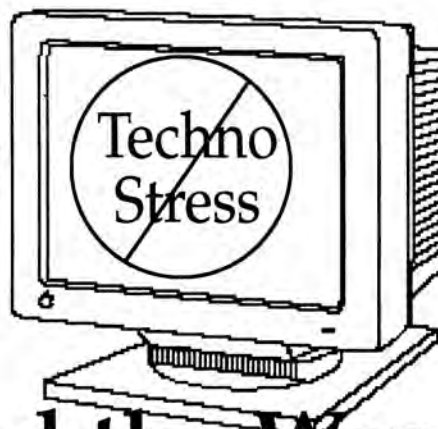
**Stripling, Barbara K. "Learning-Centered Libraries: Implications from Research." School Library Media Quarterly 23 (Spring 1995): 163-170.**

The author, a library media specialist, translates research findings into practice through the "Thoughtful Learning Cycle." The cycle includes four content phases (Need to Know/Concept and Essential Questions, Information, New Understanding, and Assessment Product) and three process components (Inquiry, Synthesis/Decision Making, and Expression). Various strategies for engaging learners in each of the process components are given.

*continued on page 18...*



# Collaborative Solutions to



# Librarians Lead the Way

Monday, July 8, 1996

9:30 am - 12:30 pm

ALA Annual Conference

## Featured Speakers:

**Hal Clement**, science fiction author, will examine the future of information, knowledge, and learning.

**Richard Hudiburg**, Associate Professor, Department of Psychology, University of North Alabama, will examine the impact of technological change, the symptoms of techno-stress, and practical techniques for prevention and management.

## Reactors:

A panel of instruction librarians who have taken a proactive leadership role in collaborative efforts to use new technologies to provide instructional services.

**IS**ection

Jointly Sponsored by:  
The ACRL Instruction Section  
The ALA Library Instruction Round Table  
and The ALA New Members Round Table



Library Instruction Round Table Invites you to join us for

## ***BITES with LIRT***

in New York City

July 6-8, 1996

Meet and eat with other librarians interested in organizing groups for lunch at modestly priced conference in New York City. LIRT welcomes need not be a member of LIRT to participate. your ideas and experiences about library

**UNCLE Nick's Greek Cuisine.** 747 Ninth  
Specializes in Greek style grill: excellent fresh  
priced. Saturday & Sunday.

**Turkish Cuisine.** 631 Ninth Avenue  
Middle Eastern delicacies like fried  
Sunday and Monday.

Lotti's. 358 W. 46th St. (212) 582-5820.  
(stews with chicken, lamb, etc. and vege-  
dough. Inexpensive. Saturday and

Deadline is **June 15, 1996.**  
Send reservations to:

Linda J Goff,  
Library Instruction Librarian  
California State University, Sacramento  
2000 Jed Smith Drive, Sacramento  
CA 95819-6039

library instruction. LIRT is again  
restaurants during the annual  
librarians from all types of libraries. You  
We hope you'll join us and exchange  
instruction. Our restaurant choices are:

Avenue between 50th & 51st, (212) 245-7992.  
swordfish, salmon, and shrimp. Moderately

between 44th & 45th. (212) 397-9650. Try some  
calamari, taram, or baba gannouj. Inexpensive.

Moroccan food: couscous dishes, tajines  
tables) and b'stilla, a meat dish in phyllo  
Monday.

Confirmations will be sent by e-mail or fax.

Phone: (916) 278-5981  
FAX: (916) 278-7089  
E-mail: [ljgoff@csus.edu](mailto:ljgoff@csus.edu)

NAME:

Institution:

Mailing Address:

Phone:

E-mail:

FAX:

Are you a LIRT member: \_\_\_yes \_\_\_no

Join us all three days if  
you'd like. Mark your  
preference(s) here:

- |   |                        |                               |
|---|------------------------|-------------------------------|
| <input type="checkbox"/> lunch Saturday | July 6, 1996, 12:30 PM | at Uncle Nick's Greek Cuisine |
| <input type="checkbox"/> lunch Saturday | July 6, 1996, 12:30 PM | at Lotti's                    |
| <input type="checkbox"/> lunch Sunday   | July 7, 1996, 12:30 PM | at Uncle Nick's Greek Cuisine |
| <input type="checkbox"/> lunch Sunday   | July 7, 1996, 12:30 PM | at Turkish Cuisine            |
| <input type="checkbox"/> lunch Monday   | July 8, 1996, 12:30 PM | at Turkish Cuisine            |
| <input type="checkbox"/> lunch Monday   | July 8, 1996, 12:30 PM | at Lotti's                    |





