



School

Public

Special

Academic

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.

December 1998 volume 21 no. 2

issn 0270-6792

from the
president

By Gale Burrow, gburrow@rocky.claremont.edu

Looking Forward, Looking Back

Perhaps more than at any other time in our lives, we are keenly aware of the past and the future. We look back on 1998; we look forward to 1999. We anticipate the accomplishments of a new century; we celebrate the accomplishments of the century that is ending.

Even as we maintain our commitment to today, LIRT, too, is looking to the future and to the past. Most immediately, we are looking forward to Midwinter Conference in Philadelphia. Although I know some of you will think I am nuts, I have to admit I am looking forward to the winter weather. I am also looking forward to seeing old friends I see only twice a year, to participating in stimulating discussions like those we always have at the LIRT Discussion Forum, and to eating good food and meeting new friends at Bites with LIRT.

On a larger scale and in keeping with ALA's "New Visions: Beyond ALA Goal 2000," LIRT is developing a strategic plan that will help us establish organizational priorities to see us into the 21st century. Using their recently completed environmental scan, recommendations from the February 1997 LIRT retreat in Washington, D.C., and other strategic planning documents, the Long Range Planning Committee (LRP), chaired by Alison Armstrong, will be working during this conference to complete the draft of a strategic plan for LIRT.

While LRP looks ahead, the newly established LIRT 25th Anniversary Task Force, chaired by Diana Shonrock, will be looking back over LIRT's accomplishments

during the past quarter-century. They will begin planning ways to celebrate those accomplishments when we actually reach our 25th birthday in 2002.

If you are able to join us in Philadelphia, I look forward to seeing you at the All-Committees meeting on Saturday morning. If winter in Philadelphia is not as appealing to you as it is to me and you decide to stay home, I hope you will write to LIRT-L or contact me, Alison, or Diana, if you have ideas you would like to contribute to our plans for the future and celebrations of the past. ■

Gale Burrow is President of LIRT and Coordinator of Library Instruction in the Honnold/Mudd Library, The Claremont Colleges.

INSIDE

MIDWINTER IN PHILADELPHIA

LIRT Meetings.....	p. 3
LIRT Discussion Forum	p. 6
BITEs with LIRT.....	p. 4
Come to Midwinter in Philadelphia!.....	p. 5

COLUMNS

Check These Out!.....	p. 8
Eye on Instruction: Art of Examples.....	p. 7
Member A-LIRT.....	p. 13
TECH TALK.....	p. 10
Book Review.....	p. 15
Software Review.....	p. 17

Guidelines for Contributors.....	p. 14
Bylaws (Clarification).....	p. 12

TECH TALK: Cookies!

FROM THE EDITOR

If we desire to be regarded as professionals, we are obliged and privileged to work for the advancement of librarianship. Although one important way of furthering our profession's goals is by being diligent in our own workplaces, we should also strive to have a broader impact. After all, when we are gone, what good is our experience if we have not shared it with others?

Some of us share our experience by mentoring younger professionals. Some may choose to attend the gatherings of our state and national organizations, and others volunteer to do the work necessary to perpetuate those organizations. Nowadays, many of us contribute by participating in the national debate on important issues that takes place on a wide range of library-related electronic discussion groups.

Although we may contribute to our profession in many ways, there is none more dignified and significant than writing for publication. If you are looking for a means of sharing your experience, consider submitting an article to the LIRT News. You will find complete guidelines for contributors elsewhere in this issue, but feel free to contact me if you have any questions.

David G. Sherwood
Reinert/Alumni Library
Creighton University
2500 California Plaza
Omaha, NE 68178
Email: davids@creighton.edu
Phone: 402-280-2927
Fax: 402-280-2435

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://nervm.nerdc.ufl.edu/~hsswww/lirt/lirt.html>>

Editor: David G. Sherwood, Reinert/Alumni Library, Creighton University, 2500 California Plaza, Omaha, NE 68178.

Contributions to be considered for the March 1999 issue must be sent to the editor by February 12, 1999. Send claims to Pat Jackson, OLPR, 800-545-2433, X4281, American Library Association, 50 E. Huron Street, Chicago, IL 60611. All material in the *LIRT News* is subject to copyright by ALA. Material may be photocopied for the noncommercial purpose of scientific or educational advancement. Production Editor: Jana S. Edwards ©American Library Association

LIRT Needs You To Fill One of Two Vacant Positions!

LIRT Publicity Coordinator

If you have an interest in producing promotional material and publicizing events and activities, LIRT needs you. All LIRT publicity is channeled through the Publicity Coordinator who works with LIRT officers and committee chairs, serves on the LIRT Steering Committee and the Executive Board, and is responsible for the LIRT Midwinter Discussion Forum. This position is an open-ended appointment.

LIRT Newsletter Editor

The Newsletter Editor solicits articles, issues reminders, edits copy, and then sends it to the production editor for layout. The Newsletter Editor is chair of the Newsletter Committee, a member of the Steering Committee, and an ex officio member of the Executive Board. The person appointed will serve as Assistant Editor through ALA Annual Conference in New Orleans (June 1999), and then will serve as editor for a subsequent term of two years.

Those interested in either position should send a letter of application, a resume, a list of previous ALA activities, and references to LIRT President Gale Burrow:


Gale Burrow Librarian, Reference Department
Honnold/Mudd Library 800 Dartmouth Avenue
Claremont, CA 91711
Email: gburrow@rocky.claremont.edu

Correction to Check These Out! *LIRT News, September 1998, page 14.*

There was an error in the date of the Web evaluation article by Jim Kapoun. The correct citation should have been:

Kapoun, Jim. "Teaching Undergrads WEB Evaluation." College and Research Libraries News 59.7 (1998): 522-523.

Thanks to eagle-eyed reader Kwasi Sarkodie-Mensah for catching this typo!



