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LIBRARY INSTRUCTION ROUND TABLE NEWS

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WHY WE REMEMBER THE ALAMO

by Kari Lucas, klucas@ucsd.edu

I was in San Antonio several years ago for the Midwinter Conference. I did the tourist thing then. During this conference, I have meetings to attend, exhibits to see, and people to meet. Yup, I am all business this time, I tell myself with a smug sense of self satisfaction.

I find myself on Monday afternoon with just a bit of in-between time after the BITE WITH LIRT lunch. I trudge up the staircase from the Riverwalk my backpack heavy with notebooks and files. I find myself face to face with the facade of the Alamo. Why I cross the street to enter the shrine, I'm not sure. I didn't plan to. A small sign outside requests respectful silence from visitors while inside. The day is hot; the adobe coolness washes over me. I wander over to a large bronze placard mounted on the wall, a reproduction of a letter of someone who was at the Alamo. The first person voice eerily places me in the shoes of the embattled. As I roam around the sanctuary, reading bits and pieces of my history, unexpectedly my eyes well up. I'm embarrassed. I'm hoping no one notices my emotions leaking out. I learn bit by bit that many of the men were volunteers, committed to a cause and to its leaders.

Causes and their volunteers are the bread and butter, the great and the small of our traditions. As members of LIRT we support the cause of library instruction in school, public, special, and academic libraries. Granted, we sometimes feel under siege, yet we remain committed to our cause. LIRT depends on its members to further the cause everyday in their own unique ways, mostly unheralded for their efforts. LIRT depends on its volunteers to hold offices and committee appointments to further our cause. We are grateful for the diligence and fortitude of LIRT volunteers.

WHAT? ME VOLUNTEER FOR ONE MORE THING?

"Why LIRT?" I ask myself this question from the first Steering Committee meeting on Saturday morning, through the All Committees meeting, and up to the final Executive Board meeting on Tuesday morning. I am feeling completely overwhelmed by all I must do as Vice-President/President-Elect. "My time is a precious commodity," I remind myself. "I have oodles of obligations and numerous tasks I must do," I chastise. So again, I ask, "Why do I choose to devote my time and energy to the Library Instruction Round Table?"

WHAT? ME VOLUNTEER FOR ONE MORE THING?

The resounding answer is that LIRT provides me with a connection to my instructor community.

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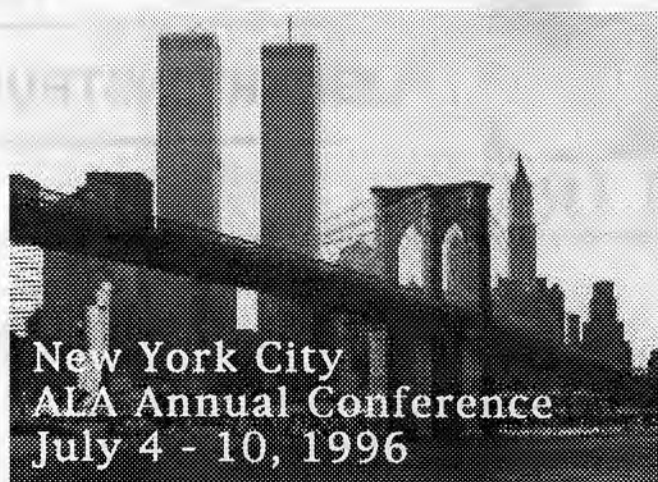
FROM THE EDITOR

As you will notice in the newsletter, the ALA Midwinter Conference in San Antonio was filled with meetings of librarians, discussions about instruction and proposals for the future of LIRT. San Antonio was sunny and warm most of the time, and I enjoyed the chance to stroll down the Riverwalk, visit the Alamo and tour the exciting new public library building which is a bright enchilada red color. It was definitely an exciting and enervating conference which gave attendees a chance to reflect upon our roles as instruction librarians in whatever type of library we work in.

This newsletter features committee reports from the conference and also features biographical information on LIRT members who are running for LIRT offices and for ALA Council. And, you can find out about what is of concern to other LIRT members, from technology to instructional programs, as well as lots of references to articles you can read on topics which are current in the field. Happy reading!!! Don't forget to take some time out to take a walk and smell the flowers this spring.

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Production editor's note: Reports of Non-LIRT Meetings were received too late to make it to press in the print edition of the *LIRT News*. They are available on the WWW edition, URL:
<http://nervm.nerdc.ufl.edu/~hsswww/lirt/lirt.html>



*The due date for submissions to the
June issue of LIRT News is*
April 15, 1996!!!
(Same deadline as your taxes!!)

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John Spencer, Editor
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Arizona State University West
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Contributions to be considered for the June issue must be sent to the editor by April 15, 1996.

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

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Production Editor: Jana S. Edwards

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SLATE FOR LIRT OFFICE, 1996-97

Candidates for: VICE-PRESIDENT/PRESIDENT-ELECT

LYNN OSSOLINSKI

Professional Librarian, Incline High School Library, Incline, NV, 1973-

B.S., Education, History, University of Nevada Reno, 1965

Professional Librarian Certification, University of Nevada Reno, 1975

M.A., Educational Administration, University of San Francisco, 1985

LIRT Offices Held: Secretary, 1994-95

LIRT Committee Service: LIRT 15th Anniversary Task Force, Robert Silverberg contact for panel 1989-91; Program Planning Committee, member 1992-93; Correspondent, LIRT News, School Library/Media Specialist section 1994-95.

Professional Memberships and Awards: Nevada Delegate to the Affiliate Assembly, AASL, 1990-91. Mountain Plains Library Association, Children's and School Section, chair 1990-91. Mountain Plains Library Association, Professional Development Grants Committee, member 1991; 1994 Conference Chair, joint conference with Nevada Library Association. President, Nevada Library Association, 1990. Nevada Library Association, Chair of School Librarians Association, 1980. Nevada Library Association, Northwest District chair, 1988; Intellectual Freedom Committee, chair 1984-87, 1996; Conference Chair, 1994.