## Member A-LIRT

**Sylvia Nicholas**

*by Marcia Boosinger, Auburn University*

Although Sylvia Nicholas has been an ALA member for only a few years and a member of LIRT since 1993, she didn't hesitate to volunteer to serve as chair of the Membership/Public Relations Committee of LIRT when outgoing chair Carole Hinshaw asked for an energetic soul to step forward a little over a year ago. "I really love ALA as an organization. I think this is a wonderful profession," she says, and it shows in the opportunities she takes to encourage MLS candidates to join ALA as student members just as she did in 1989.

Before taking her first professional position in 1991, Sylvia had worked in a number of different fields and had moved around the country a bit, living in San Francisco from 1984 to 1986, and again from 1987 to 1988. About that time she came to the conclusion that she wanted to become a librarian and enrolled at Wayne State, receiving her MSLS in December 1990. While in library school she worked at Wayne State's Shiffman Medical Library as a reference assistant for three semesters, and at Purdy/Kresge Library as an Interlibrary Loan Graduate Assistant for her entire graduate career. Thanks to the ALA Placement Service at the 1991 Midwinter Conference in Chicago, she just celebrated five years as a reference librarian at Northwestern University's Galter Health Sciences Library.

In addition to providing traditional reference service, answering general questions, teaching users how to use NUcat, the Northwestern online catalog, and conducting literature searches and teaching users how to search Medline at Galter, she is also responsible for the creation of the library's in-house newsletter and a variety of publications which include handouts, teaching tools, signs, and brochures. Bibliographic instruction at the Health Science Library takes place on several levels. "Because we have a mix of undergraduate and graduate students, staff, faculty, hospital personnel, doctors, and miscellaneous health care providers, we do it all. We have formal classes every month in a computer classroom that allows hands-on

experience. We have "How to Find It" online catalog searching classes weekly, taught one-on-one in the library. I have been primarily responsible for these one-on-one sessions. We also teach anything and everything by appointment."

Sylvia's philosophy of librarianship includes the view that all librarians are teachers in one way or another. Every librarian contributes to the ability of a user to learn and use information and develop information gathering skills, whether they are adding access points to the catalog or teaching people to do their own research. She always attempts to take the user to a higher stage of independence in using the library, but finds that some of her library's users, many of them established faculty and doctors, do not always seem to want to be self-sufficient. In those cases, she adjusts to their levels and information needs. She sees keeping up with an ever more sophisticated student user population, one with classroom computer experience from an early age, as a challenge to librarians everywhere — a challenge which can only be met by increased computer literacy and knowledge of a variety of computer applications by librarians.

As a relative newcomer to LIRT, she states that she is still feeling her way around the Round Table and still getting to know people. She admires the dedication of the group's membership, its diversity, and the quality of the programs it sponsors. The biggest challenge she sees for LIRT and for all of ALA is finding a way to get people involved who want to be professionally active but who cannot afford to attend national meetings. Her recommendation includes attempting to involve those librarians in ALA-sponsored activities in their regions or local areas.

Sylvia's outside interests are many and varied, several of them related to the idea that she must have been an artist in a former life. She is a calligrapher, a quilter, and an avid woodworking refinisher. She loves to create anything from start to finish. She has a Power Macintosh at work and at home, and in the past few years has developed skills in desktop publishing, which may lead her to art school and work in computer graphics. She is an excellent cook, specializing in Greek food, and makes the best spinach pie "this side of the Atlantic."

*continued on page 15...*

# TECH-TALK

by Billie Peterson, Baylor University

*Dear Tech Talk—*

What in the world is "vermel". . . I know it has something to do with the World Wide Web. The word sounds really **BAD** . . . reminiscent of small skittering rodents. . . but when I hear people talking about it, they seem to be genuinely excited about it, although I have no idea why.

