



# LIBRARY INSTRUCTION ROUND TABLE NEWS

*The purpose of LIRT is to advocate library instruction as a means for developing competent library and information use as a part of life-long learning.*

# LIRT

December 2003 volume 26 no.2

issn 0270-6792

## From The President

Stephanie Michel: michel@up.edu

Fall semester, with its deluge of new students and new classes has flooded my library. The first rush is finally past, allowing time for reflection and strategizing about how to do it better next time.

This fall was presaged by a busy summer full of travel and conferences, including an intense five days in Rhode Island attending the ACRL Institute for Information Literacy Immersion program. If you have not attended an Immersion program, I highly recommend the experience. The Immersion program will challenge you to think critically about yourself as a teacher, reflect on your relationships with others both inside and outside of the library, and examine the role of information literacy on your campus. The value of this program is not only the great sessions offered by nationally recognized faculty, but also in the conversations you'll have with your fellow participants over lunch, or late at night in the dormitories or computer lab. If you have the opportunity to attend, you'll find that this program will energize you to bring new life to your information literacy program.

I returned to campus just in time to immerse myself in the organized chaos that is fall semester. This fall has been a time for building relationships on my campus. We're just finishing a busy seven weeks of teaching during which we established relationships with faculty by offering a new series of workshops for biology students and extending our involvement with the nursing students. Meanwhile, it was a time for renewal of existing relationships as we work once again with our most frequent visitors, the theology department, as well as the usual business and communication studies classes. Hopefully, these new and strengthening relationships will continue to build throughout the coming semesters.

Similarly, this is a time for renewal and new growth for LIRT. As you know, LIRT will be holding a retreat during the Midwinter conference for our committee chairs and officers where we will discuss the future direction of LIRT. We will discuss how to strengthen relationships with existing members by investigating means of involving LIRT members outside of conferences. We will also promote new growth by examining how to recruit and retain more members from public and school libraries. We hope that this retreat will inspire and energize us to think creatively about how LIRT can become more relevant for all of our members.

At Midwinter, LIRT is also sponsoring a discussion forum that I encourage you to attend. The LIRT Teaching, Learning & Technology committee is sponsoring a discussion on Sunday, January 11 from 2:00- 4:00 pm on web-based learning from kindergarten to PhD. This should be a great opportunity to gather new ideas and to learn from your colleagues. Check the LIRT web site for the location of this and other LIRT meetings as it gets closer to conference.

This is an exciting time for LIRT, as we look at enhancing our existing relationships and establishing new ones. As always, we welcome your input! Please send me your thoughts and suggestions as we work through this process. I'll look forward to seeing you in sunny San Diego!

*Stephanie Michel, LIRT President*



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## From the Editor

### Changes and Challenges

The beginning of the new academic year has been full of new opportunities and challenges. As the final pieces of the Virginia Tech's restructuring plan fell into place over the summer and the academic departments I served as college librarian found new college homes, I had the opportunity to "change jobs". In early August, I moved to the College of Agriculture and Life Sciences (CALs) and now have the opportunity to collaborate with a colleague to serve the instruction and information needs of the faculty and students of this college. This job shift has presented many challenges over the past few months. Not only did I need to come up to speed with the "culture" of my new college home, but I also needed to become acquainted with the academic programs of several new departments. Any trauma that may have been associated with moving into a new position so close to the beginning of a new academic year was eased by Margaret Merrill. Margaret has shouldered the responsibilities of sole college librarian for CALs for many years and was enthusiastic about my appointment. She found every opportunity to introduce me to the faculty of the college, particularly in the departments that I would serve. As the college addresses the budgetary challenges of reduced state funding and develops strategic plans for the future, we have been invited to be active participants in the process. We have been given the opportunity to help shape the future of the college, particularly the integration of information literacy into the curriculum and to partner with faculty in the development of a college based orientation to research course for graduate students.

Since that momentous day in August, I have been reminded of the importance of the partnerships that we forge through our active participation in professional organizations such as ALA and LIRT. It is a privilege to collaborate with enthusiastic colleagues not only "on the job" but also through LIRT. On January 8th, LIRT officers and committee chairs will participate in a retreat and plan for the future. As Stephanie stated in the president's column; "We hope that this retreat will inspire and energize us to think creatively about how LIRT can become more relevant for all of our members."

Cynthia Akers has been a regular contributor to *LIRT News* as she kept us informed with the "Check These Out!" column. As Cynthia assumes the responsibilities of Vice President/President-Elect of LIRT, she is passing the torch to Sharon Ladenson. I would like to thank Cynthia for her contributions to *LIRT News* and wish her success in her new leadership role. Many thanks to Sharon for her willingness to take over "Check These Out!" and to continue to keep us informed of new and exciting articles related to instruction. Finally I would like to thank Gary Wasdin. Gary graciously agreed to attend the Steering Committee meetings and to chair the Newsletter Committee meeting during ALA in Toronto since institutional travel restrictions and a family crisis kept me from attending.

-- -- Caryl Gray  
*LIRT Newsletter Editor*

## TLT Hopes to See You in San Diego

Vibiana Bowman, Chair of TLT Committee  
[bowman@camden.rutgers.edu](mailto:bowman@camden.rutgers.edu)

The Teaching, Learning, and Technology Committee will once again sponsor a discussion group at Mid-Winter. The 2003 discussion group, under the leadership of Amy Wallace, past chair, was well attended and received a very positive response from attendees. We hope to repeat this success. The theme for the discussion forum will be: "Interactivity and Communication in Web Based Learning" (Pre-K through Life-Long Learning.) The forum will be held on Sunday, January 11, from 2 to 4pm. The room number will be announced as soon as it is assigned. (Editor's note: check the LIRT web page for location information or use the Event Planner available on the Midwinter conference site ([http://www.ala.org/Content/ContentGroups/Events\\_and\\_Conferences2/Midwinter/2004/home.htm](http://www.ala.org/Content/ContentGroups/Events_and_Conferences2/Midwinter/2004/home.htm)) in December.

