The growth and influence of the Internet have been phenomenal in the past few years. Academic librarians are faced with a new service for their clientele who, in most cases, will need instruction in order to use the Internet effectively. Many academic libraries are already providing training sessions for their users. A survey of 150 libraries was undertaken to find out the state of affairs of the Internet in academic libraries throughout the country, with a response rate of 67% (101 libraries). The following questions were explored: (1) Teaching methods--Which types of methods are being used for teaching staff and the community about services provided on the Internet? Is the library or the campus computer center responsible for teaching users about the Internet?; (2) Promotion--How are Internet services promoted on campus (via workshops, news items, library instruction) and which methods work the best?; (3) Librarians' Time and Service--Do librarians have enough time to explore the Internet and how has it changed the service they provide to their clientele?; and (4) Maintenance of Search Skills--How do librarians keep up-to-date on the latest changes and happenings on the Internet? Results showed that library staff and community training takes place through non-credit workshops (62%), presentations to academic departments (55%), and sessions from bibliographic instruction (54%). Many libraries and computer centers are conducting joint Internet presentations. The most widely-used methods of promotion were found to be: hands-on workshops (60%); one-on-one instruction (56%); library instruction (54%); lecture workshops (51%); and instruction sheets (50%). Librarians are finding it increasingly difficult to maintain their Internet skills due to a lack of time. Five tables and one figure illustrate data. A questionnaire for online search coordinators is provided in an appendix. (Contains seven references.) (MAS)
INTERNET AND ACADEMIC LIBRARIANS: TRAINING, PROMOTION, AND TIME

Kristine S. Condic

Kristine S. Condic is an Associate Professor and reference librarian at Kresge Library, Oakland University, Rochester, Michigan 48309-4401. E-Mail: salomon@oakland.edu
ABSTRACT

The growth and influence of the Internet have been phenomenal in the past few years. Academic librarians are faced with a new service for their clientele who, in most cases, will need instruction in order to use it effectively. Many academic libraries are already providing training sessions for their users. Which training and education methods work the best? Are library or computer center personnel promoting the Internet? A survey was undertaken to find out the state of affairs of the Internet in academic libraries throughout the country. Results indicated that many libraries and computer centers are promoting services found on the Internet with joint presentations. Librarians are finding it increasingly difficult to maintain their Internet skills because they lack the time.
INTERNET AND ACADEMIC LIBRARIANS: TRAINING, PROMOTION, AND TIME

First, online searching was introduced to libraries, then CD-ROMs, and now the Internet. To keep up with this ever-changing environment, librarians are expected to learn to search new systems quickly in order to provide useful service to the public. Finding time to learn new commands and database peculiarities can be difficult. New online systems and online public access catalogs (OPACs) provide their own set of problems, but at least most librarians are familiar with the basic structure and design of these systems.

All of this changes with the Internet. This world-wide collection of networks is a completely new system that defies comparison with online databases, CD-ROMs and OPACs. Many online and CD-ROM databases had print equivalents, so users could compare retrieval methods and ease of use. In contrast, the Internet has no precedent. A print or online clone does not match the vast amount of information found on the "information superhighway". This makes the Internet extremely difficult to learn since no previous structure exists.

Many recognize the potential of the Internet. The amount of
available information and the speed with which it (usually) can be retrieved leave the Internet impossible to ignore. But many also question the quality or validity of information since no one controls the Internet or the information found there. Since the Internet environment is constantly changing, some may find it difficult to get very excited about a pocket of information that might disappear tomorrow. Veronica, lynx, and the various gophers provide some type of organization, but their structure is completely foreign to librarians who are used to the controlled vocabulary structure of such systems as MEDLINE or ERIC.

How are librarians trained to use the Internet? How have libraries promoted the Internet? What promotional strategies are most effective? In order to answer some of these questions, a survey was sent to 150 academic libraries throughout the country. This paper summarizes the results of this survey.

REVIEW OF THE LITERATURE

Articles describing survey results on the use of the Internet in academic libraries are appearing in rapid numbers. Ladner and Tillman sent a survey via electronic mail (E-Mail) to special librarians to determine how librarians really use the Internet. and they also found that many librarians (93%) use the Internet for E-Mail. Special librarians responding to this
survey subscribe to an average of 3.3 electronic discussion
groups per person. Many access remote online catalogs, but the
majority of the use was for electronic mail purposes.