—*Vermelly Vague Virginian*

*Dear VVV—*

"Vermel" is how some people pronounce VRML, Virtual Reality Modeling Language. Just when you finally got the hang of 2-Dimensional Web space, the gurus are now developing standards, tools, and browsers that provide navigation through 3-Dimensional Web space. Actually, VRML is just one of several "new" tools being developed which aim to bring life and interactivity to the World Wide Web: JAVA (see this column in the March 1996 LIRT Newsletter), ShockWave, and QuickTime VR are just a few that you may have recently heard about. Chances are that if you are reading about VRML for the first time, then you probably aren't quite ready to create your own VRML worlds, but you may encounter these worlds while browsing the Web. As the tools evolve and improve there should be some creative library applications.

VRML is both a language and a standard (VRML 1.0 and soon, VRML 2.0) which allows developers to create 3-D scenes or worlds on the Internet — worlds that ultimately can be filled with text, images, animation, sound, music, video, etc. These 3-D worlds can be

reached from the 2-Dimensional Web pages to which we have become accustomed; and, within the 3-D worlds, it is possible to link to other 3-D worlds or back to the 2-D world of "traditional" Web pages. While in the 3-D worlds, the mouse is used to navigate through these worlds, moving closer and further away from objects or move around the objects themselves. Currently VRML 1.0 only lets the viewer move through the world, but VRML 2.0 is slated to provide a richer world in which the viewer can even pick up and examine objects in the modeled world.

For right now, the movement between these 2-Dimensional and 3-Dimensional worlds doesn't happen seamlessly. With an appropriate VRML browser (see below) used as a "helper application," Netscape 2.0 (or another appropriate Web browser) can access these worlds. Links to VRML files, which have a ".wrl" extension (for world), are embedded in html files by using the <embed> tag. When a .wrl link is activated, the Web browser looks for the helper application, downloads the file, and then launches the VRML browser so you can view and navigate through the "world" in a window separate from the Web browser's window. A caveat — it may take quite a length of time before the world is completely displayed by the browser — be patient!!

Another interesting use of VRML is its incorporation into chat technology. With VRML, the 2-Dimensional chat areas of today become 3-Dimensional rooms filled with "avatars," visual representations of each person participating in the chat. Participants can select an avatar which fits how they wish their personality to be viewed by others participating in the chats. Instead of text of conversations streaming across the screen, each person's comments are displayed in a balloon above the appropriate avatar.

VRML is a **modeling** language. The world represented is a model of a real (or imaginary)

space. The worlds are created by writing programs which create and display them. QuickTime VR, on the other hand, is a Macintosh and Windows application that creates a 3-Dimensional representation of a space or an object from the real world. The space can be explored when it's displayed using the QuickTime VR Player, another Netscape "helper application."

QuickTime VR space is created by taking a series of overlapping photographs which cover all 360 degrees of the real thing. The pictures are developed digitally, and, with the "Stitcher" in the QuickTime VR authoring kit, the individual images are "stitched" together into one seamless 360 degree image. The image can be further refined and enhanced by using software such as Adobe Photoshop. Hot Spots can also be designated. For example, if a "virtual tour" of the library is created using QuickTime VR, there might be Hot Spots on various doors in a space that would lead the viewer to a new QuickTime VR space from the tour. Each new space in the "tour" would be a separate QuickTime VR image, with its own set of defined Hot Spots. Additionally, with QuickTime VR, it's possible to use the mouse to "pick up" and examine, from different angles, objects found in the space.

Then there is Macromedia's Shockwave for Director. Macromedia Director is a popular multimedia authoring tool. With Shockwave for Director, Web page designers can add sound, animation, interactive demonstrations, etc. to their pages without using Java. The Shockwave files are created from Director "movies" with a compression utility called "Afterburner", which is available at no charge from Macromedia's Web site (see below). Like VRML files, Shockwave files are embedded in the html document using the <embed> tag; but Shockwave is not a helper application; it is a Netscape plug-in. When an embedded Shockwave file is found by Netscape Navigator, it automatically incorporates that file as part of the page (like an image). The first time you unexpectedly hit a Shockwave site with sound and an active logo, you'll know exactly why the tool was named "Shockwave"! Why use Shockwave instead of Java? Because for those of us who aren't computer guru's, Macromedia Director should be easier. Besides, as a

Netscape Plug-in, Shockwave applications are more readily available to most Web users than are Java applications.