Other Professional Activities, Accomplishments and Awards: American Association of University Women, Nevada State Program Vice-President, 1994-96; State Educational Equity chair 1992-93; Nevada Educational Equity Round Table, chair 1992. Nevada Literacy Coalition Director 1990; Chair of the first Nevada Literacy Conference, 1988. Founder and Director of the Reading Center of North Tahoe, 1988-96. Citizen of the Month, Incline Village Chamber of Commerce, 1991. Award for Excellence, Nevada School and

Children's Library Section of Nevada Library Association, 1994. Humanitarian of the Year, AAUW, 1994.

Statement of Professional Concerns: My greatest concern is to insure that LIRT retain a position of prominence within the structure of ALA. The possibilities of prominence are unlimited. LIRT represents the greatest need in our profession. The most effective way to create high visibility for LIRT is through publications. LIRT's publications to date have been excellent, necessary efforts. LIRT's potential for the production of publications is also unlimited.

My greatest strength is planning and executing big events. Planning programs that would energize, inform and be the catalyst to instructional efforts would be my personal goal. It is with awe that I regard the programming by LIRT in the past and I would challenge ALA to allow LIRT even greater time allotments for programs. Every conference presents a number of programs that are non-LIRT meetings but are related to our interests. I feel that LIRT should be the initiator of these compatible programs.

As I look at the possibilities for LIRT in the coming years, there is much opportunity for growth, a sense of contribution, a positive, supportive organization trying to deal with the unlimited advances of library-related technology. The complex issues of teaching people how to use what we have to offer makes ALL patrons students; just as we ALL become students when we have a new technology to learn.

So there you have it—instead of the three “r’s”—I have many “p’s”: prominence; publications; programming; and patrons as students. But most of all LIRT and I have POSSIBILITIES.

More candidates on page 4...

Candidates for: VICE-PRESIDENT/PRESIDENT-ELECT

JAMES H. WALTHER

Applications Consultant, LEXIS-NEXIS Information Services, 1994-

B.A., Sociology and Political Science, University of Wisconsin-Milwaukee, 1991

M.L.I.S., University of Wisconsin-Milwaukee, 1992

LIRT Committee Service: Professional Association Networking Committee, member 1992-94, chair 1994-1996. Editor of Directory of Library Instruction and Related Groups, 2nd ed., 1994.

Professional Memberships and Awards: Library Advocacy NOW! Training, Washington, DC, 1995. Wisconsin Interlibrary Services, OCLC Peer Council, 1992-93. Special Library Association, Wisconsin Chapter, Career Guidance Committee, chair 1992-93. Library Council of Metropolitan Milwaukee, Public Services Committee, chair, 1992-93. Law Librarians of Washington, D.C., Contemporary Social Problems, chair 1994. District of Columbia Library Association, Student Financial Services, chair, 1993-96.

Other Professional Activities, Accomplishments and Awards: Alpha Kappa Delta Honor Society, Life and Charter Member of Iota Chapter of Wisconsin, Vice-President, 1990-91. Presidential Classroom for Young Americans (a civic education organization), Staff Instructor, 1995.

Statement of Professional Concerns: I believe the best element of LIRT is our constituency. I believe that my experience as a librarian and currently as a computer applications trainer will be a great match to further the goals of ALA's Library Instruction Round Table. We are a cross-section of libraries represented through our membership, which is comprised of librarians and information professionals from all types of libraries, including special, academic, school and public. In this time of budget reallocations, staff downsizing, and technological advances, our cooperation and facilitation of creating a group forum for discussion will serve the American Library Association and our library user populations well.

Training of ourselves and our users remains of utmost importance. I believe LIRT should continue to provide effective research and programs about viewing librarians as educators for library users and assist in the evaluation of training programs currently existing in libraries across our nation. Especially in light of recent advancements, including: automation, user-computer interfaces, human-computer interaction designed training and the massive amounts of information currently stored in information systems, our training of these systems must be well-implemented. If President of LIRT, I will guide relevant publications, program and activities, concurrent with the level of excellence LIRT has achieved since its inception.

Electronic Instruction Materials Needed for LIRT Booth in NYC

The PR/Membership Committee of LIRT is looking for print materials that its members and their libraries have created to help users become familiar with electronic information resources. These materials will be displayed at the LIRT Booth in the exhibits area at ALA in New York this summer and shared with colleagues who are involved in library instruction. Please send any materials that you feel would be helpful to others to:

Linda Chopra, Support Services Supervisor
Cleveland Hts.-University Hts. Public Library
2345 Lee Rd., Cleveland Hts., Ohio 44107

Candidates for: VICE-TREASURER/TREASURER-ELECT

MARILYN P. BARR

Library Supervisor, Free Library of Philadelphia, 1984-
B.A., Jersey City State College, 1967
M.L.S., Western Michigan University, 1970

LIRT Offices Held: President, 1986-87. Vice-President/
President-Elect, 1985-86.

LIRT Committee Service: Chair, Elections/Nominations
Committee, Long Range Planning Committee, Organi-
zation and Bylaws Committee, 15th Anniversary Task
Force, Promotions Subcommittee. Member, PR/
Membership Committee, Conference Program Com-
mittee, Long Range Planning Committee, Organization
and Bylaws Committee, and Elections/Nominations
Committee.

Professional Memberships and Awards: Public Library
Association, Marketing Division, Programs Committee.

*Other Professional Activities, Accomplishments and
Awards:* During my leadership of LIRT, the *LIRT
Handbook* was developed and the organization cel-
ebrated its 10th Anniversary.

Statement of Professional Concerns: Having served
LIRT for the past fifteen years as Vice-President, Presi-
dent, Past-President, Committee Chair, and member, I
know it is important that LIRT remain a round table in
ALA. This is the only organization that brings librari-
ans, from all types of libraries, together to pursue a
common purpose. This purpose is to provide basic
library instruction to all users.

Through LIRT committees, librarians exchange infor-
mation and creativity. Our programs, books, booklists,
and surveys allow us to distribute this information to
everyone. At the annual conference, we provide pro-
grams that focus on an awareness of the importance of
library instruction. These products and services help
librarians build effective and confident library users.

Once a person knows what valuable services a library
can provide, that person will become a library advocate.
Ultimately, libraries and organizations with powerful
advocates will survive and prosper. LIRT's instructional
services are important in this cycle, that must exist, to
ensure our continued long-term organizational health.