Please plan to attend and lend your voice to what will be a lively forum!!



Calling All Contributors!  
Submit an article to the  
LIRT Newsletter!  
<http://www.baylor.edu/LIRT/>

**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.

URL: <<http://www.baylor.edu/LIRT/lirtnews>>

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**Contributions to be considered for the March 2004 issue must be sent to the editor by February 15, 2004.**

Send claims to Pat Jackson, OLPR, 800-545-2433, X4281,  
American Library Association, 50 E. Huron Street,  
Chicago, IL 60611.

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## **LIRT Program at 2004 Annual in Orlando:**

### **“Adult Learners Theory and Adult Re-Entry Women”**

By  
Linda Marie Golian-Lui  
Chair, 2004 Conference Program  
Committee

As previously reported, the Program and Adult Learners committees are collaborating on a program for the 2004 Annual Conference in Orlando. The program will combine the topics of adult learning theory and library instructional programs for adult re-entry students particularly women. Dr. Phyllis Bebko, Director of Campus Operations and Planning for the Florida Atlantic University – Broward Campuses, will be one of two keynote speakers for this exciting program.

Dr. Bebko, a well known expert in the area of adult learning theory and college/university curriculum development, will focus her presentation on andragogy (e.g. theory of adult learning). She will also address effective teaching methods for adults and the incorporation of adult learning theory and methods into the creation of effective instruction for all adult learners, especially adult re-entry women. Dr. Bebko has a strong reputation for presenting theoretical information in an uncomplicated manner coupled with practical advice that all participants can easily incorporate into their current work routines.

The Program Committee has received recommendations from the Florida Library Association for an additional keynote speaker from a Florida community college who will address library instructional programs for adult re-entry women. The Program Committee has extended an invitation to a potential speaker and has high hopes that she will agree to be our second keynote speaker for the 2004 Program.

Thanks to the leadership of LIRT's past-president, current president, and president elect, the Program Committee now has a full roster of eager members ready to complete the many tasks associated with the behind the scenes tasks needed to continue LIRT's reputation of excellent programs at ALA Annual.

The Program and Adult Learning Committee NEEDS YOUR HELP! We are still trying to finalize a creative, appealing, and eye-catching program title to use as marketing tool for this program. Suggestions for program titles are welcomed and can be forwarded to Linda Marie Golian-Lui at 808-933-3132 or [golianlu@hawaii.edu](mailto:golianlu@hawaii.edu).

The Program and Adult Learners committees hope to see you in Orlando!



### **Check These Out**

*continued from page 5*

Kuh, George D., and Robert M Gonyea. "The Role of the Academic Library in Promoting Student Engagement in Learning." *College and Research Libraries* 64.4 (July 2003): 256-82.

Loertscher, David, and Blanche Woolls. "You Need the Library to Meet Standards." *School Library Journal* 49.6 (June 2003): Supplement 6-7.

Moore, Melissa. "If You Build It, Will They Come? Reaching Out To Faculty Through Information Literacy Instruction." *College and Research Libraries News* 64.7 (July/August 2003): 455-7.

*Editor's Note:* Thank you Cynthia for your contributions to *LIRT News* and particularly the "Check This Out" column. Over the years you have alerted us to many articles of interest that not only provoke thought and discussion but also enhance our roles as instruction librarians. I would like to welcome Sharon Ladenson as a contributor to *LIRT News* and thank her for accepting the responsibility of this column. Welcome aboard, Sharon!!!

## **LIRT Meetings and Events Midwinter 2004**

Be sure to check the LIRT web site or use the Midwinter "Event Planner"(available in December) for the locations of the meeting, the discussion forum, and other events of interest to LIRT members.

### Meeting Schedule

Saturday, Jan 10, 8:00 - 9:00 am: Exec Board I

Saturday, Jan 10, 9:30 - 11:00 am: Steering Committee I

Saturday, Jan 10, 11:00 am - 12:30 pm - All Committee Meetings I

Monday, Jan 12, 8:30 am - 9:30 am, All Committee Meetings II

Monday, Jan 12, 9:30 am - Noon, Steering Committee II

### LIRT Discussion Forum

Sunday, Jan 11, 2:00 - 4:00 pm, Discussion Forum

Sponsored by: LIRT Teaching, Learning & Technology committee  
Topic: "Web-based learning from kindergarten to PhD"

Tuesday, Jan 13, 9:30 - 11:00 am, Executive Board II



### **Member A-LIRT**

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One pitfall you will encounter as you begin instruction will be the desire to cover EVERYTHING in one session. We want our students to walk out of our sessions fully prepared to take on the research process. The reality is, however, that they will – at best – remember only 3 – 5 items/concepts from a typical session. Once you accept that reality, and plan accordingly, your sessions will be more rewarding for both you and the students.

<http://www.baylor.edu/LIRT/lirtnews>



## Member A-LIRT

### Lori Ostapowicz Critz

Lori Critz, who currently serves as the chair of the LIRT Liaison Committee and co-chair of the Elections/Nominations Committee, came to librarianship as a second career. A native of Connecticut, Lori spent years crisscrossing the country as a navy wife, attending colleges in New York, Florida and Connecticut for her BS and Masters degrees in Biology before she got her secondary teaching credential in Mathematics and Life Science at San Diego State University. After visiting almost all of the 50 states, Lori still loves to travel. Her current ambition is to travel abroad and Tuscany is the first place on her list! Lori loves hiking, reading and writing. She is currently working on a mystery novel with a female detective protagonist.