So... you think you are ready to see some of these new tools in action? If you don't already have a browser that supports helper applications and plug-ins, download Netscape Navigator 2.0 (from Netscape URL: <http://www.netscape.com/comprod/products/navigator/index.html>) and install it on your machine. Next you'll need to download and install the helper applications and plug-ins you want to use:

#### **QuickTime VR**

URL: <http://qtvr.quicktime.apple.com/Install.htm>

#### **Shockwave**

URL: <http://www.macromedia.com/Tools/Shockwave/Plugin/plugin.cgi>

#### **VRML Browser**

URL: <http://www.sdsc.edu/SDSC/Partners/vrml/software/browsers.html>

Never done any of this stuff before? Fortunately, the sites where these applications are stored provide you with instructions about what requirements you need on your machine, what will happen during the downloading process, and what to do with the files after you get them. Experiment a bit; experience, by far, is the best teacher.

Once you have added some or all of the above capabilities to your browser, you'll want to see how it works. Some sites to visit are:

#### **ShockWave**

URL: <http://www.macromedia.com/Tools/Shockwave/Gallery/index.html>

URL: <http://www.macromedia.com/Tools/Shockwave/Gallery/Epicenter/homepages.html>

#### **QuickTime VR**

URL: <http://www.nchcpl.lib.in.us/library/libraryinfo/virtualviews.html>

(Use of QuickTime VR by a public library.)

URL: <http://qtvr.quicktime.apple.com/Samples.htm>

*continued on page 12...*



# TECH-TALK

*continued from page 11...*

## VRML

- URL: <http://www.netscape.com/comprod/products/navigator/live3d/examples/examples.html>  
URL: <http://www.virtus.com/voydemos.html>  
URL: <http://cedar.cic.net/~rtilman/mm/wow/wowintr.htm> (World of Worlds provides a VRML globe which serves as a locator for other VRML worlds that model real life places.)  
URL: <http://www.planet9.com/vrsoma.htm> (A model of the San Francisco's South Market area.)

For additional information, read:

Hardenbergh, Jan C. "VRML Frequently Asked Questions"  
URL: [http://www.oki.com/vrml/VRML\\_FAQ.html](http://www.oki.com/vrml/VRML_FAQ.html)

Heid, Jim. "VR: QuickTime's New Age."  
Macworld (July 1995): 98-104.

Karpinski, Richard. "Netscape's Hot Plug-in Architecture." CommunicationsWeek (January 22, 1996): IA2-IA4.

Look, Howard. "VRML Authoring Hints and Tips."  
URL: <http://www.sd.tgs.com/VRML/Help/vrmlhint.htm>.

Martin, James. "The Web Gets Moving."  
(Shockwave). Macworld (March 1996): 48.

Netscape. "An Introduction to VRML."  
URL: [http://www.netscape.com/comprod/products/navigator/live3d/intro\\_vrml.html](http://www.netscape.com/comprod/products/navigator/live3d/intro_vrml.html).

Pesce, Mark. VRML Browsing and Building Cyberspace: The Definitive Resource for VRML Technology. Indianapolis, IN: New Riders Pub., 1995.

(View the Table of Contents and read Chapter 3 which are available at  
URL: <http://www.mcp.com/newriders/internet/vrml/>.)

Stark, Thom. "Virtual Reality: Future of the Web? VRML, a 3-D Programming Language, Has Unleashed Some Web Creativity." LAN Times (September 25, 1995): 137-138.

Welz, Gary. "VRML in Action." Internet World (November 1995): 82.

And for a look at the fictionalized future of VR, read:

Gibson, William. Neuromancer. New York: Ace Books, 1984.

Stephenson, Neal. Snow Crash. New York: Bantam Books, 1992.

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](mailto:petersonb@baylor.edu) ■

Visit the New York  
Public Library!

<http://www.nypl.org>

*Are you on the  
Internet? Do  
you use email?*

See page 19 of this issue!