LIRT Midwinter 1999 Meeting Schedule Philadelphia, PA

Saturday, January 30th

8:00 a.m. - 9:30 a.m.	Steering Committee
9:30 a.m. - 12:30 p.m.	All Committees
12:30 p.m. - 2:00 p.m.	Bites with LIRT (TBA)
2:00 p.m. - 4:00 p.m.	Conference Program 1999
	Continuing Education Committee
	Elections Committee

Sunday, January 31st

9:30 a.m. - 11:00 a.m.	Discussion Forum
12:30 p.m. - 2:00 p.m.	Bites with LIRT (TBA)
2:00 p.m. - 4:00 p.m.	5-Year Financial Planning
8:00 p.m. - 10:00 p.m.	Executive Board

Monday, February 1st

12:30 p.m. - 2:00 p.m.	Bites with LIRT (TBA)
2:00 p.m. - 4:00 p.m.	Computer Applications Committee
	Conference Program 2000
	Elections Committee
	Liaison Committee
	Long Range Planning Committee
	Newsletter Committee
	PR/Membership Committee
	Publications Committee
	Research Committee
8:00 p.m. - 10:00 p.m.	Steering Committee

Tuesday, February 2nd

9:30 a.m. - 11:00 a.m.	Executive Board
------------------------	-----------------



(meeting locations to be announced in the ALA Midwinter program)

Join us for **BITES with LIRT**

Philadelphia, PA January 30, 31 & February 1, 1999



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

Philadelphia has some great restaurants. However, good food is always improved by good company and interesting conversation. We will have a designated restaurant each day and will make the arrangements. All you have to do is reserve your spot and show up! A more detailed announcement with additional restaurant details will be made in late November on BI-L and placed on the LIRT Web site. Deadline is January 22, 1999. Confirmations with directions to restaurants will be sent by e-mail, fax, or US mail (based on supplied addresses). Send requests for reservations or additional information to:

Pixey Mosley
Coordinator of Instructional Services
Evans Library -- Reference
Texas A&M University
College Station, TX 77843-5000

OR

Phone: (409)862-1894
Fax: (409)862-4575
E-mail: pmosley@tamu.edu



Name _____

Institution _____

Mailing Address _____

Phone _____ Fax _____

E-mail _____

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

- Lunch Saturday **January 30, 1999, 12:30 PM**
- Lunch Sunday **January 31, 1999, 12:30 PM**
- Lunch Monday **February 1, 1999, 12:30 PM**

Are you a LIRT member? yes no

Come to Midwinter in Philadelphia!

By Barbara Pilvin, pilvinb@library.phila.gov

It's hot and sticky as I write this, but before we know it Jack Frost will be nipping at our noses, and so I thought I'd offer some tips on surviving and enjoying Midwinter '99 in Philadelphia. The last conference held here, Midwinter '95, gave us all a big surprise in the form of nine inches of snow that fell during the first night and promptly turned into pack ice. Some people had pulled into town without so much as a coat or a pair of plastic Totes for their shoes. Let me reassure you all: that was the only measurable snow we had that winter. However, as the Scouts are fond of urging, we should all "be prepared" in order to have a good time.

For your general knowledge, most conference events will be held downtown (a.k.a. Center City), in or near the Pennsylvania Convention Center. The convention center is a whispering distance from Chinatown, Reading Terminal Market (the indoor version of a huge outdoor market), the Gallery (Philadelphia's downtown shopping mall), the new Marriott Hotel, and Lord & Taylor's, formerly Wanamaker's, which boasts the world's largest fully functional pipe organ, with 30,067 pipes. Center City and the historic district, or old city, are so neatly laid-out that even I have trouble getting lost there. Philadelphia's north-south streets are numbered, with Front being the equivalent of 1st, and Broad, the principal north-south thoroughfare, equivalent to 14th. The east-west streets are named, with Market dividing north from south. Vine St., some blocks north of Market, is where the main, or central, building of the Free Library of Philadelphia is located.

For the few who may not know it, Ben Franklin did NOT found the Free Library, though he did found, or at least fund-raise for, practically everything else here! He established the Library Company, a subscription library that provided the germ of an idea for a tax-supported library whose doors would be open to all comers, at no cover charge; hence the word "Free" in the public library's name. Central was opened in 1927 and is actually just off Logan Square, which is also Logan Circle-proof positive that sometimes a square peg can fit into a round hole. This building, its three regional

libraries, and its 50 or so branches, house literally millions of books, manuscripts, prints, pictures, maps, microforms, newspapers, magazines, audio cassettes, video cassettes, CD's, computers, and one stuffed bird-which, during its lifetime, belonged to Charles Dickens. Try to make time to see Central and/or a branch or regional library, especially because we're in the midst of a major renovation project. Other site-seeing opportunities in and near the city, include the Art Museum, many historic buildings, and beautiful Lancaster and Bucks Counties.

As for the weather, what can I say? Except, "Don't shoot the messenger!" If you don't own a warm jacket or coat, go to a thrift shop and get one and bring something to keep your feet, hands, and head dry and warm. And don't forget an umbrella. Winter here is likely to be cold and it can be nasty. If that happens, expect delays in getting around, and give yourself extra time.

That doesn't mean you can't enjoy yourself, and make your stay here more pleasurable. LIRT will be holding the traditional "Bites with LIRT," lunches in restaurants close to the Convention Center, so get your reservations in for those. (You'll find a mail-in reservation form elsewhere in this issue.) Popular restaurants near the convention center include The Hardshell Cafe, a seafood restaurant in the Gallery, Ray's Cafe, a cozy Chinese place in (of course) Chinatown, and the Terrace on the Court, which faces the pipes of the organ built by John Wanamaker's son in that magnificent store.

As in most cities, you'll want to be careful not to be "marked" as easy prey by people who like to take unfair advantage of others. This means things like not wearing your name tag outside conference sites, not going out alone at night if you can help it, not carrying valuables around, and keeping wallets out of sight and purses closed. Use cabs when you have to, and buddy up when you go out, especially at night. And learn some of the local ways: "Yo!" for instance, means "hi" or "you called?"

continued on page 12...

Bring your bright ideas to Philadelphia!!

Join in the LIRT
Midwinter Discussion Forum
Sunday, January 31
9:30 a.m. - 11:00 a.m.



Are you interested in using the Internet in your instruction? Or have ideas on how to develop Web pages for course-related instruction? Tips for teaching Internet skills? Big plans for Web pages? Share them with the group!

The LIRT Discussion Forum is informal. Whether you have a great new program or idea to share, or simply need advice from other librarians interested in instruction, bring it to the forum. Share ideas with your colleagues and gather new energy for addressing common concerns and challenges. Let the LIRT Discussion Forum re-energize you!!

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

Screen Capture Software

continued from page 17...

