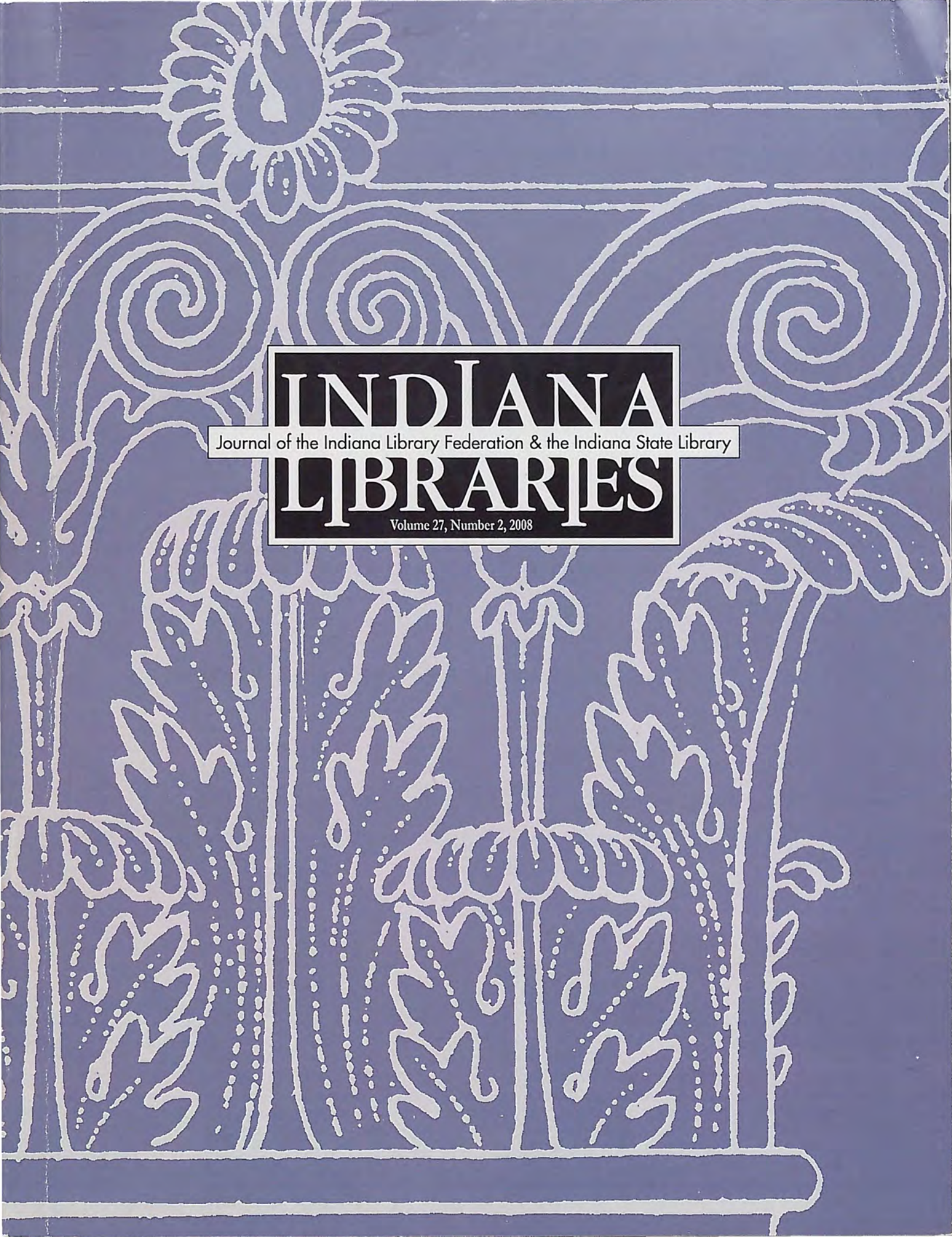

INDIANA LIBRARIES

Journal of the Indiana Library Federation & the Indiana State Library

Volume 27, Number 2, 2008

INDIANA LIBRARIES
Journal of the Indiana Library Federation & the Indiana State Library
Volume 27 Number 2, 2008