---

# 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 Kari Lucas, telephone: (619) 534-1209, email: klucas@ucsd.edu, or see the address on the Committee Volunteer Form on the following 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:

**Kari Lucas**  
**University of CA, San Diego**  
**0175D**  
**9500 Gilman Drive**  
**La Jolla, CA 92093-0175**  
**LIRT Information Enclosed**

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 THEREIN.*



---

# LIRT-L IS UP AND RUNNING

LIRT-L is a moderated discussion forum open to anyone with an interest in the activities and organization of Library Instruction Round Table. This list is not intended to be a forum for general discussion of library instruction issues. Those interested in such discussions are encouraged to subscribe to BI-L at:

listserv@bingvmb.cc.binghamton.edu

LIRT-L will be used to announce LIRT conference programs, committee meetings, and other activities as well as to post announcements that might be of special interest to LIRT members. In addition it will provide a forum to address questions and issues which can be

used to set goals for the organization and its members. Nonmembers of LIRT are particularly urged to subscribe to LIRT-L to learn more about the organization.

To subscribe to LIRT-L, send the following message to listproc@baylor.edu (using your first and last names):

subscribe lirt-l Firstname Lastname

If you have problems subscribing to the list, send a message to petersonb@baylor.edu.

*Submitted by Billie Peterson.* ■

## Member A'LIRT

*continued from page 9...*

Looking back, Sylvia reflects that fond memories of trips to the Detroit Public Library with her father were a major influence in her decision to become a librarian. Because he worked in the city, he always took her to the city library, rather than the small suburban public library closer to their home. The city library was an impressive monument of a building with a wonderful children's collection. She thought the ability to check out books from Detroit Public Library was a special privilege granted just to her father because the library realized what a special person he was. Apparently, her later discovery that all Michigan residents have that same privilege didn't change her early feelings for libraries. "I'm particularly happy to be in this profession and proud to be a librarian." The profession, and LIRT, are lucky to have someone as enthusiastic and committed as Sylvia Nicholas.

*Marcia Boosinger is Bibliographic Instruction Librarian at the Ralph Brown Draughon Library at Auburn University.*  
boosiml@lib.auburn.edu ■

## HELP! -- We Need Your Input!

Remember the survey from the March 1996 LIRT Newsletter asking about your accessibility to the Internet? The returns received thus far lead us to believe that many people may not be responding, perhaps because they don't access to the Internet of any kind. Please take a few minutes to complete this survey, even if you don't currently have an Internet connection. Having a sense of how many of our members don't have access to the Internet is as valuable as knowing how many do have access. Your participation in the survey will only take a nominal amount of time and \$.32.

We have republished the survey on page 19 of this newsletter and have extended the deadline to July 31. You can drop it off at the LIRT Booth at the conference in New York, if more convenient! Thanks!

--The Internet Task Force

# *Evaluating Library Instruction:*

## *Sample Questions, Forms and Strategies for Practical use.*

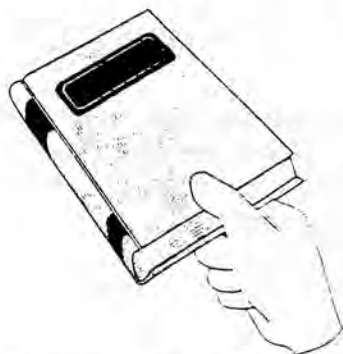
*Research Committee, Library Instruction Round Table*

*Diana Shonrock, editor*

Here is a simplified approach to evaluating your library instruction program, with a wealth of materials you can put to use in planning and creating evaluation instruments. It was prepared for all types of libraries by a unit of the American Library Association, the Library Instruction Round Table Research Committee, which analyzed questions and forms from hundreds of survey-type instruments nationwide to develop the most generally useful items for local use.

Libraries devote serious resources to user-instruction programs and need to measure their effectiveness with hard data. But with busy staff, evaluation has often been more preached than practiced. One problem has been finding the expertise to create a valid measurement instrument, one that will provide the answers you need. Another has been streamlining the process to allow for effective results in available time.

Under the editorship of its chair, Diana Shonrock, the Research Committee has addressed these problems with a "recipe" book to simplify both the essential planning process and the making of evaluation instruments. No other guide offers this level of plug-in assistance to get your evaluation program underway. No guide is more current in addressing the electronic aspects of modern library instruction.



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.

Coordinator of the library's General Reference Section at Iowa State University/Ames, Diana Shonrock has more than twenty years' experience in library instruction. In addition to her leadership in LIRT, she is active in the Bibliographic Instruction Section of ALA's Association of College and Research Libraries.