LINDA L. CHOPRA

Support Services Supervisor, Cleveland Heights-
University Heights Public Library, 1993-
B.S. in Education, English, Kent State University, 1971
M.L.S., Kent State University, 1980
Graduate courses in Management and Automation,
Kent State University, 1982-84

LIRT Committee Service: Membership/Public Relations
Committee, member, 1994-1996.

Professional Memberships and Awards: Ohio Women
Librarians, President, 1993. Ohio Library Council,
Adult Services Division, Action Council, 1990-96.
Cleveland Area Metropolitan Library System, Interli-
brary Reference Service Task Force, chair, 1992-96.

*Other Professional Activities and Accomplishments &
Awards:* Coauthor of the following library instruction
publications, published by the Center for Learning in
Cleveland, 1991—Research I: Information Literacy;
Research II: Investigative Skills, Processing Informa-
tion, & Writing a Formal Paper.

Statement of Professional Concerns: Library instruc-
tion, whether conducted in formal group training
sessions or one-on-one with individuals, should be-
come increasingly more important as libraries add new
technologies and electronic resources to their collec-
tions. As a public librarian who serves "the man on the
street," I feel a particularly strong commitment to
teaching information-gathering skills to those who do
not have the opportunity or means to acquire them
elsewhere. The future of our nation depends upon the
ability of our citizens to acquire and comprehend
information on complex subjects and issues. Libraries
are providing users with access to this information in
many different formats—newspapers, magazines,
books, online databases, CD-ROM products, the
Internet, etc.—and must now recognize the ongoing
need for instruction to accompany this access.

More candidates on page 6...

Candidates for: SECRETARY

CAROLE S. HINSHAW

Coordinator of Library Instruction, University of Central Florida Libraries, 1992-
B.S., University of Alabama, 1963
M.S.L.S., Louisiana State University, 1964

LIRT Committee Service: Public Relations/Membership, Booth Coordinator 1991-93, chair 1993-95. Literacy Assembly Liaison, 1993-96. Elections/Nominations Committee, member, 1995-96.

Professional Memberships and Awards: ALA Intellectual Freedom Round Table, Oboler Award Committee, member 1991-93. ACRL Instruction Section, Planning Committee, Liaison to Communications, 1994-96.

Other Professional Activities and Accomplishments: University of Central Florida Faculty Senate, Secretary, 1995-96. Excellence in Librarianship Award, University of Central Florida, 1995. AISP/University of Central Florida Grant to fund a mobile library instruction program, 1995-96.

Statement of Professional Concerns: I believe the interrelationship among school, public, academic, and special libraries is more critical today than at any time in the past. The development of excellent communication through local alliances and consortia should provide easy and inexpensive access to information throughout a community. Librarians should instruct their patrons of all ages and backgrounds in the skills and abilities needed to locate, analyze, and then utilize information. Jennifer James, a cultural anthropologist, recently stated, "Intelligence will become the ability to retrieve information." Those retrieval skills must be developed and enhanced at all stages of learning. If we are unsuccessful in our mission, the differences in those capabilities will continue to separate the haves from the have-nots of the next generation. Librarians must take the initiative. They must be leaders in the information age. LIRT, an alliance on the national level, is essential in developing communication and encouraging initiative among school, public, academic, and special libraries.

DIANA DONNER SHONROCK

Coordinator of the General Reference Section, Iowa State University, 1992-
B.S., Home Economics Education, Iowa State University, 1969
M.S., Family Environment — Housing, Iowa State University, 1975
M.L.S., University of Iowa, 1992

LIRT Committee Service: Public Relations/Membership Committee, member 1987-1991. Research Committee, member 1991-93, chair 1993-95. Long-Range Planning Committee, member 1995-97. Organization and Bylaws Committee, member 1995-97.

Professional Memberships and Awards: ACRL, Instruction Section, Committee on Education for Bibliographic Instruction, member 1987-91; Handbook Evaluation Committee, 1991-96. Iowa Library Association, Iowa/ACRL Nominating Committee, member 1989-90. State Library of Iowa, Continuing Education Certification Advisory Committee, member 1985-89. Cochair BIS/ALISE Program at Chicago, 1991, "Great Expectations! Library Education for Bibliographic Instruction." Beta Phi Mu, 1993. Kappa Omicron Nu (National Home Economic Scholastic Honorary), 1975.

Other Professional Activities and Accomplishments: Author of numerous articles, books, reports, and manuals. Important examples include: editor of *Evaluating Library Instruction: Sample Questions, Forms, and Strategies for Practical Use*, a work of the LIRT Research Committee, published this year by ALA Editions; Coauthor of "Instruction Librarians: Acquiring the Proficiencies Critical to Their Work," with Craig Mulder, published in *College and Research Libraries*, 54(2): 137-139, March 1993; creation of a 13 minute video, *The Electronic Library Information Quest*, 1994, Iowa State University; and editor of *Access to Information: A Manual for Bibliographic Instruction* at Iowa State University, 1990. I have also presented papers, workshops, and poster sessions at the state and national level. Consultant for the National Agricultural Library text-digitizing project. Iowa State University Instructional Development Grant.

More candidates on page 14...

LIRT MEMBERS RUN FOR ALA COUNCIL

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

Two of LIRT's most active members are running for ALA Council this spring. LIRT members are encouraged to vote for these members for three reasons:

1. Both of these librarians have long been active in LIRT, as past presidents and continuing active members. Their continuing contributions to LIRT testify to their ability to serve well on the ALA Council.
2. There is no one on ALA Council who can represent the Round Tables. ALA is planning some organizational changes over the next few years, changes which might have a profound impact on LIRT and other Round Tables. Having LIRT members on the Council will ensure that the interests of the Round Tables will be heard.

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

The two members of LIRT that we are aware of who are running for ALA Council are Thelma Tate and Tobeylynn Birch. There may be other LIRT members running. When you receive your ballot, we hope you will take the time to identify librarians with strong instructional backgrounds, or other Round Table backgrounds, read their statements of concern, and vote.

TOBEYLYNN BIRCH is the Director of Library and Information Services at the California School of Professional Psychology in Los Angeles. She has been an active member of LIRT since 1983 and served as President in 1988-89. She is currently serving on the Elections/Nominations Committee. She was involved in both the 10th and the 15th LIRT anniversary celebrations, and led the move to produce a video for LIRT, which was awarded a 1990 World Book-ALA Goal Award.