CONTENTS

INDIANA LIBRARIES
Journal of the Indiana Library Federation & the Indiana State Library
Volume 27 Number 2, 2008

C O N T E N T S

INDIANA LIBRARIES
Journal of the Indiana Library Federation & the Indiana State Library
Volume 27 Number 2, 2008

C O N T E N T S

Indiana Libraries (ISSN: 0275-777X) is the professional journal of the Indiana Library community. It is published two times a year by the Indiana Library Federation (941 E. 86th Street, Suite 260, Indianapolis, IN 46240) and the Indiana State Library (140 North Senate Avenue, Indianapolis, IN 46204)

Indiana Libraries is indexed by *Library Literature*, a publication of The H.W. Wilson Company, Inc.

Annual Subscription Rate: $20.00

Advertising and Subscription Offices:
Indiana Library Federation
941 E. 86th Street, Suite 260
Indianapolis, Indiana 46240
Phone: (317) 257-2040
Fax: (317) 257-1389
Web Page: www.ilfonline.org
E-Mail: ilf@indy.net

FROM THE EDITOR'S DESKTOP

by Alberta Davis Comer

Welcome to the summer 2008 issue of *Indiana Libraries*. This issue, with articles featuring an assortment of topics about a variety of library types, once again shows the wide breadth of librarianship in Indiana. From the libraries of ancient Alexandria to the statewide digital library of the 21st century; from adult cultural programming to working with teenage patrons; from communication in the workplace to using the Nintendo Wii as an outreach tool; from MERLOT to WorldCat; from dental library support to strategic planning for school libraries; from a discussion with a library school student to researchers using French dissertations – this issue contains all of these subjects and more. As I have worked with the talented authors of this issue, I have paused to reflect on my time as the editor of *Indiana Libraries*. I can hardly believe that it has been three years since I began my editorship. Over the past three years I have met the contributing authors through e-mail, phone, and in person. It has been a pleasure to work with this talented group - I would like to thank them for their contributions to *Indiana Libraries*. I would also like to offer thanks to my administrative assistant, Beverly Grubb, and to my assistant editors, Emily Okada, Marissa Priddis, and Julie Moline, for their help and support. Crissy Gallion,

managing editor, has been a great person with whom to work and deserves great praise for her dedication to the project-thanks, Crissy, for your patience with the "new" editor. I would like to thank the folks at Cunningham Memorial Library and Indiana State University for their encouragement and support. My husband has been wonderful, never complaining when I spent part of every Thanksgiving vacation editing the upcoming issue – thanks, John! I would also like to thank all of you, the readers - I have appreciated your suggestions, kind notes, and words of encouragement. It has been a pleasure and an honor serving as the editor of *Indiana Libraries*.

I hope you enjoy reading this issue. Stay in touch.

P.S. I would like to welcome the next Indiana Libraries editor: Karen Evans, reference librarian, subject liaison, bibliographic instructor, and a valued colleague at Indiana State University library. I will miss all of you, authors and readers, but I leave you in most capable hands, Welcome Karen!

INDIANA LIBRARY NEWS

by State Library staff

LIBRARIES OFFERING JOB PLACEMENT ASSISTANCE

Thanks to a partnership with Indiana Region 9 Workforce Development, SHARE (Showing How Awareness of Resources Empowers) Network Indiana and the Franklin County Economic Development Corporation, Franklin County's two public libraries can now assist with job placement. SHARE Network Indiana is a free, online statewide resource directory created to help Hoosiers find a job, keep a job, or obtain a better job. **Whitewater Valley Community Library District** director **Melody Gault** said that staff members have been trained to help people file for unemployment and look for new positions and that the computers have been popular with patrons. The SHARE Network is Internet-based and sponsored by the Office of Faith-Based and Community Initiatives, Department of Workforce Development, Department of Corrections, and the Indiana Region 9 Workforce Investment Board in collaboration with the United States Department of Labor.