Snag-It/32 offered the best combination of ease and flexibility with CaptureEze97 a close second. Snag-It/32 offers a 45-day evaluation period before purchase is required. A single-user license costs \$39.95. Snag-It/32 looks simple, but offers powerful features. One can capture not only screen images but also video and text. Input options include graphics and clipboard files as well as standard screen captures, and output options include printer, clipboard, graphics file, email, or album. Other features include a wizard to guide the user, image filters, copious input and output options, automatic scrolling for any client window, and an excellent help section. Keep in mind, however, that Snag-It/32 is truly a screen capture program and does not offer scanner support.

CaptureEze97 also offers a 45-day evaluation period. A single-user license costs \$34.95. When started, CaptureEze97 automatically loads a wizard to guide the user through the screen capture process. Pressing the print screen key completes the capture, and the screen image then appears in a new window where it can be edited, saved, printed, and/or emailed. The only disadvantage with CaptureEze97 is that automatic scrolling is available only for Web browser screens. Features include TWAIN scanner support, delay/repeat, and the ability to view captured images in catalogs. CaptureEze97 offers screen capture without difficulty. ■

Vanessa Burford, a member of LIRT's Computer Applications Committee, is a Reference Librarian at the Carnegie Regional Branch of the Houston Public Library.

The Art of Examples

By Kari Lucas, kari_lucas@ucsdlibrary.ucsd.edu

Ugh! I struggle every time I revise or create an instruction outline. What to do for examples plagues me. I am on a perpetual quest for the Holy Grail of examples. I seek that one fine, shining specimen that will make clear the arcane bibliographic gobbledygook, at once and immediately, to acolytes at library altars of information. I have noticed among my colleagues that there are those whose precociousness is finding the perfect example, whether it be for online searching or for dissecting a citation. They are the lucky few. The rest of us forge onward with our pilgrimage.

Since I have yet to find perfect examples, I am of two minds when it comes to them: make them up or find real ones. There are advantages and disadvantages to both approaches.

Faking It

Of course, faking it is always risky. One school of thought, however, says that made up citations are perfectly fine for the purposes of illustration. Made up citations give instructors the freedom to express their creativity and create humor, while also providing the real elements of bibliographic citations. Given this model, one could spend considerable time thinking up these examples. There is, however, the danger of having the humor backfire or, worse, go unnoticed. The following example provides the basic fields: author, title, place of publication, publisher, and year of publication.

Vintner, A. Old Wine in New Bottles: Resumes for Second Careers. New Hope Springs, PA: Hyperbolae Press, 1998.

Technology makes faking it difficult. Real time demonstrations of online catalogs and indexes negate using fake citations to a large extent. In fact, to have a demonstration search fail to get a reasonable retrieval rate or bring up at least one title is an embarrassment to be avoided at all costs. However, when not in a fully wired position, creating your own examples may be a creative and exciting option.

Combing Catalogs and Indexes

Another school of thought says that made up citations are misleading, frivolous for a serious learning environment, trivialize information, and are, as a result, poor teaching tools. According to apostles of accuracy, sample citations for instruction should only be drawn from existing literature. Examples relevant to the topics being assigned are worshiped more fervently because, it is believed, learners quickly grasp the importance of the session they are attending as vital to their well being and future success. Of course, examples of this ilk assume a classroom instructor who is also a believer. Another point of advocacy for examples from the literature is the notion that learners benefit from using the examples for practice after the session is over to reinforce the lessons learned. Given this model, one could spend hours combing catalogs and indexes for just the right example. Both methods require time and effort. Your setting, audience, and learning objectives will guide you in determining which is most suitable. ■

Kari Lucas, Head of the Undergraduate Library at the University of California, San Diego, is LIRT Archivist.

ECLSS Becomes Distance Learning Section

By Susan Barnes Whyte, swhyte@linfield.edu

The Distance Learning Section of ACRL focuses on the delivery of library services to students in distance learning programs. Formerly known as the Extended Campus Library Services Section, the Distance Learning Section voted in spring 1998 to change its name to one that more accurately conveys the membership's professional activities. More than 1,000 librarians participate in this section, making it one of the fastest growing in ACRL.

In the Distance Learning Section, we discuss, promote, and support library services delivered to students who might live 20 miles from a central campus or 200 miles or even across an ocean.

continued on page 12...



CHECK THESE OUT!

Mary Pagliero Popp, popp@indiana.edu

As we approach the end of the year, it is time to sit back and think about the past year and about where we are going. One of the first group of articles listed below may stimulate your thinking.

Callison, Daniel. "Key Words in Instruction: Critical Thinking." School Library Media Activities Monthly 15(Nov. 1998): 40-42.

Callison lists behaviors that demonstrate critical thinking skills. This list will be useful both to school librarians and to academic librarians.

Onwuegbuzie, Anthony J. and Qun G. Jiao. "The Relationship Between Library Anxiety and Learning Styles among Graduate Students: Implications for Library Instruction." Library & Information Science Research 20(1998): 235-249.

The authors define learning styles as the way learners typically acquire, retain, and retrieve information. They focus their research on adult learning styles and make recommendations for planning library instruction to reach adult audiences. An important discussion that applies not only to graduate students, but to other adult learners as well.

Winner, Marian C. "Librarians as Partners in the Classroom: An Increasing Imperative." RSR 26(Spring 1998): 25-29.

Winner asserts that the role of librarians as partners with academic classroom faculty needs further expansion. She suggests methods to develop faculty-librarian partnerships, describes training and administrative support needed by librarians, and makes recommendations for position descriptions, workloads and compensation. An appendix includes a resource list of Web sources on critical information competence from the California State University Information Competence Web site "IC sites on the Web" <<http://multiweb.lib.calpoly.edu/infocomp/related.html>>.

LOOKING FOR PRACTICAL IDEAS?

Bull, Glen, Gina Bull, and Dave Lewis. "Introducing Dynamic HTML." Learning & Leading with Technology 26(Oct. 1998): 43-45.

This is a nice introduction to Dynamic HTML (DHTML), a new standard that will help web developers create more interactive pages. Includes a sample program for an interactive quiz. This article (part of a column called "Mining the Internet") also has a Web site that contains sample tutorials using DHTML <<http://teach.virginia.edu/go/mining>>.

Evans, Beth, and Wilma Lesley Jones. "Demonstrating the World Wide Web as an Academic Research Tool." Journal of Computing in Higher Education 9(Spring 1998): 113-134.