"ALA is a large and complex organization struggling to adapt to changing environments. . . . I want to contribute my voice to this discussion of what ALA should be doing and where it should be going. My concerns include:

- that organizational changes increase opportunities for members to participate in and benefit from ALA;
- that organizational changes recognize the important role and contributions of Round Tables, which have no formal representation on Council;
- that programs and services of ALA pay attention to the needs of all libraries, large and small, rich and poor; . . .
- that ALA recognize the importance of library instruction in lifelong information literacy."

THELMA TATE serves as the Coordinator of Reference Services at the Mabel Smith Douglass Library, Rutgers University in New Brunswick, New Jersey. She has served on many LIRT committees and was President of LIRT from 1987-1988. She is also active in other ALA associations, as well as being LIRT's IFLA representative and ALA's representative to the IFLA Section on School Libraries.

"Standards and policies that effectively address communication among librarians across types and sizes of libraries in an age of rapid change and reserved budgets pose vital concerns; special care is needed to insure that diverse units of ALA are supported and provided equitable leadership opportunities for strategic planning and implementation, as well as financial support for program development . . . and continuing education of librarians for public services in an electronic environment are necessary. If elected, I will work with members of Council, personnel of ALA Headquarters, and membership of ALA to help insure that all diverse units within ALA and librarians from all types of libraries share in the leadership and work of the organization, and benefit positively from standards and policies established thereby."

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.

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Library Deli of Effortless Access: Guiding the Student to use all Libraries

by Lynn Ossolinski

Each new wave of ninth graders eagerly explore the amazing delicatessen of new electronics and materials in their high school library. They are rapt to know the grand vision of this new and dazzling library, presumably larger than their middle school's library. One part of their instruction in the earliest part of orientation is the overt suggestion that they use other libraries. Every effort to indoctrinate students in the positive approach to all libraries is a needed, necessary and essential project for the school librarian.

Here are some ideas on how to get the message across that all libraries are connected in purpose. Being able to access various libraries is important, and librarians can use the following suggestion to help students choose from the "deli" of libraries that exist.

Public Library

Invite the public librarian to a faculty meeting to introduce all the services that are offered locally and county wide.

Academic Libraries

Call ahead and discuss with a reference librarian the policies of their institution in lending to high school students. Academic libraries are usually willing to share their orientation materials.

Tours

Set up tours of other libraries with teachers accompanying students. It helps to have a specific assignment in advance. Seniors benefit from touring local university libraries.

"Question" Strategy

The nature of the student's question may determine that a special library may be able to answer the question with more precision than the school library. A law library can give an answer to a legal question; a medical library can answer a medical question with greater

detail than can the school library. Post a list of suggested libraries with addresses, directions and phone numbers. Make a flyer of this information and distribute it to teachers and students.

Educate Teachers

Teachers may not be up to date on all the technical advances of libraries. Provide an in-service training for them. Part of this training can involve assignments in other libraries.

Computer-Based Services

Educate students on the use of computer-based services of the school library as well as public, university, and special libraries. Encourage use by information and demonstration of what is available on terminals in the libraries and through dial-up access from home.

Network with other Librarians

This step involves joining professional organizations and attending conferences to get to know the people that can help students. Use email, the telephone and possibly even a deli lunch with librarians in the area to communicate on a personal level. A quick call to an associate can often give the answer a student needs in impressive time.

Interlibrary Loan

Borrowing items from another school, institution or state is a heady experience for any student. Since students usually ask for things at the last minute, advance planning is the key to effective ILL service. The greatest benefit to the use of multiple libraries is the positive effect of empowerment to the student. They will feel like a "Hero."

Lynn Ossolinski is a librarian at Incline High School in Incline Village, Nevada. ■

ALA MIDWINTER REPORTS

FROM LIRT COMMITTEES AND TASK FORCES

[Editor's note: Absence of a committee report indicates that the report was not received by press time.]

Computer Applications Committee

Steve Westman, Chair, University of Texas, San Antonio, Email: swestman@runner.utsa.edu

Members present: Teresa Ashley, Vanaja Menon and Stephen Westman.

The committee discussed their current project, a Web page with links to library instruction and user support materials on the Internet. The project's goal is to include examples from all types of libraries, including public, K-12, special, and academic libraries, including community colleges, four-year colleges, and research universities. Sites collected thus far have been developed in a "working draft" page. Members of the committee will forward sites to the chair to be added to the page, and the project will be reviewed at Annual to decide whether to make the Web page public. A "call for participation" will go out on various listservs, asking for interesting and/or useful sites for possible inclusion. The Web page will also encourage visitors to recommend other sites for inclusion. The URL for the site currently under construction is: <http://www.utsa.edu/cac/>. Any suggestions, recommendations of other sites, or any kind of ideas would be very much welcomed by the committee.

Continuing Education Committee

Lorna Lueck, Chair, University of California, Santa Barbara, Email: lueck@library.ucsb.edu

Members present: Marilee Birchfield, Lucia Dunn, Gail Egbers, Mari Ellen Leverence, Elizabeth Lorenzen, and Lorna Lueck.

The Continuing Education Committee (CEC) reviewed and selected outstanding articles for the "1995 Top Twenty Bibliography" which will appear

in the June issue of *LIRT News*. The "1994 Top Twenty Bibliography" was submitted to ERIC for inclusion in the ERIC document collection. CEC members will assist the Conference Program Committee in preparing the 1996 annual program bibliography. Marilee Birchfield, CEC's representative on the LIRT Internet Task Force, reported briefly on their progress.

Elections/Nominations Committee

Mary Popp, Chair, Indiana University, Email: popp@indiana.edu

The committee planned five activities: preparation of an article for the *LIRT News* and a press release for other round table newsletters about LIRT members running for ALA Council; a letter to candidates for LIRT office telling them what to expect during the election process and suggesting plans they should make to attend LIRT meetings at the annual conference if elected; new methods to create lists of LIRT committee members to use in preparing officer slates; and preparation of procedures and sample materials for the LIRT Election process for the LIRT handbook and future Elections Committee chairs.