DECATUR AND GENEVA PUBLIC LIBRARIES MERGE

Officials of the **Decatur** and **Geneva** public libraries announced that they have created the **Adams Public Library System** by merging the libraries. The Decatur and Geneva library boards voted to merge, leading **Medford Smith**, president of the Decatur library board to say, "This merger of these two fine libraries is the result of a four-person planning committee from each library planning all the details over a period of one year. The merger and cooperation of the libraries will hopefully lead to a wider area of service for both the Decatur and Geneva locals." **Kelly Ehinger** becomes the director of the library district and **Rose Bryan** will remain at Geneva as the branch manager.

IMCPL CREATING A 5 YEAR STRATEGY

Former **Purdue University** President **Martin Jischke** will co-lead a 25-member board tasked with laying out a five-year strategy for the **Indianapolis-Marion County Public Library**. Jischke, along with his wife, Patty, will coordinate the effort that will include identifying what services the library should offer in support of early-childhood literacy and local economic development. Library officials say changing demographics and funding challenges need to be addressed, despite a record 14.1 million items circulated and a near-record number of visitors in 2007. The board will hold focus groups and solicit public input as it develops the plan. The board expects to release a preliminary plan by July 1 for the library board to approve.

CIRCULATION INCREASING AT LIBRARIES

Despite Muncie's declining population, more people are frequenting the **Muncie Public Library** facilities than at any other time in their history. In 2006, library patrons checked out nearly 450,000 books and close to 650,000 audio visual materials said director **Virginia Nilles**. In the two years since $11.9 million in renovations were completed to the **New Castle Henry County Public Library** the facility has seen a significant surge in visitors. More than 213,000 people visited the library in 2006, a 32 percent increase from 2005. The patrons checked out 355,000 books, up 103 percent from the previous year. **Jan Preusz**, director of New Castle's library, said the library now is being utilized in ways it couldn't before the construction. **Tippecanoe County Public Library's** circulation rose 11% percent in 2006 compared to 2005. As the **Hancock County Public Library** enters its ninth year of providing library services to all county residents, total circulation of items, cardholders, program attendance, outreach, and computer usage continue to grow. The library system recorded 271,000 visitors in 2007 that checked out 634,000 items, posed over 22,000 reference questions, and recorded over 100,000 public computer sessions.

NEW PUBLIC LIBRARY DIRECTORS

Former **Frankfort Community Public Library** director **Bill Caddell** accepted an offer by the **Monticello-Union Township Public Library** to serve as interim director for at least six months. The library has been searching for a new director since October 2007.

The **Jennings County Library** Board has hired **Mary Hougland** as the new director. A native of

Seymour, Hougland says she is looking forward to meeting more people in the community.

CENTENNIAL CELEBRATIONS HELD AT TWO LIBRARIES

The **North Manchester Public Library** will mark 100 years of existence this year with a variety of programs. A "Celebrate Your Library" bookmark contest for children and teens, a Community Read, and a Centennial Festival in June and a November reception are part of the plans. The celebration is truly a community affair director **Theresa Tyner** said.

The Carnegie Library building housing the **Frankfort Community Public Library's** main branch opened 100 years ago and recently the community held a celebration. "We love our library and look forward to the future," said **Mary Ellen Brown** vice president of the Friends of the Frankfort Community Public Library.

INVESTIGATION DESTINATION PROGRAM

The **Avon-Washington Township Public Library** continues its Investigation Destination program, a monthly program put on by library staff member **Darlyn Haskett**. Investigation Destination provides children with an opportunity to revisit a particular era, culture, location, or event of historical significance. Antarctica and ancient Egyptian civilization were the focus of recent programs. Attendees of the Egyptian program received a statuette of a mummy, an origami pyramid, a bookmark written in hieroglyphics, and a special gift bag. "We try to have a lot of fun...but also to learn from it," said Haskett.

COLTS TEAM WITH THE PRINCETON PUBLIC LIBRARY

The **Princeton Public Library** recently teamed with the Indianapolis Colts to bring the Books for Youth program to Princeton. The Books for Youth program was originally started in 2006 when the Colts teamed with the Marion County Department of Child Services to help build reading skills throughout the community by putting more books into the hands of local children. The Colts are now working to spread the program throughout the state and have set a goal of distributing 250,000 books.