Describes a program offered to administrators in the City University of New York (CUNY) to demonstrate the academic research potential of the World Wide Web. The program covered indexes, virtual libraries, selective annotated Web guides, library catalogs, and academic library Web sites. An HTML document to recreate the presentation is appended.

Milbury, Peter, and Brett Silva. "Problem-Based Learning, Primary Sources, and Information Literacy." MultiMedia Schools 5(Sept./Oct. 1998): 40-44.

Outlines a problem-based learning unit with a Native American theme developed jointly by a high school librarian and a history-social sciences teacher. The unit used primary sources included in the American Memory Project on the Web for two scenarios. The first makes the student an applicant for a position with the Bureau of Indian Affairs in 1873 and the second finds the student as a 1998 Congressional intern assigned to research Indian casinos and make a recommendation to a member of Congress.

INFORMATION FOR MEDICAL AND SPECIAL LIBRARIANS

The new "Competencies for Special Librarians of the 21st Century" <<http://www.sla.org/professional/comp.html>> includes professional competency 1.4: "provides excellent instruction and support for library and information service users." A number of recent articles will interest special librarians who do instruction.

Ardis, Susan. "Creating Internet-based Tutorials." *Information Outlook* 2(Oct. 1998): 17-20. (Also available online at: <http://www.informationoutlook.com/oct98/ardis.html>)

Recommends that special librarians develop online tutorials for their users, outlines the process of development and makes suggestions for design, legibility and layout using sample screens to show legibility and color use. Includes URL's for good tutorial examples available on the Internet.

Coulson, Marirose. "Great Expectations: Reach to Teach." *Information Outlook* 2(Sept. 1998): 13-15. (Also available online: <http://informationoutlook.com/sep98/coulson.html>.)

Shows how adult learning principles can be used to plan instruction on the use of electronic information resources. Includes information about learning expectations, use of mistakes and discovery learning, learning styles, and special tips for computer training.

A recent issue of *Medical Reference Services Quarterly* — 17.3 (Fall 1998) — includes several useful articles about instruction in medical settings. Among these are Ohles, Janet A. and Carol A. Maritz, "Integrating Core Information Competencies into a Traditional Curriculum: A Collaborative Approach," (13-24); Hartmann, Jonathan, "An Educational Program in the Medical Uses of Computers for Rural Physicians," (25-34); Wrosch, Jacqueline A., et. al., "Instruction of Evidence-Based Medicine Searching Skills During First-Year Epidemiology," (49-57); and Loven, Bridget, et. al., "Information Skills for Distance Learning," (71-75), which covers Web tutorials.

BIG 6 NEWSLETTER

Mike Eisenberg and Bob Berkowitz have a newsletter devoted to issues related to their Big 6 approach to information literacy. Published 6 times per year, the newsletter features articles about information literacy for students of all ages. It has been available since September 1997. For more information, write to Linworth Publishing, Inc., 480 East Wilson Bridge Rd., Suite L, Worthington, Ohio 43085-2372.

IN BRIEF

Carter, Elizabeth W., and Timothy K. Daugherty. "Library Instruction and Psychology: A Cooperative Effort." *Technical Services Quarterly* 16.1(1998): 33-41.

Julien, Heidi. "User Education in New Zealand Tertiary Libraries: An International Comparison." *Journal of Academic Librarianship* 24(July 1998): 304-313.

Stamatopolos, Anthony and Robert Mackoy. "Effects of Library Instruction on University Students' Satisfaction with the Library: A Longitudinal Study." *College and Research Libraries* 59(July 1998): 323-334.

Tait, Kenneth. "Replacing Lectures with Multimedia CBL: Student Attitudes and Reactions." *Instructional Science* 26(1998): 409-438.

Wilson, Patricia Potter, and Angus J. MacNeil. "In the Dark: What's Keeping Principals from Understanding Libraries?" *School Library Journal* 44(Sept. 1998): 114-116. (Also available on *SLJ Online* at [http://www.bookwire.com/SLJ/articles.article\\$25872](http://www.bookwire.com/SLJ/articles.article$25872))

Yerbury, Hilary, and Joan Parker. "Novice Searchers' Use of Familiar Structures in Searching Bibliographic Information Retrieval Systems." *Journal of Information Science* 24.4(1998): 207-214. ■

Mary Pagliero Popp is Information Technologies Public Services Librarian at Indiana University Bloomington Libraries.

Dear Tech Talk—

For some time I've been hearing about dangerous "cookies" on the Internet. The only danger I've ever associated with cookies was the danger of unwanted pounds. What are these "cookies" and who uses them and how? Where and when does one encounter them, and should I be concerned?

—Concerned Cookie Consumer

Dear CCC-

Cookies on the Internet are not to be confused with the tasty morsels that come from one's kitchen. The cookies you find on the Internet are small text files that are stored on your hard disk by some Web servers. They help the servers identify users. There are two types of cookies: those that reside in RAM (memory) and exist only during the time that the user visits a specific site or the browser remains open; and persistent cookies that have a specific expiration date and reside on your hard disk until that date. You can easily find the persistent cookies on your computer by using the "Find" function in either Windows or Macintosh computers to search for the word "cookie."

Cookies have an evil reputation primarily because browsers accept cookies, store them, and send information back to the server that placed the cookie—without the knowledge of the user (unless the browser is configured to notify the user about cookies). A persistent cookie usually contains the domain name of the server that sent the cookie, an expiration date, whether or not the information sent back and forth will be secure (encrypted), and any information the Web designer chooses to store. Some concerns about cookies are justified. However, cookies cannot obtain and send detailed personal information unless you provide that information by completing a form or using a service

provided by the Web site that served you the cookie. Cookies cannot damage files or systems on computers, and only the server that originally sent the cookie can retrieve it.

Cookies were not developed to help "Big Brother" monitor you; they were developed to make Web sites more friendly and responsive. Cookies are frequently used to set preferences for regular customers at Web sites. For example, sites that sell items often store the customer's "shopping basket" in a cookie that resides on the customer's computer. Sites that ask a user to set a password store that password in a cookie on the user's computer so the user can be automatically logged in the next time she/he visits the site. Sites like MyYahoo or MyNetscape make use of cookies to tailor pages to the user's particular interests. In some respects, cookies can actually enhance security and privacy by letting servers store the user's personal information on the user's computer where that specific server can access the information when needed.