Five-Year Financial Planning Task Force

Emily Bergman, Chair, Gene Autry Western Heritage Museum, Email: bm.gab@rlg.stanford.edu

Members present: Emily Bergman, Tobeylynn Birch, Barbara Conant, Tim Grimes, and Trish Ridgeway.

Information about the success of LIRT's publication could not be found, so the committee discussed ways to make that information more routinely accessible. The cost of anniversary celebrations is still being researched. The cost of newsletter production was reported. This led to a general discussion of more long-range planning by committees to be guided by the long-range

planning committee. The five-year budget was presented and accepted with the addition of a special projects line, requiring reductions in other lines. To achieve a healthy budget, a dues increase is recommended. Fund balance goals were agreed upon, and the future of the task force was also discussed.

LIRT Internet Presence Task Force

Billie Peterson, Chair, Baylor University,
Email: petersonb@baylor.edu

Members Present: Marilee Birchfield, Jana Edwards, Mitch Stepanovich and Steve Westman

The committee decided to focus on the following Internet mediums for LIRT: two discussion forums, LIRT-L (for LIRT members and nonmembers) and LIRT-S (for members of the LIRT Steering Committee and Executive Board); a Web site; and a gopher site. There will be no official FTP site. The Web and gophersites will be used for retrieval of instructional materials and official LIRT manuals and documents. Items can be added to these sites by submitting them on a floppy disk to the Data File Manager. A brief survey will be published in the next *LIRT News* to find out what type of electronic access LIRT members currently have available, and a brief follow-up survey may be sent to those members with e-mail addresses.
[Editor's note: See page 23 for survey.]

Long-Range Planning Committee

Chuck Dintrone, Chair, San Diego State University
Email: dintrone@mail.sdsu.edu

Members present: Gale Burrow, Judy Clarence, Chuck Dintrone (chair), Martha Forsys, Tim Grimes, Diana Shonrock, Thelma Tate.

The committee reviewed the goals reported by committees (many were missing) in Summer 1995 to determine where they fit. Chuck will follow up on others and make a report to Carol Derner. A LIRT retreat is planned for Friday, February 14, 1997 in Washington, D.C. "Get to the Heart of LIRT" was suggested as a theme) The focus will be looking at the environmental scan done by the Long Range Planning Committee as a basis for discussing the direction of LIRT. Possible out-

comes, not necessarily completed at the retreat, might be a strategic plan and changes in the mission and goals statement. The intent of the committee is to keep expenses at a minimum so we will attempt to get the facility free, and the facilitators (Diana Shonrock and Mitch Stepanovich) and the keynote speaker (Tim Grimes) are LIRT members. Chuck was asked to report to Steering that possible expenses would be refreshments, lunch, and copying and mailing of packets. Recommendation as to who to invite: Steering Committee, some past presidents, the Long Range Planning Committee, the Organization and Bylaws Committee and selected (LIRT active) public and school librarians (to get their input and encourage their continued participation in LIRT).

Organization & Bylaws Committee

Charlotte Files, Chair Mississippi Band of Choctaw Indians, Email: cif4@ra.msstate.edu

Members present: Charlotte Files, Carol Penka, and Diane Shonrock.

Need to work on handbook which should have been almost finished. Diane and Carol volunteered to review the handbook and check for errors and items to be updated. All committee chairs need to review the handbook for their sections and send the corrections to Diane Shonrock. This was related to Steering Committee on January 22. Diane Shonrock will send all corrections to Billie Peterson by February 15. Committee chairs should send their corrections to Diane by February 1. Discussed procedures: 1) No person needs to serve on more than one committee except Elections Committee. 2) Changing the Steering Committee meeting back to Friday night. 3) Secretary and other members of the Executive Board need to receive all committee agendas and minutes before mid-winter and annual conferences. 4) Carol Derner needs to correspond with IS and request they change their all committee meeting to another day besides the Saturday morning when LIRT meets. IS having the same time slot reduced the attendance to LIRT's All Committee meeting.

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MIDWINTER REPORTS

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Professional Associations Networking

Jim Walther, Lexis-Nexis, Maggie Zarnosky, Virginia Tech University Library, Co-Chairs, Email: jwalther@reach.com and bruin@vt.edu

Members present: Linda Muroi, Jim Walther and Maggie Zarnosky.

Linda Muroi agreed to serve as chair. Two new projects were discussed: 1) Work with Computer Applications Committee to create a Web site with an electronic version of the directory and links to state/regional organizations. 2) Propose working with Long-Range Planning Committee to assist with 1997 Midwinter Steering Committee retreat. The membership of the committee will be determined between now and ALA annual conference.

Public Relations & Membership

Sylvia Nicholas, Chair, Northwestern University, Email: S-nicholas@nwu.edu

Members present: Allisa Beck, Marsha Boosinger, Linda Chopra, Andy Corrigan, Linda Goff, Marie Hayden, Sylvia Nicholas, and Barbara Pilvin.

Discussed and assigned annual conference duties responsibilities. Recommend location of the LIRT booth at Annual be in the exhibit area, not a separate area, as it was in Chicago. Question for Steering Committee: Do we have the funds to produce a new brochure?

Research Committee

Sherry Dedecker, Chair, University of California, Santa Barbara, Email: dedecker@library.ucsb.edu

Members present: Sherry DeDecker, Elaine Nowick, Lenora Berendt.

The Research Committee discussed publicity for its book, *Evaluating Library Instruction: Sample Questions, Forms, and Strategies for Practical Use*, recently published by ALA. Mitch

Stepanovich will coordinate publicity activities and will keep the Committee apprised of his actions. As a new project, the Committee will gather examples of how electronic instruction is being handled in libraries. Examples would include instruction prepared for the World Wide Web, gopher, CD-ROM products and Hypercard multimedia. The Committee will bring the best instruction examples to ALA in New York, organized into case studies with the intention of producing an article that could serve as a resource for all types of libraries. ■



In Memoriam

Dr. John C. Tyson died from the effects of a stroke Tuesday, November 7, 1995, in Knoxville, Tennessee, where he was on the faculty of University of Tennessee, Knoxville, in the School of Information Sciences.