Lanier and Wilkins wrote a thorough state-of-the-art article
in part describing a virtual reference desk from the University
of California-Irvine gopher. But the authors concluded that
"the Internet is not likely to become a 'one-stop shop' for all
ready reference queries." They also voiced the popular opinion
that the Internet is fairly unstable.

A few authors have offered suggestions for integrating the
Internet within the existing structures of the library and
campus. Radcliff, DuMont, and Gatten suggested that there should
be one or two experts within the reference department to
disseminate Internet information. Rockman described a
successful one credit course on evaluating Internet resources.
She stressed that the library instructor must be current about
the Internet in order to present a successful course.

Fishel and Stevens presented a thorough overview of the
development and enhancement of a four week course taught at
MacAlester College called Research Skills in the Computer Age.
Students were introduced to E-Mail and discussion lists as well
as remote library catalogs and DIALOG. Instructors worked
closely with the computer center in coordinating their
activities. The authors concluded that most effective method of
training involved hands-on activities. The authors admitted that
hands-on instruction was labor intensive and usually required
more than one instructor.

Miller and Zeigler coordinated their efforts with the campus
computer center and developed a one-day workshop entitled
"Striking it Rich with the Internet". The instruction format
varied between lecture and hands-on time to complete exercises,
but participants wanted more hands-on time. The authors
indicated that their cooperative efforts with the campus computer
center were vital in preparing a successful workshop.

Schiller described results of an electronic survey
distributed to four discussion lists which inquired whether
libraries and computer centers are working together to instruct
users on the Internet. Results indicated that the two groups are
indeed merging their efforts together on many campuses.

Much has been written about academic libraries and the
Internet, but very few articles describe training and promotional
activities of librarians on campuses. In addition, some articles
contain data from questionnaires on Internet use, however, these
questionnaires only collect data from librarians subscribing to
electronic discussion lists or listservs. This present study
will fill a gap in the literature by describing training and
promotion activities of librarians even if they do not subscribe to electronic discussion lists found on the Internet.

PROBLEMS TO BE STUDIED

Various libraries are involved with Internet promotion and training but no study has explored the types of promotion provided nor the most effective teaching methods. This study attempts to identify methods that have proven successful for academic libraries. To gather data for this study, a questionnaire was designed, and the following questions were explored:

1. Teaching Methods - Which types of methods are being used for teaching staff and the community about services provided on the Internet? Is the library or the campus computer center responsible for teaching users about the Internet?

2. Promotion - How are Internet services promoted on campus (via workshops, news items, library instruction) and which methods work the best?

3. Librarians’ Time and Service - Do librarians have enough time to explore the Internet and how has it changed the service they provide to their clientele?
4. Maintainence of Search Skills - How do librarians keep up-to-date on the latest changes and happenings on the Internet?

METHODOLOGY

A four page survey was designed and sent to Online Search Coordinators in 150 academic libraries throughout the country. The sample population was chosen by matching a random sampling of numbers to corresponding pages from the 44th edition of The American Library Directory. Libraries were identified for this sample if their entry began on the page number listed from the random number generation and they met the following criteria: a university or college library containing book titles over 200,000 or volumes over 250,000. Special and military libraries were excluded. Larger libraries were selected in hope that this would correspond to a greater likelihood of Internet availability.

Participants were asked to identify and select the best Internet promotional and training activities on their campuses. Following this were questions regarding search skill maintenance and time needed to explore the Internet. One of the final questions asked the participant to identify how the Internet has changed the way in which library services are provided.

The survey and return stamped envelope were mailed in August.
1994. Reminder letters, each including a copy of the original survey, were sent seven weeks later. To encourage response, participants were asked if they would like a copy of the final survey results.

RESULTS

A response rate of 67% was achieved from 101 returned surveys out of the total of 150. Even though the survey was sent to the "Main Library" if one was not identified in the American Library Directory, one librarian sent back three responses from different libraries on campus. These two extra results were considered valid which changed the total to 103 responses out of 152 surveys. Statistics were compiled using SPSS-X on the campus mainframe.