The real problem with cookies is not so much that they are placed on your computer without your knowledge. Of bigger concern is how the information collected by the cookie (assuming you provide the cookie with additional information) is going to be used by Web administrators at the other end. Do they simply use that information to customize their Web pages for you, or do they sell that information to third parties—perhaps other companies who would be interested in knowing your interests so they can target their marketing at you?

There are a number of marketing companies who are in the "ad tracking" business, such as DoubleClick <<http://www.doubleclick.com>>, Focalink <<http://www.focalink.com>>, GlobalTrack, and ADSmart. One activity of ad trackers is to display ads that target the interests of an individual surfer, based on information the server is able to glean from what has been collected and stored in the cookie. For example, let's say a visit to the Alta Vista Search engine will result in a cookie from Acme AdTracker being placed on a user's computer. If the user searches for the topic, "aircraft sales," that information could be stored in the cookie. If, at some time in the future, the same user goes to another site where Acme AdTracker's services are used, the cookie is sent to the Acme AdTracker server, where the server realizes who the user is and that the

user appears to have an interest in aircraft sales. So the server at Acme AdTracker sees to it that an ad for aircraft products is displayed. Additionally, if the user does anything at this new Web site that might enhance the profile that Acme AdTracker is building about this user, that information will be added to the cookie for future reference at any Web site where Acme AdTracker is providing advertising services.

In February 1997, Kristol and Montulli proposed a different set of standards for the implementation of cookies. If this standard were implemented, among other things, individual users would be able to specify to their browsers the kinds of cookies they are willing to accept. At this writing, however, this standard is still only a proposal.

Worried about cookies and privacy? Remember that when you go to any Web site, some information is always collected (the IP address, for example). This is part of the HTTP protocol that makes the retrieval of Web pages from different servers possible. Still worried? If you want to "toss" your cookies, here are some suggestions:

- 1) Use the "Find File" command on your computer, find your cookies file, and delete the cookies that you don't want. However, be warned. This action could cause some problems when you go to sites that need the cookie you've tossed. (See the Unofficial Cookie FAQ.)

- 2) Set the preferences in your browser to alert you to incoming cookies or to refuse to accept a cookie. However, some sites are inaccessible if you do not accept their cookies. (Again, see the Unofficial Cookie FAQ.)

- 3) Surf through a server that will give your computer anonymity, <<http://www.anonymizer.com>>. However, unless you become a subscriber, this can be very slow surfing.

- 4) Obtain "cookie manager," software to allow you to manage the cookies on your computer more efficiently and to edit the cookie files. (See Randall Neil's article "Cookie Managers.")

On the other hand, perhaps you've decided that the use of cookies on your library's Web pages might prove beneficial to you and your users. For example, you might write a cookie to let your user tailor your Web site to his/her own preferences. Or, perhaps, you want to make use of cookies in the design of online tutorials or instructional Web pages. If the user working through the tutorial doesn't complete it in one sitting, a cookie

could be used so the user can pick up the tutorial where she/he left off. Both Robert Brook and Neil Randall (The Cookie Monster) provide information on writing cookies.

For more information:

Beaven, Colin. "They're Watching You: Internet Advertising Tracking Companies." *Esquire* (August 1997): 104-105.

Bott, Ed. "C is For Cookie." *PC/Computing* (July 1997): 324.

Brook, Robert. "Robert Brook's Cookie Taste Test." <<http://www.geocities.com/SoHo/4535/cookie.html>>

Cookie Central. <<http://www.cookiecentral.com>>

Dern, Daniel. "Footprints and Fingerprints in Cyberspace: The Trail You Leave Behind." *Online* (July 17, 1998): 44-48.

Kenworthy, Karen. "Cookie Crumbs—There's No Reason to Keep the Ingredients of Your Browser Cookies Secret." *WINDOWS Magazine* (September 1, 1998): 205+.

Kristol, David and L. Montulli. "RFC #2109: HTTP State Management System." <<http://info.internet.isi.edu:80/in-notes/rfc/files/rfc2109.txt>>

Mayer-Schonberger, Viktor. "The Internet and Privacy Legislation: Cookies for a Treat?" *West Virginia Journal of Law and Technology* (March 17, 1997). <<http://www.wvjolt.wvu.edu/wvjolt/current/issue1/articles/mayer/mayer.htm>>

continued on page 12...

Keep Up with LIRT

LIRT-L is a moderated discussion forum open to anyone with an interest in LIRT's activities. (LIRT-L is not intended to be a forum for general discussion of library instruction issues. Those interested in such discussions should use BI-L at listserv@bingymb.cc.binghamton.edu.)

To subscribe to LIRT-L, send the following message:

```
subscribe lirt-l Firstname Lastname
```

To the following address:

```
listproc@baylor.edu
```

After subscribing, send your messages to:

```
lirt-l@baylor.edu
```

TECH TALK

continued from page 11...

Neil, Randall. "Cookie Managers." PC Magazine (September 9, 1997): 159-163.
<http://www.zdnet.com/pcmag/features/cookie/_open.htm>

Neil, Randall. "The New Cookie Monster." PC Magazine (April 22, 1997): 211-213.
<<http://www.zdnet.com/pcmag/issues/1608/pcmg0035.htm>>

Slatalla, Michelle. "Cookies May Annoy But They Don't Hurt." New York Times (April 2, 1998): G11.

US Department of Energy Computer Incident Advisory Committee. "CIAC Information Bulletin: Internet Cookies." <<http://www.ciac.org/ciac/bulletins/i-034.shtml>>

"WebCrawler Help: Cookie FAQ." <<http://webcrawler.com/Help/Cookies.html>>

Whalen, David. "The Unofficial Cookie FAQ." <http://www.cookiecentral.com/unofficial_cookie_fa.html>

As always, send comments to:

Snail Mail: **TECH TALK**
Billie Peterson
Moody Memorial Library
P. O. Box 97148
Waco, TX 76798-7148
E-Mail: peterstonb@baylor.edu

Bylaws Changes Proposed

The Bylaws Committee wishes to clarify one of the proposed changes included on page 11 of the September 1998 LIRT News: the Past Treasurer will serve as chair of the Five-Year Financial Planning Subcommittee. Wording in Section V. D. under Long Range Planning, Five-Year Financial Planning Subcommittee will read, "The Past Treasurer shall serve as chair of this subcommittee. The Treasurer and Vice Treasurer shall serve as members of this subcommittee."