John provided years of service to the Library Instruction Round Table. Foremost was his leadership of LIRT's strategic planning initiatives, serving as team leader of the two LIRT Long Range Planning Retreats. He also served as LIRT secretary, and he ran for LIRT president. John served two separate terms as chair of the User Instruction for Information Literacy Committee.

John received his master's degree from the University of Illinois at Urbana-Champaign. His doctorate was awarded by Simmons College. During his career, John served as assistant director for planning at Northern Illinois University, University Librarian at the University of Richmond, and State Librarian for the Commonwealth of Virginia.

He is survived by his wife Regina Tyson and his daughter Natasha Tyson.



CHECK THESE OUT!

Mary Pagliero Popp, Indiana University Libraries

It's spring! What better time to learn something new?

Many of us find ourselves involved in new exercises in developing our users' information skills—creating a library World Wide Web home page, teaching the Internet, working with a new generation of catalogs and databases with graphical user interfaces or help we can customize. Here are two articles to help you chart a new direction:

Arp, Lori, John Culshaw, and William Garrison.
"Teaching Behind the Screens." *RQ* 35 (Winter 1995): 179-186.

The Internet and possibilities for customizing online catalogs and local resources have made knowledge of screen design important to librarians who provide user instruction. The authors offer practical advice on OPAC screen design, gateways, LAN menus, design of World Wide Web pages, and screens for library instruction laboratory classrooms. An excellent list of references is appended.

Mondowney, JoAnn G. "Licensed to Learn: Driver's Training for the Internet." *School Library Journal* 42 (January 1996): 32-34.

Describes the Internet Skills project at Baltimore's Enoch Pratt Free Library to introduce at-risk children (ages 9-14) to electronic information. Volunteer tutors guide children through a workbook to learn about email, online library resources, FTP, Telnet and the World Wide Web. The author discusses recruitment and training of tutors, equipment used, and marketing. A list of Internet sites and addresses used in the program is included.

Two recently published books also deserve to be added to your spring reading list:

Academic librarians in particular will want to dip into *The Upside of Downsizing: Using Library Instruction to Cope* (New York: Neal-Schuman, 1995). Edited by Cheryl LaGuardia, Stella Bentley, and Janet Martorana, the volume contains papers from a 1994 conference at the University of Santa Barbara. Carla Stoffle discusses new educational roles for academic libraries.

Janice Simmons-Welburn ponders post-bibliographic instruction. Essays covering such varied topics as collaborative learning, peer information counselors, technostress, instructor staff development, and the Internet round out the volume.

Pitkin, Gary M., ed. *The Impact of Emerging Technologies on Reference Service and Bibliographic Instruction*. Westport, CT: Greenwood, 1995.

An overview of new technologies, their impact on libraries, and implications for library education. Of special interest to LIRT readers are the chapter by Harvey Sager, "Implications for Bibliographic Instruction," and the essay by John C. Tyson, "The Impact of Emerging Technologies on Library Clientele."

Mary Pagliero Popp is Electronic Services Librarian at Indiana University Libraries in Bloomington.
popp@indiana.edu ■

Noted in the News

LIRT's own James Walther, cochair, Professional Associations Networking Committee, provided the source of inspiration for the Technology column in the February 1996 issue of *American Libraries* (see pages 45-51).

Jim is an ad hoc professor at the Catholic University of America School of Library and Information Science, and he asked his students to read and comment on two articles that were previously published in *AL*. His students provided a wealth of opinion on librarians and the Internet.

Submitted by Kari Lucas

Remember the Alamo

continued from page 1

It is where I feel I can make a difference. LIRT members are friendly and helpful. I have grown very fond of BITES WITH LIRT lunches at conferences. I usually attend two. I enjoy the lively conversation and sharing experiences with colleagues from all over the country. Afterward I feel revitalized for the next round of meetings. I get to work on useful tools for front line instruction librarians such as *Evaluating Library Instruction; Sample Questions, Forms, and Strategies for Practical Use*. I feel great pride in providing this kind of tool for the membership. I hope you do too.

Kari Lucas, Head, Undergraduate Library, University of California, San Diego is the current Vice President/President-Elect of LIRT. ■

CANDIDATES FOR: SECRETARY

DIANA DONNER SHONROCK

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Statement of Professional Concerns: Although I have been involved in library instruction since 1969, I am continually amazed at the lack of institutional commitment to teaching research skills. For more than 20 years I served as part of the Library Instruction Program at Iowa State; an undergraduate instruction program that was 100 years old in 1989. LIRT must continue to keep its members on the cutting edge in areas such as providing input to library schools about the needs for instruction, doing research relating to instruction, and program planning and evaluation. LIRT must continue to examine the ways in which students and researchers learn to do research, particularly the link from the elementary and secondary schools to college and life long learning research skills. It is extremely important for a stronger link to be created between these groups and if elected I will do my best to strive to strengthen this link. Gaining and maintaining institutional support for instruction in research/library skills remains a necessary, ongoing goal.

Member A'LIRT

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New components are added to the program as needs arise. For example, representatives from the university's Office of Academic Computing now attend the Internet classes to answer technical questions, which has allowed library staff to concentrate on the other issues.

Grassian said she hopes that as information literacy grows in importance, the university can merge its efforts to provide an information literacy curriculum for the campus. Library instruction is more than just teaching the mechanics of information tools, she said. "Another, more important aspect is teaching critical thinking criteria for weighing the relative value of information tools and the items or information you retrieve through them. A third important aspect is teaching conceptual frameworks, such as controlled vocabularies and the flow of information. In my opinion it will always be essential to teach these aspects, somehow, no matter what physical or virtual form the library takes."

Grassian said that future challenges for librarians involved with library instruction will include staying ahead of most users' knowledge of technology and working with faculty to merge information literacy into the academic curriculum.

Andy Corrigan is the Head of the Information Services Department at Tulane University in New Orleans.
andyc@mailhost.tcs.tulane.edu ■



*You don't
just drink it
anymore...*

See *TECHTALK*,
pages 20-22.



Hot Web Sites: NYC

by Jana Edwards

Are you planning for your trip to ALA's annual conference in New York? Then you probably have a lot of questions (like me)! What are the subway routes? How much is taxi fare? I'd like to attend a Broadway show or go to a trendy club!? How do I find a good restaurant or locate an art exhibit? The answers are as close as your computer. The following World Wide Web pages may prove useful, whether you are looking for the best route to drive to New York, need a hotel, or are planning your recreational activities around meetings and programs.