Only one library responded that they did not have access to the Internet. This finding may be indicative of the method of determining the sample population by selecting only those libraries with 200,000 or more book titles. It was hoped that this procedure would select those campuses which were likely to have access to the Internet, and it appears that this strategy worked.
Teaching Methods

Since the Internet is such a unique source, it is important to know which types of methods are being used for teaching library staff and the campus community about services provided on the Internet. Participants were asked to select the types of Internet instruction offered on campus. Table 1 illustrates that 62% of the respondents indicated that noncredit workshops were taught on their campuses. Two other popular methods included presentations to academic departments (55%) and sessions from bibliographic instruction (54%). The "other" category was selected by 26% of the respondents and included such methods as individual instruction, reference encounters, on-demand presentations, specialized library sessions for specific courses, and an Internet Users Group.

INSERT TABLE 1 ABOUT HERE

When asked whether personnel from the library or computer center presented Internet workshops, most participants indicated that both are responsible. Table 2 itemizes the responses. Over half indicated that personnel from both departments conduct their own workshops, while joint workshops are presented on 29 campuses. Only six participants indicated that Internet workshops were not offered on campus.
On many campuses the library and computer center each have carved workshop roles in terms of Internet training. Participants noted that the computer center develops workshops describing gopher, file transfer protocol (ftp), and E-Mail while the library handles workshops dealing with resources such as remote library catalogs, UnCover, and FirstSearch. Many indicated that they are coordinating their efforts with the campus computer center and are in the planning stage of preparing joint presentations.

On many campuses users are taught by personnel from the library and/or the computer center, but who teaches library staff about the Internet? Table 3 indicates library personnel are taught by other librarians (80 responses) or are self-taught (67 responses). Computer center personnel teach librarians at 26 of the survey sites.

Promotion

The Internet is promoted in a variety of ways on campuses. Five types of Internet promotion were selected by at least fifty percent of the respondents. Figure 1 illustrates that the most
widely used method was hands-on workshops (64%) followed closely by one-on-one instruction (56%), library instruction (54%), lecture workshops (51%), and instruction sheets (50%). When asked which of these worked the best, the winner was hands-on workshops with 25 respondents selecting this response. Some respondents indicated that the question was misleading ("Which one of these promotional services works the best?") since one type of promotion may work best for users while another may be more efficient for librarians. The question was intended with the user in mind even though this author clearly understands while hands-on workshops might be desired by the users, it is hardly an efficient method for the workshop instructors who spend countless hours preparing for these workshops.

INSERT FIGURE 1 ABOUT HERE

Workshops and instruction sheets were not the only responses to this question. The "other" category was selected by 15% of the respondents and included the following write-in replies: direct targeted mail, Computer Services newsletter, campus network postings, an Internet Fair, and an Internet users group. Using a variety of methods as many libraries have done is likely to attract more users than devoting time and energy to just one tried and true method.

Survey participants were asked if they, being Online Search
Coordinators, were responsible for promoting services found on the Internet. Over half indicated that they either were responsible or were one of many responsible for promoting services (Table 4). Many wrote in comments stating that all reference librarians are responsible yet none are, indicating that librarians may be expected to promote Internet services in their subject specialty areas even though no one person is formally overseeing the promotion efforts.

**INSERT TABLE 4 ABOUT HERE**

Librarians' Time and Service

In order to help others use the Internet, librarians need time to explore and become familiar with its peculiarities and nuances. It could be very difficult to find the time to explore given their existing responsibilities of reference work, instruction, collection development, and administration. When asked if they had enough time to explore the Internet and read messages, 83% of the survey participants responded that it was hard for them to find the time. Many have already canceled or decreased the number of listservs to which they subscribe, reducing the number to an average of four listservs per respondent. Some indicated that they have time to explore the Internet only during slower periods throughout the year. Only
five survey participants indicated it is not hard for them to find the time mainly because they make it a priority.

The Internet is finding its way into existing services librarians already provide. When asked if the Internet has changed the way in which library service is provided, only 17% said that no change in service has taken place yet. Many others felt there were a number of changes. Eleven percent responded that "it's just another resource to check" for reference queries, while 25% of the respondents pointed out the increased accessibility to remote catalogs and databases including FirstSearch and UnCover.