Lori did her reference and archives internships at the Naval War College in Rhode Island. Her professional library career began in 1999 at the Science/Engineering Library at the University of Arizona. In January of this year she was recruited by the Georgia Institute of Technology and is currently an Information Services Librarian & Physical Sciences Information Consultant.

I posed several questions of Lori and rather than edit her answers, I'll let Lori speak for herself:

#### **What made you decide to be a librarian?**

Prior to attending library school I was a high school math/science teacher. I loved working with the students and loved teaching, but became increasingly disenchanted with the lack of administrative support. I began to search for a new career where I could utilize my science background, have direct contact with students, and have the continued opportunity to teach. Academic librarianship was the ideal solution.

#### **What do you like best about your job?**

What I like best about my present position is the wide variety of activities that I engage in as part of my assigned duties. I get to provide instruction for both my assigned departments (Physics; Earth & Atmospheric Sciences) and to a more general audience (through orientation sessions, the Research Clinic, and freshmen seminar classes), do liaison work with my faculty and students, complete collection development responsibilities, and also participate in 'special' projects such as a Serials Review or development of online instructional resources.

#### **What do you like about GA Tech?**

Georgia Tech has many of the finest researchers in the world. We also have an extremely bright, motivated, and dedicated student body. It is a distinct pleasure to be able to work with both groups in providing resources and services to meet their information needs.

#### **What brought you to LIRT?**

When I first became involved in ALA, I was searching for a group dedicated to instruction/information literacy. I considered the ACRL Instruction Section and several other groups, but found the close-knit, welcoming, and enthusiastic members of LIRT to be most aligned with my professional goals. From the time I began work with my first LIRT committee I knew I had 'found a home'! I am continually amazed at the willingness of LIRT colleagues to share their expertise, and I find the diverse membership (across all library types) to be particularly enriching.

#### **What do you like best about your teaching?**

I like the opportunity to make a personal connection with the students. Many of the classes I work with are general education classes, and often the students have had little or no exposure to the research process in an academic environment. A university library can be an intimidating setting for these students. Students begin to develop some degree of 'comfort' with the process as a result of my instruction sessions, and - even if they gain nothing else - they learn that librarians are knowledgeable, welcoming, and ready to help!

#### **Tell us about your activities in LIRT and other professional associations.**

I have been active on LIRT committees since 2000. I have served as a member of both the Liaison Committee and the Elections/Nominations Committee. In 2001, I became co-chair of the Elections Committee. As of 2002, I also serve as Chair of the Liaison Committee. Additionally, I serve on the LIRT Steering Committee, the body which serves as a conduit between the Executive Committee and the LIRT membership. Each of these activities has afforded me with continuing opportunities to meet and work with colleagues dedicated to library instruction.

Outside of LIRT, I am very active in the ACRL Science & Technology section. I have served as co-chair of the Membership & Recruitment Committee since 2001, and also serve on STS Council.

At the state level, I participate in the Special Libraries Association. In Arizona, I served as Chapter Treasurer, Public Relations Chair, and Networking Chair. In the Georgia Chapter I now serve as Advertising Editor for our Chapter bulletin.

#### **What practical advice would you offer to new librarians who are facing their first instruction classes?**

I think the most important piece of advice I would pass along to a new instruction librarian is to RELAX and enjoy the opportunity! The 'connection' you make with the students is probably the most important aspect of any session, and they are far more likely to remember your enthusiasm and welcoming demeanor than the concept of Boolean operators!

*continued on page 3*

## Check These Out!



Hello from the Midwest as we prepare to say goodbye to 2003 and welcome in 2004 with a great start in San Diego at ALA Midwinter! I am also saying goodbye in this issue to my stint as the "Check This Out!" contributor as I move into my new responsibilities as ALA-LIRT Vice-President. I hope you have enjoyed this column as much as I have enjoyed the opportunity to survey current library literature and bring key articles to your attention.

Replacing me as columnist will be Sharon Ladenson, Reference Librarian and Gender Studies and Communications Bibliographer at Michigan State University. Sharon brings a fresh perspective to this column and she is an excellent addition to the newsletter staff.

For my last column, I selected information literacy as the theme and looked for articles that might offer variant perspectives on this area we know so well. The articles by Debra Kay Whelan and Edward K. Owusu-Ansah, in particular, challenge us to overcome any complacency we might have about information literacy – and remind us of the promotional work we have ahead.

Cynthia Akers

Head, Information and Instructional Services  
Emporia (KS) State University

Bishop, Kay. "What in the World Is Happening with Information Literacy?" *Knowledge Quest* 31.5 (May/June 2003): 14-16.

Part of a featured section entitled "International Power: School Libraries Around the World", this article offers an overview of information literacy guidelines, standards, and practices in Australia, South Africa, Singapore, Malaysia, and New Zealand.

"Characteristics of Programs of Information Literacy That Illustrate Best Practices: A Guideline". *College and Research Libraries News* 64.8 (September 2003): 544-7.

This document is written by the ACRL's Institute for Information Literacy and was approved in June 2003 by the ACRL Board. As such, it is an extremely timely set of guidelines for librarians seeking to establish an information literacy program or to place existing instructional goals into a new context. The document provides guidance in creating an information literacy mission, goals and objectives, planning, administrative and institutional support, articulation with the curriculum, collaboration, pedagogy, staffing, outreach, and assessment/evaluation. The document may also be viewed at [http://www.ala.org/Content/NavigationMenu/ACRL/Standards\\_and\\_Guidelines/Characteristics\\_of\\_Programs\\_of\\_Information\\_Literacy\\_that\\_Illustrate\\_Best\\_Practices.htm](http://www.ala.org/Content/NavigationMenu/ACRL/Standards_and_Guidelines/Characteristics_of_Programs_of_Information_Literacy_that_Illustrate_Best_Practices.htm)

Holt, Abby. "Learning to Teach: Institute for Information Literacy, Immersion 2002." *Arkansas Libraries* 59.6 (December 2002): 10-12.