KHCPL SEEKING GRANTS FOR NEW BOOKMOBILES

Tom Tolen, director of Development for the **Kokomo Howard County Public Library**, is exploring grant opportunities for new bookmobiles. In addition, Tolen plans to implement an annual giving program for the library.

CONSTRUCTION

Linden Carnegie Public Library had a grand opening ceremony to mark the completion of a renovation and new addition. "It is wonderful," said **Kathie Watkins**, the library director. "I am excited about sharing the new library with the community."

Construction will begin this summer on an expansion project at the **Butler Public Library**. Director **Ellen Stuckey** says the project will give the library twice as much space.

The **Bedford Public Library** plans to complete construction and open a branch in Judah in late April, according to director **Susan Miller**. In addition, renovations to the main library in Bedford will be completed in April.

The **Fulton County Public Library** welcomed patrons to a standing room only dedication. The $3.5 million, 12,100 foot addition opened to the public in September, while remodeling work continued in the original space.

IN STEP WITH INDIANA AUTHORS...

FEATURING AN INTERVIEW WITH SARA HOSKINSON FROMMER

by Jacob Eubanks

Sara Hoskinson Frommer is the author of six mystery novels including: *Murder & Sullivan, Murder in C Major*, and *The Vanishing Violinist*. Her most recent work was 2005's *Death Climbs a Tree*. She lives in Bloomington, Indiana, with her husband, a retired professor of psychology at Indiana University. She was a writer and later senior editor at the Agency for Instructional Technology in Bloomington, but these days she writes full time and volunteers at Monroe County Public Library, teaching adults how to read. Currently, she is working on her seventh mystery novel.

Sara was born in Chicago to Hoosier parents. Her father grew up in Evansville, Indiana, and her mother grew up in Wadesville. Her earliest years were spent in Chicago and Oak Park, Illinois. She has little memory of those early days but can recall weekly visits to the Oak Park Public Library with her parents. In her preteen years, Sara's minister father uprooted the family and moved them to Honolulu. The family spent a total of three years in Hawaii. Today, Sara remarks that her time in Hawaii was exciting, but she missed things about the Midwest and missed the people. But mainly she missed things like apples. At that time, if it didn't grow in Hawaii, you couldn't get it, so she didn't get to eat apples for three years. Although Sara's mother really loved Hawaii, her father grew homesick, and after the third year, he wanted to move back to the Midwest. Sara's high school years were lived out in Kewanee, Illinois. She played the viola in the small high school orchestra, a talent she continues to pursue with the Bloomington Symphony Orchestra. Sara studied German in college, earning a bachelor's degree from Oberlin College and a master's degree from Brown University.

I recently visited with Sara at her Bloomington home. The following is a transcript from that interview. The questions I posed are in bold–faced type and are followed by her responses.


Sara Hoskinson Frommer

WHEN DID YOU KNOW YOU WANTED TO BE A WRITER?

I told stories when I was a little girl. There was a radio program we used to listen to in Chicago. A children's radio program. It was called the story lady. Children were invited to send in three things they thought it would be hard to write or make up a story about. And then the story lady would pick three things a child would send in, and make up a story and read it in on the radio. Well we just thought that was a wonderful program. We listened to it and loved it. And then my little sister, a couple years younger than I am, used to tell me three things: an elephant, a thimble, and I forget what the third one was, a butterfly or something. And she'd tell me, make up a story. So I'd be making up a story. We'd be lying in bed, suppose to be going to sleep, and here I am telling stories. I remember one night, my father came in our room, and he said "girls it's time to go to sleep now," and I said "I can't, I'm telling Martha a story, and I don't know how it comes out!" So does that make me a writer? I don't know.

I wrote a story. I wrote a book. When it was typed, it came to be thirty-two double spaced pages. So a little teeny book. It was a horse story. By the time I was eleven, that's what I was reading. So I wrote a horse story. I've always written what I enjoy reading. My father was so impressed, he typed it for me. And I illustrated it. I still have it, and I'm never going to show it to a human soul. But that's my first book. I didn't think of myself as a writer. I just told stories.

WAS THERE A POINT WHERE YOU DECIDED TO WRITE A BOOK?