Also, Liaison and Long Range Planning are two separate committees and should have been listed on separate lines in the proposed changes to Section V. D.

ECLSS

continued from page 7...

Areas of interest to our members include reference and referral services, library instruction, cooperative library agreements, consortia arrangements, document delivery, and many of the other issues confronting librarians today. The ACRL Guidelines for Distance Learning Library Services developed by this section provide guidance for these programs. Library services in a distance learning framework are always evolving, and the section actively promotes opportunities and new ways to think about connecting students with information.

We work actively with other ALA groups to promote library and information services, especially to distance learners. We cooperate with other sections to investigate learning at a distance, electronic reserves, copyright issues, and collaborative relationships among libraries. We seek continued networking with other sections to maintain this dialogue about how to better serve students who do not live on or near a geographically defined campus.

For more information, please contact Rob Morrison, Chair of the Distance Learning Section and Coordinator of Distance Education Library Services at the SciTech Library, Utah State University, Logan, UT 84322-3100. His e-mail is: robmor@cc.usu.edu.

The Distance Learning Sections web page provides comprehensive information about the section, its activities and membership. You can find it at: <http://ecuvax.cis.ecu.edu/~lbshouse/home.htm>. ■

Susan Barnes Whyte, a member of the Communications Committee of the Distance Learning Section, is Public Services Librarian at Linfield College, McMinnville, OR.

Come to Midwinter

continued from page 5...

And a huge, warm, soft pretzel, which most people prefer slathered with mustard, can tide you over nicely through a long meeting until your next meal.

Oh, no one I know has ever run up the steps of the Art Museum. Climb them slowly, and turn around a few times to savor the view. On a clear day, Philadelphia is beautiful. ■

Barbara Pilvin works at the Free Library of Philadelphia and is LIRT Treasurer.



Member A-LIRT

Getting to Know Gale Burrow

By Marcia King-Blandford,
mkingbl@utoledo.edu

It is the gleam in her eye that first draws your attention to Gale Burrow's presence in the room. Gale is currently the President of LIRT. Yes, you have seen her face or noticed her working, but it is not Gale's style to draw attention to herself. She is the consummate professional; deeply committed to instruction, always willing to give 100%, yet the last in line to seek the limelight. Gale's style and work experience represents a view of today's LIRT organization.

The Libraries of The Claremont Colleges of California is a system of four separate libraries with a combined collection of more than 1,950,000 volumes and approximately 6000 serial subscriptions. Gale has been a member of the Libraries' staff since 1987, and a member of the Honnold/Mudd Reference staff since 1990. She has lived through the changes and challenges that have moved libraries into the electronic age. The changes and challenges have meant that life is never dull at Claremont. Recently, her most exiting project has been the design and supervision of the building of the libraries' new hands-on Learning Room. Although it was completed last spring, the classroom has really begun to be used heavily this fall. It is not uncommon for Gale to teach three or four library instruction classes over the course of one day. The addition of the Learning Room has made teaching and learning in the library much more interesting and Gale hopes, much more effective. In addition to reference and instruction, Gale Burrow serves as the subject specialist for English and American Literature. Take a moment to view the library's web site at <http://voxlibris.claremont.edu/libraries/> and peruse Gale's web page on Internet resources in the field of literature.

Working with the faculty has always been a priority for Gale. On campus, Gale serves as the library liaison for the Mellon User Support Committee. This committee oversees the Mellon Grant that encourages faculty to use technology to improve their teaching and their student learning. This appointment allows Gale another vehicle for collaboration with the teaching faculty at Claremont.

Gale's involvement with LIRT started with her membership on the LIRT Computer Applications Committee. She moved to the chair of this committee under the LIRT presidency of Tim Grimes. Gale has served on the LIRT Liaison Committee as both member and chair. She has also worked on the LIRT Long Range Planning Committee.

What first attracted Gale to the organization was LIRT's emphasis on instruction. Prior to obtaining her Masters in Library Science from the University of Arizona in 1987, Gale was both a middle school and high school English teacher for a number of years. In addition to her Masters from Arizona, Gale holds a BA in English from Westhampton College, the University of Richmond, and an MA in English from the University of Virginia. People might be surprised to know that Gale spent her last four years of teaching in Thessaloniki, Greece, where she taught English as a foreign language to Greek high school students. She brings this wealth of classroom teaching experience to her library instruction. Library instruction affords Gale the best of "both worlds." She loves to teach, and she loves the face-to-face relationship with the students in the classroom. Yet she does not have to grade papers or take disciplinary actions.

Gale's first impressions of LIRT as an organization still hold true today. Gale found LIRT to be a friendly and welcoming organization. It is easy to get involved with LIRT. All you need to do is ask. This is one of LIRT's strengths that Gale wants to share with new LIRT members. Under Gale's competent leadership and her enduring style, LIRT will continue this strong emphasis on friendliness, instructional quality, and the importance of librarians as teachers. ■

Marcia King-Blandford is Reference Librarian at The University of Toledo's Carlson Library.



Guidelines for Contributors

The LIRT Newsletter is not a refereed journal. Articles are accepted or rejected based on the judgment of the editors who consult, when necessary, with the newsletter committee and LIRT's executive board which also functions as the newsletter's editorial board.

While the LIRT Newsletter exists primarily to inform members about activities of the roundtable, the newsletter committee actively seeks and welcomes contributions that address library instruction in any library setting-public, school, academic or special.

In the past, the newsletter has heightened awareness of instruction-related literature, provided practical tips for library instructors, offered aids for dealing with instructional technology, alerted readers to regional and state activities related to library instruction, and allowed practitioners the opportunity to showcase their successful instructional programs and to express opinions about the place of instruction in libraries. Authors may wish to browse previous issues on the web <<http://nervm.nerdc.ufl.edu/~hsswww/lirt/lirt.html>> to see the range of content appropriate for the newsletter.

Article Types Accepted

Although any submission related to library instruction will be considered for publication, the committee is eager to encourage articles of the following kinds:

- *Teaching technique* articles introduce a technique and show how it can be used in a library instruction setting.
- *Successful assignment* articles examine a library assignment and show how its success might be replicated in a different environment.
- *Technologies in teaching* articles explain a creative use of technology in the library classroom.
- *Review* articles provide a summary and evaluation of a book, software, or hardware product that may be of interest to library instructors.
- *Focus on Academic/Public/School/Special Libraries* articles focus on instruction issues that may be of particular interest to librarians doing instruction in a particular kind of library.