Holt describes her experiences at the University of Colorado at Colorado Springs; the location of

the IIL 2002 Immersion Program. She makes a useful observation for all instruction librarians: "I realize...the ACRL definition and standards of **information literacy** is the foundation from which we build personal teaching techniques, incorporate various learning styles, theories, and effectively develop appropriate assessment outcomes. No matter what type of library we are working in, all of this combined enhances our passion for teaching others how to expand their personal experience to find knowledge." This brief but good article will be of interest to anyone who may be considering applying to the program.

Owusu-Ansah, Edward K. "Information Literacy and the Academic Library: A Critical Look at a Concept and the Controversies Surrounding It." *Journal of Academic Librarianship* 29.4 (July 2003): 219-30.

Owusu-Ansah, in a potentially divisive article, presents another view of information literacy that may account for some lack of acceptance into various curriculums. He observes: "That so much controversy still exists regarding the term is not for the lack of a clear definition but the absence of a clear line of action and the will and practical chance to implement it." He applauds the thoroughness of the most recent ACRL Information Literacy Standards. Yet, he advises that "librarians whose formal teaching role [is] in question on many campuses" may have problems collaborating with "faculty who rarely [take] their clues and marching orders from library associations." An interesting article that does acknowledge some of the realities of publicizing information literacy to a variety of constituents.

Whelan, Debra Lau. "Why Isn't Information Literacy Catching On?" *School Library Journal* 49.9 (September 2003): 50-3

And now, a view from the other side! Whelan describes a nationwide survey of 783 school librarians conducted by *School Library Journal*. The purpose of the survey was to determine the extent to which information literacy is being taught in K-12 schools. While 88 percent of the respondents have information literacy standards in place at the school or district level, just 30 percent of teachers and 14 percent of students have a sense of these standards and practices. Part of the difficulty, as noted by some of the surveyed librarians, is due to a lack of "buy-in" by many teachers to the importance of information literacy, as well as a vagueness of the term "information literacy" itself. The article ends with a caution that could be applied to all instruction librarians, as noted by AASL President Frances Roscello "Don't just talk to yourselves."

### OTHER RECOMMENDED READING:

Hinchliffe, Lisa Janicke, et. al. "Examining the Context: New Voices Reflect on Information Literacy." *Reference and User Services Quarterly* 42.4 (Summer 2003): 311-7.

*continued on page 3*



## Teaching and Learning in Libraries under the PATRIOT Act: A Very Short History of Library Surveillance

*They that can give up essential liberty to obtain a little temporary safety deserve neither liberty nor safety. -*

*Benjamin Franklin*

There are times that politics have had a definite impact on the way that libraries do business. We are in the midst of one of those times now. According to Attorney General John Ashcroft, there is a new enemy in the War on Terrorism – the American Library Association. Since the PATRIOT Act was signed into law (October 2001), the American Library Association has voiced objections to certain provisions - those that impact patron privacy and the freedom to read. The ALA has worked hard to bring attention to these concerns and has been vocal in its opposition. In a recent speech promoting new legislation that would strengthen and extend the Act, Ashcroft "...accused the country's biggest library association and other critics of fueling 'baseless hysteria' about the government's ability to pry into the public's reading habits."<sup>1</sup>

What the ALA specifically objects to is Section 215 of the PATRIOT Act which allows the FBI to request patron records with search warrants issued by a secret FISA court. Librarians are prohibited under this broadened FISA statute from informing the patron that his records have been investigated.<sup>2</sup> In addition to greater access to library records, law enforcement agents are permitted to intercept (through various means including wiretaps and log filters) real-time Internet usage and e-mail at public workstations, and seize library computers' hard drives (again, with FISA-issued search warrants.)

As we debate the pros and cons of the PATRIOT Act and its impact on the way that we teach, learn, and serve our library users, it may be helpful to remember that this is not the first time that librarians and the federal government have argued over the right of intellectual freedom in a democracy. Over the last sixty years, that right has been repeatedly tested in times of national crisis. From World War II, to the McCarthy era, through the Cold War, to the War on Terrorism, academics and librarians have been called upon to take a stand.

In 1942, J. Edgar Hoover attempted to acquire the personal papers of author Boris Brasol, who was suspected of pro-fascist leanings, from the Library of Congress. Brasol had donated the collection to the Library with the restriction that they not be made public until 1953. Archibald MacLeish, Librarian of Congress, politely refused Hoover's request and choose to honor the restrictions that Brasol had placed on the special collection. Hoover backed-down.<sup>3</sup>

During the McCarthy era, librarians fought for intellectual freedom on two fronts: protecting patron privacy and protecting their collections from censorship. In one incident in 1950, Ruth W. Brown, a librarian at the Bartlesville Oklahoma Public Library was fired for keeping

"subversive" periodicals in the collection. Brown's dismissal was controversial at the time. Brown was a civil rights activist and a founding member of a local group affiliated with the Congress of Racial Equality.<sup>4</sup> Brown's dismissal and its aftermath became the basis of a popular anti-censorship movie, *Storm Center* (1956), which starred Bette Davis. It is also chronicled in Louise S. Robbins' book, *The Dismissal of Miss Ruth Brown: Civil Rights, Censorship, and the American Library* (University of Oklahoma Press, 2000.)