Other changes filtering through libraries involve online searching, interlibrary loan, and instruction. Many online searchers are now connecting to commercial databases such as DIALOG through the Internet to avoid long distance phone charges. And in many libraries, users are able to place interlibrary loan requests through the Internet instead of submitting paper forms. A number of respondents pointed out the need for increased instruction so that users could perform their own searches effectively.
Maintenence of Search Skills

The Internet is a constantly changing environment. This dynamic characteristic requires users to log in frequently to maintain and sharpen their search skills. Given the time constraints many librarians face, how are they keeping up-to-date on the Internet? One respondent flatly stated that "you don't maintain your skills" on the Internet, but others were not that discouraged and selected options provided with the question. Ninety-two percent indicated that they just explore the Internet when they can and many also communicate with their colleagues and attend workshops (Table 5). Only a few participate in any of various electronic workshops offered on the Internet. The "other" category was selected a number of times and included the following responses: respondents read the professional literature, teach Internet workshops, and attend Internet conferences to maintain their search skills.

NINETY-TWO PERCENT INDICATED THAT THEY JUST EXPLORE THE INTERNET WHEN THEY CAN AND MANY ALSO COMMUNICATE WITH THEIR COLLEAGUES AND ATTEND WORKSHOPS (TABLE 5). ONLY A FEW PARTICIPATE IN ANY OF VARIOUS ELECTRONIC WORKSHOPS OFFERED ON THE INTERNET. THE "OTHER" CATEGORY WAS SELECTED A NUMBER OF TIMES AND INCLUDED THE FOLLOWING RESPONSES: RESPONDENTS READ THE PROFESSIONAL LITERATURE, TEACH INTERNET WORKSHOPS, AND ATTEND INTERNET CONFERENCES TO MAINTAIN THEIR SEARCH SKILLS.

NAVIGATING THE INTERNET CAN BE DIFFICULT WITHOUT AIDS TO POINT USERS IN THE RIGHT DIRECTION. AT TIMES SUBJECT GUIDES TO THE INTERNET, SUCH AS THOSE FOUND IN C&RL NEWS, MAY BE A USEFUL STARTING POINT FOR LIBRARIANS OR LIBRARY USERS. JUST OVER HALF OF THE RESPONDENTS (53/103) INDICATED THAT THESE TYPES OF GUIDES ARE KEPT IN THE REFERENCE DESK AREA. WHEN ASKED IF THEY WERE...
useful, about half of them indicated so (28/53). Some librarians produce their own guides or distribute subject guides to faculty instead placing them at the desk. As far as their usefulness, one librarian stated that "I can’t navigate without them" while a few others considered them outdated even at the time of publication.

DISCUSSION

Libraries and computer centers are working together to enhance Internet use on a number of campuses. It is unfortunate that this link is not more common. One survey participant wrote that the computer center has beaten the library in providing Internet assistance resulting in users going to the computer center first for their information needs. This is exactly the type of atmosphere that could develop on any campus if libraries and computer centers avoid each other. A strong link between these two is vital in order to provide the best quality service and instruction to users and also results in increased cooperation for other automation projects. If librarians want to provide electronic interlibrary loan for their clientele or assemble a local area network within the library, they may require assistance from the computer center. Regardless of the need, there is a lot to gain by having a strong connection between the library and computer center. The very existence of
the Internet could initiate a strong working relationship between these two.

Another emerging development that could result from the advent of the Internet is the issue of appointing one person to take responsibility for promoting Internet services. A number of survey respondents indicated that no one is responsible yet everyone is, in most cases referring to the varied responsibilities shared by reference librarians in connection with their subject expertise. On the other hand, a few libraries have passed this responsibility to specific people including the Head of Reference, Head of Instruction, Access Services Librarian, Electronic Information Resources Librarian, and Internet Specialist to name a few. Having one person formally responsible for promoting the Internet could provide uniform, enhanced service to university user groups.

Underlying Internet responsibility and instruction is the fact that few librarians perceive they can devote the time to yet another new library service. The frustration librarians feel about the lack of time poured throughout the surveys. Some connect to the Internet from their home computers just to read messages and scan listservs, while others have canceled listservs because of lack of time. Many stated that the introduction of the Internet could not have come at a worse time because of staff shortages and attrition. Others noted that finding time to keep
current is one thing, but applying what has been learned is quite another. A couple of respondents stated that the Internet is very overwhelming to them.