\$32.00 pbk ALA Member \$28.80  
Approval Plan Categories: ACI

ISBN 0-8389-0665-6 Approx. 125 p. 1995  
ALA Order Code 0665-5-2020

Order from:  
American Library Association  
Book Order Fulfillment  
155 N. Wacker Drive  
Chicago, IL 60606-1719

Call toll-free:  
1-800-545-2433; press 7  
(calls accepted between 8:30 a.m. and 4:30 p.m.  
Central Time)  
Order by Fax: 1-312-836-9958

---



# Hot Web Sites: NYC

by Jana Edwards, George A. Smathers Libraries,  
University of Florida

Whether you are attending the ALA annual conference in New York or are an armchair traveler, the following World Wide Web pages have lots of useful information about New York City. This reprinted article from the March 1996 issue of the *LIRT News* has been updated (May 5, 1996. )

## Guides to New York City

*Guide to New York* (New York Convention and Visitors Bureau)

URL: <http://www.goworldnet.com/NewYork/>  
Click on "New York, New York".

*The New York Times*

URL: <http://www.nytimes.com/>  
Registration is free (for the time being.)

*NYCLink*

URL: <http://www.ci.nyc.ny.us/>  
NYCLink is the official New York City WWW site.

*NYW , New York Web*

URL: <http://nyweb.com/nyat/nyat.html>  
NYW is a fun online magazine covering events, music, clubs, gossip and fashion.

*The Paperless Guide to New York City*

URL: <http://www.mediabridge.com/nyc/>  
This guide covers transportation (subway, taxi, air) food, recreation, shopping, cultural attractions, current events , etc.

*The Village Voice's Essential Guide to New York*

URL: <http://www.villagevoice.com/essential/nighttit.htm>

## Transportation

*Drivers Unlimited*

URL: <http://pages.prodigy.com/CT/limousine.drivers.unlimited>

Reservations and rates for a taxi/limosine ride to or from the airport.

*First Rate Limousine Service*

URL: <http://www.firstrate.com/>

*Interstate I-95*

URL: <http://interstatelink.com/isl/i95/i95-us.html>  
"This Virtual Interstate helps you plan a successful trip along I-95. More than 1000 hotels, motels, cities, and points of interest are linked for your convenience. Happy motoring!"

## Hotels and Lodging

*Banana Bungalow New York*

URL: <http://www.bananabungalow.com/sub/bbny.html>

Library students who are on a budget may want to consider this youth hostel. Rates are as low as \$12.00-\$18.00 a night, depending on the season.

*Bed and Breakfast Inns of North America*

URL: <http://cimarron.net/index.html>  
Find a charming place to stay in New York for as low as \$95.00 a night!

*Hilton Net*

URL: <http://www.hilton.com/>

*Holiday Inn*

URL: <http://www.holiday-inn.com/>

*Marriott International*

URL: <http://www.marriott.com/>

*New York Directory of Bed and Breakfasts, Inns, and Small Hotels...*

URL: <http://www.virtualcities.com/~virtual/ons/ny/nyonsdex.htm>

*Radisson Hotels*

URL: <http://www2.pcy.mci.net/marketplace/radisson/>

*continued on page 18...*



---

# Hot Web Sites

continued from page 17...

## Dining

### 4Dining

URL: <http://www.4dining.com/>

4Dining offers reviews of restaurants and aids you in locating places to eat by area of city, and services (eat in, delivery). You can even place an order via WWW.

### Sheldon Landwehr's Restaurant Reviews

URL: <http://www.sheldonlandwehr.com/>

This respected restaurant critic recommends the best establishments.

## Theatre, Music and Fun

### Art Page

URL: <http://www.walrus.com/~artforum/>

Art Page is a useful guide to galleries in Manhattan, and even includes maps.

### Critical Review

URL: <http://www.creview.com/>

If you would like to view some art while in New York, check this review of exhibits.

### Internotes: New York Music Archive

URL: <http://webcom.com/~inotes/>

You can use Internotes to find where groups/bands are playing, and use the subway map to find the club's location. Or you can just catch up on the latest news on the music scene.