From 1973 to 1989 the FBI conducted a "Library Awareness Program." This program was a surveillance operation conducted in public and academic libraries across the United States. The goals of the program were to restrict foreigners' access to unclassified scientific information in libraries and to recruit librarians and library staff into reporting on the use of scientific information by foreigners, especially Russian or Eastern Europeans.<sup>5</sup> This program, the American Libraries Association's response to it, and the program's ultimate demise have been detailed in Herbert Foerstel's book, *Surveillance in the Stacks: The FBI's Library Awareness Program*.<sup>6</sup>

Two key factors make this latest struggle different from others in recent history: the increased sophistication in the means of surveillance, and the open-ended nature of the War on Terrorism. As librarians who make use of technology on a day-to-day basis, we must be alert to the legislative and political issues that affect the basic tenets of who we are and how we work as professional. For more information about the PATRIOT Act and the ALA's response to it the following resources are useful:

American Civil Liberties Union, "USA PATRIOT Act." Available on-line.  
<<http://www.aclu.org/SafeandFree/SafeandFree.cfm?ID=12126&c=207>>.

American Library Association, "Guidelines for Librarians on the U.S.A. PATRIOT Act: What to do before, during and after a 'Knock at the Door?'" Available on-line. <[http://www.ala.org/Content/NavigationMenu/Our\\_Association/Offices/ALA\\_Washington/Issues2/Civil\\_Liberties,\\_Intellectual\\_Freedom,\\_Privacy/The\\_USA\\_Patriot\\_Act\\_and\\_Libraries/patstep.pdf](http://www.ala.org/Content/NavigationMenu/Our_Association/Offices/ALA_Washington/Issues2/Civil_Liberties,_Intellectual_Freedom,_Privacy/The_USA_Patriot_Act_and_Libraries/patstep.pdf)>.

American Library Association, "Matrix of USA PATRIOT Act Provisions." Available on-line.  
<[http://www.ala.org/Content/NavigationMenu/Our\\_Association/Offices/ALA\\_Washington/Issues2/Civil\\_Liberties,\\_Intellectual\\_Freedom,\\_Privacy/The\\_USA\\_Patriot\\_Act\\_and\\_Libraries/matrix.pdf](http://www.ala.org/Content/NavigationMenu/Our_Association/Offices/ALA_Washington/Issues2/Civil_Liberties,_Intellectual_Freedom,_Privacy/The_USA_Patriot_Act_and_Libraries/matrix.pdf)>.

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**Teaching and Learning in Libraries ....**

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American Library Association, "USA PATRIOT Act and Libraries." Available on-line.

<[http://www.ala.org/Content/NavigationMenu/Our\\_Association/Offices/ALA\\_Washington/Issues2/Civil\\_Liberties,\\_Intellectual\\_Freedom,\\_Privacy/The\\_USA\\_Patriot\\_Act\\_and\\_Libraries/The\\_USA\\_Patriot\\_Act\\_and\\_Libraries.htm](http://www.ala.org/Content/NavigationMenu/Our_Association/Offices/ALA_Washington/Issues2/Civil_Liberties,_Intellectual_Freedom,_Privacy/The_USA_Patriot_Act_and_Libraries/The_USA_Patriot_Act_and_Libraries.htm)>.

Government Printing Office, "Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism (USA PATRIOT Act) Act of 2001." Available on-line. <[http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=107\\_cong\\_public\\_laws&docid=f:publ056.107](http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=107_cong_public_laws&docid=f:publ056.107)>.

**(Endnotes)**

1 Lichtbau, Eric, "Ashcroft Mocks Librarians and Others Who oppose Parts of Counterterrorism Law, *The New York Times*, 16 September 2003, 23.

2 American Library Association, "USA PATRIOT Act and Libraries." Available on-line. <[http://www.ala.org/Content/NavigationMenu/Our\\_Association/Offices/ALA\\_Washington/Issues2/Civil\\_Liberties,\\_Intellectual\\_Freedom,\\_Privacy/The\\_USA\\_Patriot\\_Act\\_and\\_Libraries/The\\_USA\\_Patriot\\_Act\\_and\\_Libraries.htm](http://www.ala.org/Content/NavigationMenu/Our_Association/Offices/ALA_Washington/Issues2/Civil_Liberties,_Intellectual_Freedom,_Privacy/The_USA_Patriot_Act_and_Libraries/The_USA_Patriot_Act_and_Libraries.htm)>.

3 Steilow, Frederick J., "The FBI and Library Spying: A World War II Precedent," *American Libraries*, September 1993, 24 (8), 709-711.

4 Bartelsville.org, "The Dismissal of Miss Ruth Brown: Civil Rights, Censorship, and the American Library." Available on-line. <<http://www.bartelsville.org/html/ruthbrown.html>>.

5 Foerstel, Herbert, "Secrecy in Science: Exploring University, Industry, and Government Relationships," Delivered at MIT, Cambridge Massachusetts, May 29, 1999. Available on-line. <<http://www.aaas.org/spp/secrecy/Presents/foerstel.htm>>.

6 Foerstel, Herbert, *Surveillance in the Stacks: The FBI's Library Awareness Program*, Greenwood Press, Westport, Connecticut, 1991.



**TLT Hopes to See You in San Diego**

*Vibiana Bowman, Chair of TLT Committee  
bowman@camden.rutgers.edu*

The Teaching, Learning, and Technology Committee will once again sponsor a discussion group at Mid-Winter. The 2003 discussion group, under the leadership of Amy Wallace, past chair, was well attended and received a very positive response from attendees. We hope to repeat this success. The theme for the discussion forum will be: "Interactivity and Communication in Web Based Learning" (Pre-K through Life-Long Learning.) The forum will be held on Sunday, January 11, from 2 to 4pm. The room number will be announced as soon as it is assigned. **(Editor's note:** check the LIRT web page for location information or use the Event Planner available on the Midwinter conference site ([http://www.ala.org/Content/ContentGroups/Events\\_and\\_Conferences2/Midwinter/2004/home.htm](http://www.ala.org/Content/ContentGroups/Events_and_Conferences2/Midwinter/2004/home.htm)) in December.