Guides to New York City

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

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

The New York Times

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

NYCLink

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

NYW, New York Web

<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

<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

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

Transportation

Drivers Unlimited

<http://pages.prodigy.com/CT/limousine/limousine.html>

Plan a taxi or limousine ride to and from the airport, and check the rates!

First Rate Limousine Service

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

Interstate I-95

<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

<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

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

Hilton Net

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

Holiday Inn

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

Marriott International

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

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

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

Radisson Hotels

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

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Hot Web Sites

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Dining

4Dining

<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

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

This respected restaurant critic recommends the best establishments.

Theatre, Music and Fun

Art Page

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

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

Critical Review

<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

<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

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

New York Philharmonic Orchestra

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

Playbill On-Line

<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

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

Weather

INTELLicast: New York Weather

<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/mar96.htm> ■



Berenice Abbott (1898-1991)
Manhattan Bridge: Looking Up.
1936 Federal Art Project
(CNY#173).

See this photograph, and more
in the New York Public Library's
collection:

<http://www.nypl.org>

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 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:

NAME and TITLE:

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

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.



Member A-LIRT

Esther Grassian

By Andy Corrigan

Library instruction work can win honors among a librarian's peers. Esther Grassian's experience is one example. She designed a model program to prepare library instructors to teach faculty, staff, and students at UCLA to use popular resources on the Internet such as the World Wide Web and Gopher. Her efforts earned her recognition as 1995 Librarian of the Year among her peer professional group at UCLA - the Library Association of the University of California, Los Angeles (LAUC-LA).

"Colleagues recognized the ideal supportive learning environment [Grassian] established," said Rita Costello, chair of the LAUC-LA. Grassian's instruction program, Costello said, "helped librarians gain the confidence to become fledgling Internet instructors and then develop the skills to learn sophisticated technologies and teach more classes."

Grassian is currently Reference/Instruction Librarian at UCLA's CollegeLibrary, the undergraduate library on campus. Aside from being a LIRT member since 1987, she is active in a number of professional areas. For example, she is currently chair of ACRL's Instruction Section and has written articles, book chapters, and conference papers on a wide variety of issues including library instruction and electronic resources.

The Internet instruction program at UCLA began when the library formed an informal Internet Training Group in Spring 1993, and Grassian was appointed chair. "Our job was to learn what we could about the UCLA Biomedical Library's rather comprehensive Internet class and then offer similar Internet classes at the College Library and the University Research Library," Grassian explained.

With her direction set, Grassian developed a basic introduction to the Internet and to the gopher client available through the library's OPAC. Her goals for the program were to help library instructors to feel comfortable with the Internet as well as to offer basic introductory Internet classes to the UCLA community.

The program offered library instructors two rehearsals of introductory Internet classes for end-users. Along with the rehearsal sessions, Grassian developed simple handouts that the instructors could distribute and refer to when teaching users how to make use of the campus gopher, both within and outside the library, and to direct them to other sample gopher sites. In developing these materials, as well as later handouts for Internet resources such as the World Wide Web, she asked other library staff for input.

Grassian also developed a support system for librarians brave enough to try teaching these Internet classes after the initial rehearsal sessions. She arranged for a "backup" librarian to assist with each classroom presentation, to help answer questions, and to take the presenter's place in teaching the class if an emergency arose. "The Biomedical Library generously shared its Internet class script, and I also provided copies of my script and all handouts, including an end-user evaluation form, and overheads of comic strips and drawings illustrating how the Internet actually works," Grassian said.

Potential instructors for the program could attend "debriefing-support" meetings where those who had already taught Internet classes talked about what went right, what went wrong, and what changes they might make next time.

Grassian adapted the strategies used in the early program that presented information about Gopher to deliver similar information about the World Wide Web when the Web quickly grew to Internet prominence. "In addition to the internal and end-user Internet training program I established, I've been making lots of efforts in many different areas related to information literacy, especially trying to connect diverse groups and individuals who may be working in similar areas or on related projects."

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Dear Tech Talk—

I used to think that Java was something that made life worth living every morning. . . a stop at Starbucks before hitting the trenches. But recently I've been hearing about Java and HotJava as the hottest new items to hit the Internet since the first release of Mosaic. What is this stuff??

—Clueless Coffee Consumer

Dear CCC—

Java is a new programming language that was developed by Sun Microsystems and made available on the Internet in May of 1995. Following is a description of Java from Sun Microsystems: It's a "simple, object-oriented, distributed, interpreted, robust, secure, architecture-neutral, portable, high-performance, multithreaded, and dynamic language." And you say...HUH??!!

More simply stated, Java (not an acronym!!) is a programming language based on C++. Java-compatible software can function on any type of machine with a Java-compatible browser, at any time without having to be written for that particular machine/platform. How can this be possible. It's possible because the Java-compatible browser becomes a "virtual machine" inside the client's computer, complete with memory, storage space, and the ability to interpret and compile the instructions needed to operate the Java-compatible software.

What does this mean to the run-of-the-mill Web user? Say you are using a browser, like Netscape, and you discover a video clip that you would like to view. With Netscape 1.1, you click on the link, and it downloads the video clip. Then Netscape looks for a "helper application so it can then display the video clip. If Netscape can't find the needed "helper", it whines and gives you the opportunity to hunt for it yourself. If you happen to have the needed application on your machine already, you can still view the

video. Otherwise, you either try to find/purchase the needed application or, more likely, you give up and trash the video clip.

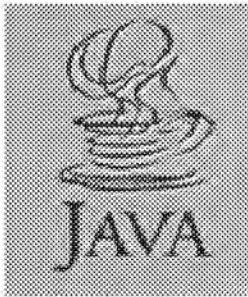
In the previous scenario with a Java-compatible browser (HotJava, for example), the browser would download and play the video clip, automatically, seamlessly, as if the application were already on the machine (assuming that the software application needed to play the video clip was also Java compatible).