Bibliographic and Editorial Style

1. All LIRT News articles should be practical and useful. Our contributors use a journalistic, sometimes humorous, tone.
2. Occasionally, feature articles can extend to one thousand words or more, but a more typical length is 500-800 words. Authors should be guided by what they have to say rather than an arbitrary word length.
3. All articles are subject to editing for length, style, and content.
4. LIRT News follows the Modern Language Association Handbook, 5th edition for all matters of capitalization, punctuation, and bibliographic style. Authors whose articles include references to printed or Internet resources are urged to observe the conventions set forth in that book and on the MLA web site <http://www.mla.org/set_stl.htm>. Webster's Collegiate Dictionary, 10th Edition is the newsletter's authority for spelling.

Procedure for Submitting Articles

Articles should be sent via electronic mail to the editor of the newsletter: davids@creighton.edu. Those who do not have access to email may submit typescripts to the following address: David Sherwood LIRT News Editor, Reinert/Alumni Memorial Library, Creighton University, 2500 California Plaza Omaha, NE 68178, 402-280-2927 (phone) 402-280-2435 (fax)

When an article is to include photographs or graphics, send the text directly to the editor via email (davids@creighton.edu), but send the graphics in either electronic or print format to the production editor: Jana Edwards, Production Editor LIRT News, Humanities and Social Science Reference, George A. Smathers Libraries, POB 117001, University of Florida, Gainesville, FL 32611-7001, 352-392-4919 (phone) 352-392-7261 (fax), edwards@ufl.edu

Advertising

Free ads are available for LIRT committees and for groups such as the Instruction Section of the ACRL who wish to advertise events of interest to the LIRT News readership. The editors, newsletter committee, and LIRT News Editorial Board (LIRT Executive Board) will decide which organizations qualify for free ads on a case-by-case basis.

Advertising copy should be sent directly to the production editor who will consult with the advertiser about graphics and design; however, camera-ready copy is appreciated when possible.

Paid advertising may be arranged under special circumstances. Contact the editor for more details.

Rev. 29 June 1998

Librarian & Professor Publish Internet Research Handbook

By Jana Edwards, edwards@ufl.edu

Searching & Researching on the Internet & the World Wide Web by Ernest Ackermann and Karen Hartman. Wilsonville, OR: Franklin, Beedle & Associates, c1998. ISBN 1-887902-26-0, \$29.95
<<http://www.fbeedle.com/>>

Ernest Ackermann, computer science professor at Mary Washington College (MWC), has written an impressive follow-up to his books, Learning to Use the Internet, and Learning to Use the World Wide Web. With the aid of co-author Karen Hartman, a MWC reference librarian, Ackermann has tackled the broad topic of conducting research via the Internet. These two accomplished Internet teachers (check out their web pages) have succeeded, unsurprisingly, in writing an easy-to-digest, beginner's guide for students taking college-level Internet courses, and readers involved in independent study.

Starting with the basics, the authors define the Internet and the WWW, explain the concept and operation of web browsers, and cover general setup and installation issues for users installing a browser for the first time. As many readers will be installing the accompanying copy of Netscape Navigator 4.0 (Windows95) from the CD-ROM that accompanies the book, this makes it easier for their target audience. Though the examples in the book are tailored to the use of Windows95 and Navigator 4.0, the concepts extend to other brands of browsers and operating systems.

After acquainting the reader with Navigator 4.0, the authors introduce the major resources that are generally available on the web as well as searching techniques such as Boolean operators and phrase searches. Ackermann and Hartman categorize Internet information sources into subject directories, virtual libraries, search engines, specialized proprietary databases, web-based library catalogs, ftp archives, discussion groups and directory services (email, telephone, etc.) Librarians will find the distinction between "subject directories" and "virtual libraries" refreshing. Subject directories are defined as guides that offer hierarchical subject

access to web resources, such as YAHOO, Lycos Top 5%, Galaxy and the WebCrawler Guide. Virtual libraries such as The Internet Public Library, The Librarians' Index to the Internet, and the Argus Clearinghouse, provide access in the same manner, but are more selective guides to web resources that have been evaluated by librarians or information specialists. The book also offers some coverage of proprietary web databases and services, as many users are confused as to where services like Lexis/Nexis Academic Universe and databases such as Hoover's Online fit into the picture.

With the possibilities for information retrieval established, the authors move on to examine each category of information source in depth, explaining first the organizational structure and content, then strategies for searching that particular source. For example, in the chapter on search engines, the authors briefly explain how programs called "spiders" traverse the Internet indexing web pages for search engines, how the search engines create descriptive web databases with the information found via the spider, and how users when utilizing a search engine actually search the engine's databases for pointers to web sites that match their requests. The reader then practices these searching techniques by connecting to various search engines and following guided activities, such as looking for information about the Peruvian revolutionary group, "the Shining Path", using HotBot. The activities feature numerous screen-snapshots of actual web pages, to help orient the readers. More hands-on exercises and projects are included at the end of each chapter, for continued practice. Instruction librarians will be happy to hear that these useful activities are available online, at the book's accompanying web site
<<http://www.mwc.edu/ernie/search-web.html>>.

Searching & Researching includes excellent guidelines for evaluating web pages and information found via the Internet. The authors discuss criteria such as, authorship, currency, audience, accuracy and bias of content, as well as the purpose of the source.

continued on page 16...

Internet Research Handbook

continued from page 15...

But because establishing the above criteria can be difficult, the authors share methods for detecting the authorship, etc., most of which can be found using ... yes... the Web! For example, there is the standard but clever technique of progressively stripping directory levels of a URL to discover more about a web page's originating site, which is a technique an inexperienced web searcher probably wouldn't think of using.

All in all, Ackermann and Hartman have done a remarkable job in crafting a fairly exhaustive guide, using clear and understandable explanations of an abstract process and medium. But there were some areas where I would have liked further discussion. As a librarian and teacher who often works with new computer and Internet users, I would have liked to have seen more time devoted a basic principle of Boolean logic, the "AND" operator, a non-intuitive concept for many new searchers. This is further complicated by information sources such as search engines, searchable subject directories, library catalogs and proprietary databases differing in how they implement the "AND" feature in searching, ranging from "AND" being implied between two keywords, to radio buttons, to use of the "+" symbol. I recommend that readers refer to the book's accompanying web site for a more satisfactory treatment of Boolean operators, complete with links to other web pages that treat the concepts. The chapter on web-based library catalogs was adequate, but would have been much better with the addition of a brief discussion of "records" and "fields." I'm not recommending a detailed discussion of the MARC record, but as the idea of fields was broached in discussion of the structure of web pages, it wouldn't have been hard to expand this concept earlier in the discussion of library catalogs.