Please plan to attend and lend your voice to what will be a lively forum!!

**Don't Miss These Opportunities !**



The LIRT meeting schedule is available on page 3. Be sure to check this out before heading to San Diego



Bites With LIRT is looking for you !  
The Bites With LIRT form is on page 8 and is available online at <http://www.baylor.edu/LIRT/>



Have you volunteered for a LIRT committee?  
See the volunteer form on page 11 and join a LIRT committee **Today !**



Would you like to join a LIRT committee, but can't attend the conference meetings?

**Be a Virtual Member !**

Many LIRT committees accept virtual members  
Sign up and join today



**Be sure to attend the LIRT Discussion Forum**



## Join us for BITES with LIRT in

### San Diego, California January 10-11-12, 2004

Once again, LIRT is organizing groups for lunch at modestly priced restaurants during the ALA Midwinter Meeting in San Diego. This is your opportunity to meet and enjoy a meal with other librarians interested in library instruction. The local arrangements group has selected three excellent restaurants as locations for Bites with LIRT (see list below). Restaurants details, including websites, reviews and directions will be posted on the LIRT web site.

LIRT welcomes anyone who has an interest in instruction from all types of libraries. You need not be a member of LIRT to participate. We hope you will join us during this opportunity to exchange ideas and experiences about library instruction in a relaxed setting. Enjoy a stimulating and fun lunch with LIRT—good food, good company, and interesting conversation. We will make the arrangements; all you have to do is reserve your spot and show up! Deadline is January 2, 2004. Confirmations will be sent by e-mail. You may register online at <http://www3.baylor.edu/LIRT/> or send requests for reservations directly to:

Sharon Chadwick, Science Librarian, [ssc@lib-mail.humboldt.edu](mailto:ssc@lib-mail.humboldt.edu)  
The Library, Humboldt State University, One Harpst St.  
Arcata, CA 95521-8299 (707) 826-4955 (w) (707) 826-4900 (f)



#### BITES REGISTRATION FORM

Name: \_\_\_\_\_

Institution: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail : \_\_\_\_\_

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

- Saturday, January 10, 2004, 12:30 p.m. at **Las Fajitas**, 628 Fifth Ave. San Diego, CA 92101  
Website: <http://www.lasfajitasrestaurant.com/>
- Sunday, January 11, 2004, 12:30 p.m. at Trattoria La Strada, 702 Fifth Ave. San Diego, CA 92101  
Website: <http://www.trattorialastrada.com/>
- Monday January 12, 2004, 12:30 p.m. at **Busters Beach House** 807 W. Harbor Dr. San Diego  
Website: <http://www.bustersbeachhouse.com/html/bbhsdframeset.html>

Are you a LIRT member?      yes \_\_\_\_\_ no \_\_\_\_\_

Would you like to join LIRT and become active in a committee?      yes \_\_\_\_\_ no \_\_\_\_\_

<http://www.baylor.edu/LIRT/lirtnews>



Dear Tech Talk— Some staff in our library have been touting the virtues of “metasearching” across a variety of library databases. It’s an intriguing concept, but personally, I have some reservations. It seems to me that taking this approach with library databases is rife with problems. How should we deal with this new search potential? Muffling Murmurs of Metasearches

Dear MMM— Metasearching has existed on the web for several years and is exhibited in search engines such as DogPile (<http://www.dogpile.com>) and c|net’s Search.com (<http://www.search.com/>) – enter a search and search results from multiple Internet search engines are returned, a particularly effective approach to use when searching for obscure information. To a certain degree, metasearch functions are available in more specific Internet resources such as Amazon.com. Enter some keywords, and search results may contain information from a variety of formats – books, music, videos, etc.

So, what happens when someone uses library databases? Most often, s/he is faced with a myriad of choices – the online catalog, a long list of proprietary databases, a list of non-proprietary Internet resources, and more. If s/he is fortunate, s/he might be able to narrow the options to a specific content area – where s/he will be faced with another list of choices – albeit a smaller list. Or, perhaps s/he is familiar with a resource used in the past; it may or may not be a good choice for the current research needs, but at least it’s a known quantity.

From the client’s perspective, it’s no wonder s/he resorts to the Internet for information needs – it’s so easy!! The issues of getting overwhelmed with information or not finding high quality information are minor in comparison to the convenience of – just performing one search and finding something that is “good enough”.

At the 2003 LITA National Forum, the last keynote David Seaman (Director,

Digital Library Federation) discussed the concept that libraries have many excellent “silos” of information resources and services; and now libraries need to focus on the integration of these resources and services. One way to work toward that integration is through the use of metasearching (also called federated searching, broadcast searching, or distributed searching).

So is metasearching – as it applies to library electronic resources – just a glorified implementation of the Z39.50 standard? The Z39.50 protocol – still in use today – focuses primarily on searching multiple online catalogs, where the fields available for searching may vary from system to system, but the underlying database is almost always based on MARC. Metasearching goes beyond the online catalog. Z39.50 technology can be used when implementing a metasearch system, but these systems tend to make use of XML technology. Gassie, et. al, provide a very good definition of metasearching – “One search, simultaneous access to multiple databases or information sources irrespective of search engine protocol, platform, product or vendor.” So the online catalog is one of many resources that might be simultaneously searched.