How does it work? When the browser fetches the requested video clip, it also retrieves a small Java software application (called an applet) needed to view the video clip. The browser then uses its virtual computer to interpret and run the program, going through several levels of security checks to assure that this applet isn't going to do something bad to your computer, like bring in a virus or mess with your files. When you're done with the video clip, the applet may stay on the machine to be used again for other similar files, or it may go away. Applets tend to be very small especially in comparison to modern, full-blown software programs.

What does this mean for Web pages on the Internet? Current web pages are static. If you want to see the CNN Web site updated, you have to click on the "Reload" button and download a new page or set up the browser to reload pages at specified intervals. By using a Java-compatible browser, the CNN page is updated on your computer as soon as it is updated in Atlanta. If you are viewing a page connected to a live stock market feed as the stock prices change, the display on your screen will change. In the area of Web page design, Web pages are no longer bound to static color images. Continuous-playing video clips, animation, or other multimedia applications become options. Java not only has the potential for eliminating incompatibility problems, but seamlessly and transparently allows the World Wide Web to become a live, interactive environment.

In addition, there is some discussion about the possibility of eliminating high powered workstations. Instead there would be "thin" systems (or "Internet terminals")

which would provide just enough space, memory, power, modem, and monitor to run a good Java-compatible browser. Software on demand becomes the norm. Need to do some specialized spreadsheet work? Click on the spreadsheet link and an appropriate applet is delivered for use and then, perhaps, goes away when it's no longer needed. Someone sends you a formatted document created with a Java-compatible product? Click on the document and the applet allows you to read, edit, and print that document. . . no messy conversion needed. In effect, your browser (because it implements Java) becomes the operating system, the World Wide Web becomes the computer platform, and Java (or whatever evolves from Java) becomes the standard for delivering "stuff", no matter what "stuff is, where it's going, or where it came from.



What are some problems associated with this new approach? Because it is an interpreted language (each instruction is read and interpreted before the program actually runs), applets will start up more slowly. Also, some people are very concerned over the security issues involved with letting an "unknown" program (the applet) operate on someone's computer. They think that, in spite of the four-tiered security system which functions before the program actually runs, the potential exists for a virus, Trojan Horse, or some other problem to be unknowingly introduced to the system.

Sun Microsystems has released the Java language and its browser, HotJava on the Internet (<http://www.javasoft.com/>) at no charge. They are betting that they will make their money from the companies that license it for development and that it will, in essence, become the standard. Many companies have already licensed Java or have said that they will license it: Borland International, Lotus Development Corp., Intuit Inc., Macromedia Inc., Netscape, Spyglass Inc., and. . . to the surprise of many. . . Microsoft, Inc.

Currently (February 1996), HotJava and Netscape 2.0 for Windows supports Java. Netscape 2.0 for the Macintosh supports JavaScript. Javascript is an

elementary computer language through which limited interactive (Java-like) functions can be easily incorporated into standard HTML code by people who have little or no programming experience. Javascript does not use the Java language in any way.

Java and Java development is still very much in its infancy, and it's challenging to get a grasp of its potential without seeing examples of what's currently been developed using Java or JavaScripts.

1) If you have access to a Java-compatible or JavaScript-compatible browser, check out these Web sites:

EarthWeb's Gamelan:

The Directory and Registry of Java Resources
<http://www.gamelan.com/>



JavaScript Examples

http://home.netscape.com/comprod/products/navigator/version_2.0/script/script_info/index.html

JavaScript Index

<http://www.c2.org/~andreww/javascript/>

Past Featured Java-Powered Pages

<http://java.sun.com/applets/pastFeaturedPages.html>

Yahoo! Computers and Internet: Languages: Java: Applets

http://www.yahoo.com/Computers_and_Internet/Languages/Java/Applets/

2) Also, a new e-journal *JavaWorld* (<http://www.javaworld.com/>), premiered on February 15, 1996.



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TECH-TALK

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In addition, check out the following references:

Croal, N'Gai and Adam Rogers. "Now for Some HotJava." *Newsweek* 125 (November 13, 1995): 87-88.

Elmer-Dewit, Philip. "Why Java is HOT." *Time* 147 (January 22, 1996): 58-60.

Flanagan, David. *Java in a Nutshell*. Sebastopol, CA: O'Reilly Associates, 1996.

Gosling, James and Henry McGilton. "The Javatm Language: A White Paper."
<http://java.sun.com/whitePaper/java-whitepaper-1.html>

"Java: Programming for the Internet."
<http://www.javasoft.com/>

Miller, Michael J. "Reviewing the Web." *PC Magazine* 14 (December 19, 1995): 75-76.

"Presenting Java: Online Bibliography".
<http://www.rpi.edu/~decemj/works/java/bib.html>

Spivack, Nova and Jack Hidary. "Meet Java, the Invisible Computer" *Business Week* 3453 (December 4, 1995): 82-83.

Sullivan, Eamonn. "Sun's Java Technology perks up WWW: Java Language and HotJava Browser Provide Extensibility to the World Wide Web." *PC Week* 12 (June 5, 1995): 14.

Usenet Newsgroups:
comp.lang.java and comp.lang.javascript

Venditto, Gus. "Java: It's Hot, but Is It Ready to Serve?" *Internet World* 7 (February 1996): 76-78.

Wilson, David. "Computer users Weigh the Promise and Potential Pitfalls of 'Java'". *Chronicle of Higher Education* 42 (October 6, 1995): A25.

Yahoo! Computers and Internet: Languages: Java: JavaScript
http://www.yahoo.com/Computers_and_Internet/Languages/Java/JavaScript/

Yahoo! Computers and Internet: Languages: Java: Mailing Lists
http://www.yahoo.com/Computers_and_Internet/Languages/Java/Mailing_Lists/

As always, send questions and comments to:

Snail Mail: Tech Talk
Billie Peterson
Moody Memorial Library
P. O. Box 97148
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is on the World Wide Web!

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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:

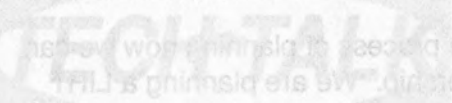
Thanks for participating in this survey. Simply tear off this back sheet of the newsletter, fold in thirds so that the address below shows, fasten, and mail. Please respond by June 1, 1996.

----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

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____ Other:

10. Comment:



Library Instruction Round Table News

American Library Association
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