By that time I was a writer. I was working at a job here in Bloomington. This is now in the 80's. I started that job in 78-79. I was hired as a writer for the Agency for Instructional Television, which put out stuff for schools to use, which also distributed tools that other agencies put out. Now they do computer stuff as well. Nobody's working there that worked there back then. It's been too long ago. I worked for their publications department which did teachers' guides, and also did a newsletter, and also did whatever publicity, promotion brochures that we put out. So I was doing all kinds of diverse non-fiction, straight forward, plain writing. And gradually I learned how to edit. I learned from a really nice man whom I really loved named Fritz Jauch. He died before he could retire. He'd been a classmate of Gene Shallot. Fritz was a journalist by training at the University of Illinois, and he was a wonderful editor. He was just a kind, gentle human being. He kind of took me under his wing after he hired me, and just taught me things. He taught me clean writing. And I learned a lot on that job. How not to waste words; because lots of times, I was writing with a very short word count. I'd have to write something with fifty words and have to say something really big, about whatever it was I was publicizing. It was a wonderful training.

While I was working at that job, I was reading mysteries. I'd been reading mysteries since our first child was on his way. And I was playing in the orchestra here in the Bloomington symphony, and I got really annoyed at an oboe player. I remember saying out loud to my husband, if I ever write a mystery, I'm going to kill off an oboe player. So I did. So that was the beginning of my first book. I wrote that while I was still working. And that oboe player's nothing like the person I was annoyed at. Nothing in common. I just killed off an oboe player with great satisfaction.

COULD YOU DISCUSS YOUR METHOD AND APPROACH TO WRITING?

It's not the same every time. I always try to write clean prose, that's a sort of given. That came from Fritz. In the first book, I knew I wanted to kill off an oboe player, so I thought, well okay, I have to have an orchestra. And since I played in one, I thought, all right. You know you just sort of cobble things together. I said all right, I need an orchestra, and I need an oboe player that you'll be glad to see get killed. My point of view character would be a viola player, for two reasons. One is I know what it looks like from the viola section, and two, if you sit in the right row of the viola section, you sit right next to the oboes. And so my viola player could be right on the spot when the oboe player kills over. Now that's the bare bones I started out with for that story. How do you go from there? Well you just kind of think, "Okay, how come?" That's the one I knew: I wanted a method that would be particularly appropriate to killing off an oboe player, and hard to detect, but not impossible. I really wanted to poison my oboe player. So I talked about how I wanted to go about it, and I consulted a pathologist friend of mine, and he said, well you got to do your homework. And I thought, oh phooey, I thought that's what I was doing. He told me none of the main poisons would be strong enough, to be that effective in that situation. Not cyanide. So I just gave up on that idea. Then one day my husband came home waving a copy of *Scientific America*, and said, guess what? You can finish your mystery. I found out how you can kill your oboe player.

Well in it, there was a picture of the Fugu fish. It's a Japanese puffer fish. Nowadays everyone knows, but that was the first we knew about it, that it had a poison in it. Japanese chefs have to have a license to get the poison out of it before they serve it. It was certainly strong enough to kill my oboe player, so I used it. Since I was using the Fugu fish, I had to have a Japanese character who could figure it out. So is there a method? Not really. You just cobble things together, you pull in this, and I need this, and you use this to make things work. And while I want someone that's this kind of person, I need characters that play off each other. It's a story. I don't know. And then you sit down, you put your bottom on the chair, and you write the thing. Once I get going I promise myself I will write a page a day. And that's a book a year. That's enough.

HAVE YOU WRITTEN ANYTHING OUTSIDE THE REALM OF MYSTERIES?

Yes, I wrote a bunch of books. They were these itty bitty books, Kaleidoscope. They were books intended for adult literacy programs. Some were mysteries, but most were not. I wrote them in between mysteries. I did two series, sixteen books total. There's one. There are woods all over our property, and we have no hunting signs posted. But we found a hunter's tree stand, where he was setting out a salt lick to lure in the deer, and so he could sit up in the stand and shoot the deer as they came. It's dirty pool. So there's a story about catching the hunter. I used to get my hair cut downtown, across the street from the city bank. You could look out the window and look right down into the bank. One day I mentioned that you could spit out the window and hit the bank, and the man doing my hair said, "Yeah, my customers and I are always discussing how we'd rob it. I'd go for the armored car. I don't think they watch it too well." Originally I thought it'd be a good short story, and then I thought, I could tell this with easy words. That was the first one. That's how

I got the idea to do the two series. At that time, the publishers were still interested in publishing little books. Later on, they got different editors, and weren't as interested in the short books.