Finally, it would have been valuable for Ackermann and Hartman to spend more time on the depth and breadth of the various search engines. It is difficult to convey to new users how search engines vary widely in the number of web pages that they index, in how often they update their indexes and in the amount of the web pages that each indexes. As Sullivan (1998) puts it, "Unfortunately, most people assume that search engines index everything." Because many search engines are constantly being improved and new ones

are being programmed, the depth and breadth of coverage of the WWW is in constant flux. For more information on the variations in coverage, compare the characteristics of selected search engines at [SearchEngineWatch](http://www.searchengine.com) <<http://www.searchengine.com>>.

References

Ackermann, Ernest. "Home page." 1 June 1998. <<http://www.mwc.edu/ernie/>> (19 Oct. 1998).

Ackermann, Ernest. [Searching and Researching on the Internet and the World Wide Web: For Students, Teachers, Librarians, and Folks Who Want to Stay in the Know](#). 15 Oct. 1998. <<http://www.mwc.edu/ernie/search-web.html>> (19 Oct. 1998).

[Alta Vista](#) <<http://altavista.digital.com>>

Argus Clearinghouse <<http://www.clearinghouse.net>>

[Galaxy](#) <<http://galaxy.einet.net/>>

Hartman, Karen. [Introduction to the Internet for Educators](#). Unknown. <<http://WWW3.mwc.edu/~kheartman/>> (19 Oct. 1998).

[HotBot](#) <<http://www.hotbot.com/>>.

[The Internet Public Library](#) <<http://www.ipl.org>>

[The Librarians' Index to the Internet](#) <<http://sunsite.berkeley.edu/internetindex>>

[Lycos Top 5% Websites](#) <<http://point.lycos.com/categories/>>

[SearchEngineWatch](#) <<http://www.searchengine.com>>

Sullivan, Danny. "How Big Are The Search Engines?" [Search Engine Watch](#). 13 June 1997. <<http://searchenginewatch.internet.com/facts/size.html>> (19 Oct. 1998).

[Yahoo](#) <<http://www.yahoo.com>>

[WebCrawler Guide](#) <<http://webcrawler.com>> ■

Jana Edwards is the Outreach Services Librarian for the Humanities & Social Sciences Department of George A. Smathers Libraries, University of Florida, Gainesville.



Screen Capture Software: A Review

By Vanessa Burford, vburford@hpl.lib.tx.us

Why would an instruction librarian need screen capture software? Occasionally, you may need to offer a “canned” presentation, whether it’s because a live connection to network resources is not available or because you desperately need a backup when the connection fails just in time for your presentation.

Houston Public Library has been offering Internet and electronic resource training classes to the public for some time. Initially, classes were being offered only at the Central Library where a live connection was available. But as demand for the classes grew, it was apparent that the Library needed to offer instruction not only at branches, but occasionally at other locations throughout the community as well. Many of these

locations do not feature live network connections. Houston Public’s answer to this has been to provide each of its six regions with LCD projectors and notebook computers loaded with PowerPoint presentations.

I compared screen capture programs for Windows 95 that had received the highest rating of “five cows” at the Tucows Web site (<http://www.tucows.com/>): CaptureEze97, Capture Professional, HyperSnap-DX, PrintScreen95, and Snag-It/32. The table lists the five programs, according to my preference, and their major features. Should you wish to try any of these programs, or to examine other screen capture share-ware, visit Tucows at <http://tucows.alpha1.net/scapt95.html>.

continued on page 6...

Comparison of Screen Capture Software

Program	License		Download		Program						
	Single-User	Support	Size (MB)	Ease/Flex.	Size (MB)	Formats	Capture Method	Auto Scroll	Edit	Scan	Help
Snag-IT/32	\$39.95 As Is	E/W	1.66	E/F	3.01	B/G/J/T	HK	yes	no	no	good; wizard
CaptureEze97	\$34.95 As Is	E/P/W	1.48	E	3.08	B/G/J/T	HK	Net pages only	basic	yes	good; wizard
Capture Professional	\$44.95 As Is	E/F/P/W	.60	F	1.0	B/G/J/T	HK, menu	yes	yes	yes	good; basic tutorial
PrintScreen 95	\$19.95	E/F/P	2.95	E	.39	B/G/J	HK	no	very basic	no	brief
HyperSnap-DX	\$25.00	E/W	1.15	E	2.4	B/G/J/T	HK, menu	yes	no	yes	brief; basic tutorial

Abbreviations:

- Support: E= Email, F= Fax, P= Telephone, W= Web page
- Ease/Flex.: E= Easy, F= Flexible
- Formats: B= Bitmap, G= GIF, J= JPEG, T= TIF
(other types may be available, BGJ & T were the only ones rated)
- Capture Method: HK= Hot Key



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.

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

PUBLICATIONS: Establishes, maintains, and disseminates LIRT Publication Guidelines. Solicits ideas for publications and advises as to the appropriate means for publication. The LIRT newsletter editor and assistant editor are ex-officio members of this committee.

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

Committee Appointments are for 2 years. Appointments begin at the close of the annual conference and continue through the close of the annual conference in two years.

For more information, contact Mitch Stepanovich, telephone: (817) 272-2945, email: stepanovich@library.uta.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:

Mitch Stepanovich
Box 2079
Arlington, TX 76004
Work: 817/272-2945
FAX: 817/272-5797

NAME and TITLE:

TELEPHONE:

HOME:

WORK:

FAX:

E-Mail:

INSTITUTIONAL ADDRESS:

*(star * preferred mailing address)*

HOME ADDRESS:

DATE OF APPLICATION:

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

Computer Applications
 Conference Programs
 Continuing Education
 Elections/Nominations
 Liaison
 Long-Range Planning

Newsletter
 Organizational/Bylaws
 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.

Bring your bright ideas to Philadelphia!!

And share them at the
LIRT Midwinter
Discussion Forum



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