Library administrations must be supportive and assist librarians by granting release time for Internet workshops and other staff development activities for Internet training. A number of respondents voiced the opinion that their administrators did not understand the ramifications of the Internet and therefore were not supportive in training assistance or time. Administrators are encouraged to recognize the frustration the Internet can cause and allow librarians the support and time to explore its services.

CONCLUSION

Academic librarians throughout the country are trying to keep pace with the exploding nature of the Internet. Some have moved quickly into promotion and training activities while others are just starting, but librarians from both camps recognize the essential link with campus computer centers for successful training activities. As more automation projects are initiated on campuses, personnel from libraries and computer centers will be encouraged to join forces to provide the best service possible to their users. In order to facilitate this arrangement, both
groups need to meet on a frequent basis and recognize that each has something to contribute to a team approach. Libraries and computer centers need to work together as a merged force to so that users will not be bounced from one group to another in order to receive the automation assistance.

Librarians have identified hands-on workshops as the most successful training method even though these workshops require massive amounts of preparation time. A variety of training methods is needed on campus to cater to a varied user clientele. Library administrators need to recognize that librarians require time and academic support to initiate and carry out Internet projects.

This study has focused on perceptions of librarians, but further research is needed to identify the needs of library users. How do they actually use the Internet? What types of training methods do they find most effective? Answers to these questions from future research will help librarians provide effective service and instruction on the challenging nature of the Internet.
REFERENCES


3. Ibid., 364.


TABLE 1

TYPES OF INTERNET INSTRUCTION

"Which types of Internet instruction are offered on campus? Please check all that apply."

N=103

<table>
<thead>
<tr>
<th>Reply</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noncredit workshops</td>
<td>64</td>
</tr>
<tr>
<td>Presentations to academic departments</td>
<td>57</td>
</tr>
<tr>
<td>Component of bibliographic instruction</td>
<td>56</td>
</tr>
<tr>
<td>Component of credit course on library instruction</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>27</td>
</tr>
<tr>
<td>None</td>
<td>6</td>
</tr>
</tbody>
</table>
TABLE 2

INTERNET WORKSHOP PRESENTERS

"Do personnel from the library or computer center present Internet workshops? Please check all that apply."

N=103

<table>
<thead>
<tr>
<th>Reply</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library</td>
<td>9</td>
</tr>
<tr>
<td>Computer Center</td>
<td>17</td>
</tr>
<tr>
<td>Both do their own workshops</td>
<td>55</td>
</tr>
<tr>
<td>Both present joint workshops</td>
<td>29</td>
</tr>
<tr>
<td>No workshops are offered</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
<tr>
<td>Missing</td>
<td>4</td>
</tr>
</tbody>
</table>
TABLE 3

TEACHING INTERNET TO THE LIBRARY STAFF

"Who teaches library staff about the Internet? Please check all that apply."

N=103

<table>
<thead>
<tr>
<th>Reply</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library personnel teach each other.</td>
<td>80</td>
</tr>
<tr>
<td>Library personnel are self-taught.</td>
<td>67</td>
</tr>
<tr>
<td>Workshop instructors teach the library staff.</td>
<td>29</td>
</tr>
<tr>
<td>Computer Center personnel teach the library staff.</td>
<td>26</td>
</tr>
<tr>
<td>Other</td>
<td>9</td>
</tr>
</tbody>
</table>
TABLE 4

RESPONSIBILITY FOR INTERNET PROMOTION

"Are you responsible for promoting services found on the Internet?"

<table>
<thead>
<tr>
<th>Reply</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I am responsible either on my own or with other librarians.</td>
<td>56</td>
<td>54%</td>
</tr>
<tr>
<td>We don't promote services on the Internet.</td>
<td>15</td>
<td>14%</td>
</tr>
<tr>
<td>No, someone else is responsible.</td>
<td>13</td>
<td>13%</td>
</tr>
<tr>
<td>No, no one is responsible.</td>
<td>10</td>
<td>10%</td>
</tr>
<tr>
<td>We don't have access to the Internet.</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Missing</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>Other</td>
<td>5/103</td>
<td>5%</td>
</tr>
</tbody>
</table>
TABLE 5

MAINTENANCE OF INTERNET SEARCH SKILLS

"How do you maintain your skills on the Internet? Please check all that apply."