### New York City Ballet

URL: <http://www.nycballet.com/>

### New York Philharmonic Orchestra

URL: <http://www.nyphilharmon.org/>

### Playbill On-Line

URL: <http://wheat.symgrp.com/playbill/html/home.html>

Do you want to "take in a show" in New York? Look at these online listings, and purchase tickets! The maps help you find your way to the theatre, and there is even a listing of area restaurants.

### Sothebys

URL: <http://www.sothebys.com/>

## Weather

### INTELLicast: New York Weather

URL: <http://www.intellicast.com/weather/lga/>

Hey! Are you still typing in all those URLs listed above? Save some time and connect to this article in the hypertext issue of *LIRT News*! Point your web browser at:

URL: <http://nervm.nerdc.ufl.edu/~hsswww/lirt/jun96.htm> ■

---

# 20 Top Twenty

continued from page 6...

**Todd, Ross J. "Integrated Information Skills Instruction: Does it Make a Difference?" School Library Media Quarterly 23 (Winter 1995): 133-38.**

A report on research at Marist Sisters' College (Sydney, Australia) explores the impact of integrating library skills and science instruction in a high school course. Data indicates that mastery of both library skills and science content were improved in classes with integrated instruction. This article provides some concrete data to support intuitive concepts about effective approaches to instruction.

*This annotated bibliography was prepared by the Library Instruction Round Table's Continuing Education Committee: Lorna Lueck, Co-Editor and Committee Chair, Scott B. Mandernack, Co-Editor, Abbie Basile, Marilee Birchfield, Lucia S. Dunn, Gail Egbers, Mari Ellen Leverence, Elizabeth Lorenzen, Phillip Powell, and Katherine Todd.* ■

# Internet Survey

We need your help! The LIRT Internet Presence Task Force is in the process of planning how we can use the Internet to improve communications among the LIRT membership. We are planning a LIRT World Wide Web page and a new discussion forum or listserv that will be open to all the membership. But there is one problem... in order to do this in an effective way, we need to know what kind of Internet access LIRT members have. Please take the time to fill out the following survey, and return it to the designated address below.

1. Do you have email? Yes\_\_\_\_ No\_\_\_\_
2. If you answered yes, what is your email address? (Only to be used for LIRT purposes)
3. If you answered no to question 1, do you anticipate getting email? When?
4. If you have email, which of the following do you access your email through?  
-----  
\_\_\_\_ University account                      \_\_\_\_ Freenet  
\_\_\_\_ School account                      \_\_\_\_ Commercial Internet provider (like AOL or Prodigy)  
\_\_\_\_ Company account                      \_\_\_\_ Other:  
-----
5. Do you use ftp? Yes\_\_\_\_ No\_\_\_\_
6. Do you use telnet? Yes\_\_\_\_ No\_\_\_\_
7. Do you use gopher software? Yes\_\_\_\_ No\_\_\_\_
8. Do you use the World Wide Web? Yes\_\_\_\_ No\_\_\_\_
9. If you answered yes to question 8, please indicate which browser program(s) you use to access sites on the World Wide Web:  
\_\_\_\_ Netscape Navigator    \_\_\_\_ Netcruiser    \_\_\_\_ Cello    \_\_\_\_ Mosaic    \_\_\_\_ MacWeb    \_\_\_\_ CERN-Linemode  
\_\_\_\_ Lynx    \_\_\_\_ WinWeb    \_\_\_\_ NetShark    \_\_\_\_ CIP's browser    Other: \_\_\_\_\_
- 10: Comments:

Thanks for participating in this survey. Simply tear off this back sheet of the newsletter, fold in thirds so that the address below shows, fasten, and mail. Please respond by July 31, 1996, or drop off your survey at the LIRT booth at annual! ----Internet Presence Task Force, Library Instruction Round Table.

Stamp

LIRT Internet Survey  
c/o Jana Edwards  
P.O. Box 117001  
George A. Smathers Libraries  
University of Florida, Gainesville, FL 32611-7001

Library Instruction Bound Table News



**c/o Jeniece Guy  
American Library Association  
50 E. Huron Street  
Chicago, IL 60611**

NON-PROFIT ORG  
PAID  
CHICAGO, ILLINOIS  
Permit No. 3226

## Address Correction Requested

# First Class Mail