How does it work? At an elementary level, imagine a “magic box” that sits between the end user and a variety of library databases. Initially, the end user sees a search form or perhaps selects a specific content area (Biology, Interdisciplinary, Sociology, etc.) and then sees a search form. S/he enters the keywords that describe the needed information and that information request is sent to the “magic box”. Within the magic box “wrappers” (plug-ins, connectors, or scripts designed specifically for each database) take that search query, translate it so that it can be understood by each of the specified database on the other side of the “magic box”, and sends the query, in an appropriate format, to each database. The results from each database search are sent back to the

“magic box” at which point varying levels of post processing may be performed – sorting, deduping, ranking, etc. Post-processed search results are displayed to the end user. While the processing takes place, the end user usually sees a status screen so s/he has a sense of something happening. Usually, when the end user examines a specific record, the display is from the native database, and at this point the user can search the native database directly, if desired. Most systems provide both “basic” and “advanced” search interfaces. The “advanced” search interface provides more options, including the ability to perform more sophisticated searches using drop-down menus to specify fields.

The advantages of a metasearch system seem obvious, especially for the end user:

- A single search interface that is preferred by many end users
- No need for the end user to know what database s/he is using
- The end user can still search specific databases, if desired
- The end user doesn’t need to figure out search techniques for multiple vendors’ interfaces

However, there are issues to be addressed when purchasing and implementing a metasearch system:

- The end user may select too many databases for a single search – this issue can often be resolved by using filters to associate a small, specific set of databases with a particular topic, rather than having the end user select the databases. Also, some systems may have a maximum limit on the number of databases that can be searched simultaneously.
- Too many search results may be retrieved – this issue may be of more concern to librarians than to end users,

*continued on page 10*

and it may also be addressed with resolution issue associated with the selection of databases.

- The end user doesn't learn effective search strategies – this issue, too, may be of more concern to librarians than to most end users.
- The end user may not find important relevant information – this issue may be of concern to graduate students and serious researchers, but for many people, the information returned may be “good enough”.
- Because of the underlying technology and the lack of standards, it can be difficult to perform the same search across multiple databases – this is a valid concern and needs to be addressed during the implementation phase, through testing of search results and close work with public service staff. A keyword search is not a keyword search is not a keyword search in databases from different vendors!!
- System defined search results may limit the total number of results returned, which limits the effectiveness of de-duping, sorting, ranking, etc. – this too, is a valid concern and needs to be identified and addressed during the implementation stage.
- Staff time needed to implement service effectively – **the most important consideration**. Many of the issues and concerns regarding metasearching can be addressed if there is staff with the time and technical know-how to customize the system to address known concerns as much as possible. In addition to the initial set-up, there is also an ongoing maintenance cost to make sure the system continues to work effectively. In particular, until standards are in place, the information used in the “wrappers” can – and does – change. When this happens, the metasearch fails to work properly in the database associated with the “broken” wrapper.
- Financial cost to purchase system – always an issue, but libraries find funding in a variety of ways for all kinds of project they deem of value to the services they provide to clients.

Once a library decides to move forward with the concept of a metasearch system, it is the look and functionality of the end-user interface and the “magic box” (administrative side) that is examined and ultimately purchased. There are a couple of routes that libraries can use to acquire a metasearch system:

1. Examine those systems available directly from a vendor that produces a metasearch product:  
AGent ([http://www4.auto-graphics.com/product\\_agent.html](http://www4.auto-graphics.com/product_agent.html))  
MuseGlobal (<http://www.museglobal.com/>)  
WebFeat (<http://www.webfeat.org/>)  
ZPortal (<http://www.fdgroupp.com/fdi/products/zportal4.html>)

2. Examine those systems available from an integrated library system (ILS) vendor (it's not a requirement to use a specific ILS in order to make use of their metadata module):  
Endeavor – ENCompass (<http://encompass.endinfosys.com/>)  
ExLibris – MetaLib (<http://www.aleph.co.il/metalib/>)  
Follett – Find-It-All Collection ([http://www.fsc.follett.com/products/finditall\\_collection/index.cfm](http://www.fsc.follett.com/products/finditall_collection/index.cfm))  
Innovated Interfaces, Inc (III) – Millennium Access Plus (MAP) MetaFind ([http://www.iii.com/pdf/lit/eng\\_map.pdf](http://www.iii.com/pdf/lit/eng_map.pdf))  
Sirsi – SingleSearch (<http://www.sirsi.com/Sirsiproducts/broadcastsearch.html>)

Most of the systems provided by an ILS actually use the technology of one of the metasearch vendors previously listed. If a library decides to implement the system available from their ILS, a question to ask during the review process is which of the features available from the metasearch vendor has been licensed by the ILS for their product. Also, investigate the degree to which a metasearch tool can be integrated into the ILS (if this is important to you and your clients), and more importantly, the degree to which the metasearch tool can be customized and how much work it takes – a major consideration for any metasearch system the library purchases).

Depending on the system purchased, there are a wide variety of end user and administrative features that may be available. One way to begin is to look at the chart of important features in metasearch tools developed by investigators of a new system to replace the SearchLight service used by the California Digital Library.

### Important Features in Metasearch Tools

The following chart provides some basic considerations. However, place the purchase of one of these systems on the same level as the purchase of a new integrated library system. Prepare evaluative checklists and questionnaires; have the vendors of interest provide demonstrations of their products; talk to current customers. In particular, experience from the above investigators suggests that you should ask the same questions to both the vendor and to customers using their system. Answers to the same questions will sometimes differ – the vendor's perspective versus the library's perspective!! Ultimately the final decision will depend on which vendor can best meet the library's metasearching needs, given the staffing in the library to implement the service in the most effective manner possible.