N=103

<table>
<thead>
<tr>
<th>Reply</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore the Internet when I can.</td>
<td>95</td>
</tr>
<tr>
<td>Communicate with my colleague(s).</td>
<td>74</td>
</tr>
<tr>
<td>Attend workshop(s).</td>
<td>68</td>
</tr>
<tr>
<td>Participate in Rick Gates' Library Hunt or similar projects</td>
<td>13</td>
</tr>
<tr>
<td>Other</td>
<td>26</td>
</tr>
</tbody>
</table>
Figure 1: Internet Promotion
"How are Internet services promoted on campus?"

Method

- **Hand-on Workshops**
- **One-on-one Instruction**
- **Library Instruction**
- **Lecture Workshops**
- **Instruction Sheets**
- **Library Newsletter**
- **Campus Newsletter**
- **Library Displays**
- **Other**

N=103
Respondents could select more than one answer.
APPENDIX

ONLINE SEARCH COORDINATORS AND THE INTERNET

1. Are you administratively responsible for the following? Please check all that apply:

   ____ online (Dialog, BRS) accounts administration
   ____ CD-ROM accounts administration
   ____ online catalog maintenance
   ____ software training
   ____ computer hardware/software maintenance
   ____ reference department

2. If you are the online search coordinator, has your role changed over the past few years with the introduction of CD-ROMs and databases appearing on online catalogs? Do you feel your responsibilities are becoming more like a systems librarian?

   __________________________________________

   __________________________________________

   __________________________________________

3. Are you responsible for promoting services found on the Internet?

   ____ yes
   ____ no, someone else is (person’s title) ________________________
   ____ no, no one is responsible
   ____ we don’t promote services on the Internet (go to #6)
   ____ we don’t have access to the Internet (Thanks for your participation. The rest of the survey deals with the Internet.)
4. How are Internet services promoted on campus? Please check all that apply.

___ hands-on workshops  ___ instruction sheets
___ lecture workshops  ___ one-on-one instruction
___ library newsletter  ___ campus newspaper
___ library displays  ___ library instruction
___ other __________________________

5. Which one of these promotional services works the best?

________________________

6. Do personnel from the library or computer center present Internet workshops?

___ library
___ computer center
___ both do their own workshops
___ both present joint workshops
___ no workshops are offered
___ other __________________________

7. Which types of Internet instruction are offered on campus? Please check all that apply.

___ component of bibliographic instruction
___ noncredit workshops
___ component of credit course on library instruction
___ presentations to academic departments
___ other __________________________
___ none
8. Who teaches library staff about the Internet?

____ library personnel are self-taught
____ library personnel teach each other
____ computer center personnel teach the library staff
____ workshop instructors teach the library staff
____ other ________________________________

9. How do you maintain your skills on the Internet? Check all that apply.

____ explore the Internet when I can
____ attend workshop(s)
____ participate in Rick Gates’ Library Hunt exercises or similar projects
____ communicate with my colleague(s)
____ other ________________________________

10. What types of Internet services are accessible to library patrons or reference personnel for ready reference?

____ access to other libraries’ online catalogs
____ FirstSearch
____ Carl’s UnCover System
____ online search systems like DIALOG or BRS
____ other ________________________________

11. Do you keep printed subject guides of Internet resources (for example, the lists found in C&RL News) at the Reference Desk?

____ Yes    ____ No

--> Are they very useful? ________________________________
12. How has the Internet changed the way in which you provide services to your library clientele?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

13. Do you subscribe to any listservs such as PACS-L or LIBREF-L?

____ Yes      ____ No

--- > How many? ____________________________________________

14. Is it hard for you to find the time to use the Internet, keep current on the latest changes, or read your messages?

________________________________________________________________________

________________________________________________________________________

15. Do you want a copy of these results sent to you?

____ Yes      ____ No

Thank you for taking the time to fill out this questionnaire. Please return it in the enclosed envelope by September 15, 1994.