WHAT IS THE IMPORTANCE OF STORYTELLING?

I don't know how we could live without it. It's an ancient art, storytelling out loud is ancient. What little I know about anthropology is that it's just everywhere. Lots of pre-literate societies tell stories. And a lot of them keep their history that way. Me, I just make it up and lie. But it's for fun.

WHAT HAVE LIBRARIES MEANT TO YOU IN YOUR LIFE?

I started going to the library when I was seven and learning how to read. That was in Oak Park. I don't remember other than my parents took me. When we came back from Honolulu, we lived in Evansville for six months. I'd take the bus to the downtown Evansville public library, a couple times a week. And read and read. That year, they had a program going on called "Books bring Adventure." I don't know if any libraries do it now, I haven't seen it in years, but it was a program with an annual award for the child who could read the most books on an approved reading list, 'cause the librarians didn't want you reading just junk books. They had junk too. But just the good and medium good books were on the list. And I'd go to the library, and I'd check out ten books from the list, and I'd check out some for me. They knew me at that library. Technically they were supposed to quiz me, but after a few weeks, the librarians quit quizzing me, because it was obvious I was reading the books. The night before the contest ended, I had read ninety-nine books; I couldn't stand it. So I borrowed *The White Stag*, which I think is one of Margret Henry's books. And I took it home and read it, so I'd have an even hundred. And I won. I was interviewed on the radio. A reader! A child got a prize, and got interviewed for being a reader. Children get prizes for football. Not for reading.

ABOUT THE AUTHOR

Jacob Eubanks is a reference and instruction librarian at Indiana State University. His areas of interest include film history, visual collection management, historical preservation, and poetry. You can reach Jacob at jeubanks1@isugw.indstate.edu.

ADULT CULTURAL PROGRAMMING IN SMALL TOWN LIBRARIES

by Rebecca Hill

Library programming for adults is no longer reliant on a good browse of the shelves. Now adults come to the library to discuss books, hear authors speak, listen to live music, and to attend lectures and exhibits. In most communities, the library has been transformed into a cultural center by bringing a variety of programming to all age groups.

According to a recent study on adults and libraries, a 1999 study conducted by the Public Programs Office of the American Libraries Association, eight out of ten adults come to the library for cultural programming (Wilcox). This is even truer in small towns where libraries are often the main source of entertainment for the community. Fulfilling this expectation can be a challenge for an adult services programming budget that is often non-existent. How do smaller libraries find the money for the kind of programming that adults often want?

Discussing these questions with the heads of adult services programming in four small town libraries revealed that not only is adult programming alive and well, but it is creatively funded and planned. Most importantly, all the interviewed librarians attested to the fact that adult programming was an integral factor in the library's overall mission. Librarians who participated in individual interviews included Marilyn Martin from the Zionsville Hussey Mayfield Memorial Public Library, Amie Thomas of the Brownsburg Public Library, Yvonne Welty of the Lebanon Public Library, and Rachel Ziegler of the Plainfield Guilford Township Public Library.

Serving population ranges from 16,000 to 27,000, all four libraries had a full time designated librarian to develop and implement the programming for their adult library populations. To be successful in adult programming, a librarian must consider the following four elements: funding, program planning, collaboration and partnerships, and program marketing and publicity.

FUNDING

All of the librarians interviewed operated their adult services on a shoestring budget of their own initiative. Adult services programming did not constitute a line item in three of these libraries' annual operating budgets. One library, Plainfield Guilford Township Public Library, had adult service programming as a line item in their annual budget, a $2000 annual allotment which was used to purchase smaller items such as prizes or refreshments. To compensate, most of these librarians depended solely on funding from their Friends of the Library programs. While most Friends funding originated, either from an annual donation or a periodic request for funds, it wasn't sufficient to cover all programming costs. Another valuable asset is the Library's Foundation which may offer grants that will fund adult programming. As a result, all librarians depended on their own prowess in raising money and generating the much needed funds for these programs.