*continued on page 11*

End User Features		Administrative Features
Basic	Advanced	
Accuracy Deduping Filtering/Sorting Ranking View Search Progress Fielded Searching Link to Native Database	URL Linking Complex Searching Personalization Stored Search History Email Alerts Context Sensitive Help Categorization of Results	Communication Protocol Seamless Authentication Interface Customization Operating System Platform Process for Updating Wrappers Standards, e.g., XML Authentication

Metasearching is clearly not the final solution to the effective integration of "siloes" resources and services, but for now, it is one of the major pieces in the puzzle and one that is worthy of examination by librarians in all types of libraries.

Additional Resources:

Dorman, David. "Technically Speaking". American Libraries (August 2003): 76-78.

Gassie, Lillian W., Catherine B. Soehner, and Christy Hightower. "In Search Of. . . Metasearch Tools". Presented at the LITA National Forum, October 2-5, 2003, Norfolk, VA <http://www.ala.org/LITATemplate.cfm?Section=Programs1&Template=/ContentManagement/ContentDisplay.cfm&ContentID=44101>

Luther, Judy. "Trumping Google? Metasearching's Promise". Library Journal (October 1, 2003):36-39.

Minkel, Walter. "Metasearching Comes of Age". School Library Journal (January 2002): 33+

Needleman, Mark. "The NISO Metasearch Workshop". Serials Review (Autumn 2003): 256-257. [http://dx.doi.org/10.1016/S0098-7913\(03\)00057-1](http://dx.doi.org/10.1016/S0098-7913(03)00057-1)

NISO Metasearch Initiative. <http://www.niso.org/committees/MetaSearch-info.html>

"NYPL Using MuseGlobal Wares". Library Journal (March 15, 2002): 27.

Open Directory – Reference: Libraries: Library and Information Science: Software: Federated Searching [http://dmoz.org/Reference/Libraries/Library\\_and\\_Information\\_Science/Software/Federated\\_Searching/](http://dmoz.org/Reference/Libraries/Library_and_Information_Science/Software/Federated_Searching/)

Seaman, David. "From Isolation to Integration: Major Trends in Digital Libraries". Presented at the LITA National Forum, October 2-5, 2003, Norfolk, VA [http://www.ala.org/Content/NavigationMenu/LITA/LITA\\_Events\\_and\\_Programs/LITA\\_National\\_Forum\\_2003,\\_Norfolk,\\_VA/Keynote\\_Sessions/Keynote\\_Sessions.htm](http://www.ala.org/Content/NavigationMenu/LITA/LITA_Events_and_Programs/LITA_National_Forum_2003,_Norfolk,_VA/Keynote_Sessions/Keynote_Sessions.htm)

Tennant, Roy. "The Right Solution: Federated Search Tools". Library Journal (June 15, 2003): 28-2

**(Footnotes)**

1 Gassie, Lillian W., Catherine B. Soehner, and Christy Hightower. "In Search Of. . . Metasearch Tools". LITA National Forum 2003, October 2-5, 2003, Norfolk, VA. <http://www.ala.org/LITATemplate.cfm?Section=Programs1&Template=/ContentManagement/ContentDisplay.cfm&ContentID=44101>

As always, send questions and comments to:

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

E-Mail: [Billie\\_Peterson@baylor.edu](mailto:Billie_Peterson@baylor.edu)

**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:

Cynthia Akers, University Libraries and Archives  
Emporia State University, 1200 Commercial,  
Campus Box 4051, Emporia, KS 66801-5092  
620.341.5480  
Email: [akerscyn@esumail.emporia.edu](mailto:akerscyn@esumail.emporia.edu)

Name and Title:

Telephone (work):  
(home):

FAX:  
email:

Institutional address:

Home address:

Please list committee preferences from 1 -11, with 1 being the most preferred:

- |  |  |
|--|--|
| <input type="checkbox"/> Adult Learner             | <input type="checkbox"/> Public Relations/<br>Membership     |
| <input type="checkbox"/> Conference Program        | <input type="checkbox"/> Research                            |
| <input type="checkbox"/> Continuing Education      | <input type="checkbox"/> Teaching, Learning,<br>& Technology |
| <input type="checkbox"/> Liaison                   | <input type="checkbox"/> Transition to College<br>& Bylaws   |
| <input type="checkbox"/> Long Range Planning       |  |
| <input type="checkbox"/> Newsletter                |  |
| <input type="checkbox"/> Nominations, Organization |  |



## STANDING COMMITTEES

### Library Instruction Round Table

**Adult Learners** - Assists library professionals to understand, find information or promote ideas on learning styles, teaching methods, and training resources most often associated with adult learners.

**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.

**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 president-elect.

**Newsletter** - Solicits articles, prepares and distributes the LIRT newsletter. The Executive Board of LIRT serves as the Editorial Board for the LIRT newsletter.

**Nominations, Organization & 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. Prepares a slate of candidates for LIRT offices and maintains records on procedures, candi-

**Public Relations/Membership** Publicizes LIRT purposes, activities, and promotes membership in LIRT. Develops brochures and news releases to inform members, prospective members, and the library profession about LIRT activities. Sponsors an exhibit booth at the Annual Conference. Organizes BITES (meals for instruction librarians to meet for food and discussion) at conferences.

### Publications

Establishes, maintains, and disseminates LIRT Publication Guidelines. Solicits ideas for publications and advises as to the appropriate means for publication.

### 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.

### Teaching, Learning, & Technology

Identifies and promotes use of technology in library instruction, with special attention given to technologies that enhance learning and can be easily adapted to a variety of different learning environments.

### Transition from High School to College

This committee builds and supports partnerships between school, public, and academic librarians to assist students in their transitions to the academic library environment.

*Please see our online committee  
volunteer form at  
[http://www3.baylor.edu/LIRT/  
volform.html](http://www3.baylor.edu/LIRT/volform.html)*



Library Instruction Round Table News

c/o Lorelle Swader  
American Library Association  
50 E. Huron Street  
Chicago, IL 60611