An important and necessary trait for fundraising was the librarian's willingness to be creative with funding to keep adult programs free or limited to material costs. In the summer of 2007, the Zionsville library offered a total of 53 programs where a speaker or special guest presented the program. Of those 53 programs, over half of the presenters donated their time and talent to the library. A total of 1374 people attended these programs over the summer. Martin solicited merchants, organizations, and individuals for months prior to the summer to fill the program slots that she created. As Martin put it, "Smaller libraries have to try alternative means to raise money."

Because Friends of the Library program funding was limited, some librarians looked to outside funders for the monies that they need. In Lebanon, the library's director writes grants for adult programming. The adult program director, Yvonne Welty, collaborates with local merchants such as Wal-Mart or local organizations such as Psi Iota Psi for materials and books. Marilyn Martin of Zionsville has obtained funding from the county community foundation or the Indiana Arts Commission which makes grants through their regional arts programming.

In addition, competition within the library system can be stiff for this type of funding since children's

summer reading programs often depend on local merchants for their prizes and funding. Librarians were reluctant to "go to the well too often" and risk jeopardizing other library programming as well as their own programming, but they still tried by soliciting local merchants and organizations for in-kind donations. In most cases, librarians interviewed did much with the little funding that they had.

PLANNING ADULT SERVICE PROGRAMMING

The ALA's study showed that cultural exhibits were the biggest draw in adult programming even though craft programs and reading programs continue to be a staple in adult service programming. The same was found in all the libraries interviewed. But in today's society, adults are busier than they have ever been. They are shuffling children to after school programs, or working late. They have obligations which often do not leave much time for anything else. As a result, these librarians found that they needed to better understand how to attract the adult market if they wanted their programming to be successful. "I had to realize that I am reaching a crowd that doesn't always want to commit to a program," Martin said.

To reach out to adults in their libraries, many of the librarians opted for flexible programming by not requiring advance registration or offering a range of program times. They turned to electronic means for program registration. "The adult audience is the toughest," said Amie Thomas of Brownsburg Public Library. "We are very cognizant of the busy lives of adults."

They also sought more information on how to better attract adults to the library. Marilyn Martin focused her program planning with the help of the Arts Council of Indianapolis 2006 study, "Developing Next Generation Arts Audiences" (Arts Council). By using focus groups of under-40 year old "high impact users," the study determined that patrons who attend cultural and arts events attended for reasons beyond the art itself. They wanted experiences that "fostered learning, connecting, and sensing." By using this study, Martin was able to more narrowly focus her adult programming to meet these needs. One such program was a Romance of the Libraries author event which included an afternoon tea with an author presentation. On a cold Sunday afternoon, this program enticed over forty adults for an English tea served in china cups and storytelling led by author Madeleine Lefebvre.

Another program which fosters this sense of connection is Lebanon Public Library's "Taste of Home" monthly program. Each month, 20-24 patrons gather at the library for food and discussion of the items that they have cooked for the event. "It's an eclectic group that gets along really well," said Yvonne Welty. According to Welty, this group would never meet under normal circumstances, but for the connection through food which brings them together.

Looking for that intergenerational component has also helped these libraries to attract an array of ages, from senior citizens to young parents to children. At Brownsburg Public Library, a recent music program presented by the Indianapolis Opera Ensemble drew both adults and children. Civil War Reenactment programs presented by Brownsburg and Plainfield groups also drew an intergenerational crowd.

To set up these programs, librarians plan well in advance, sometimes four to six months ahead. They utilize in-house survey results or program evaluations to help plan their programming, thereby focusing efforts on patrons' needs. Rachel Ziegler of Plainfield uses a spreadsheet to track what ideas work and why. Marilyn Martin gets ideas from magazines, newspaper articles, and Chase's Calendar of Events. To get her ideas, Amie Thomas converses with her patrons and listens to what they tell her they want to see at the library.

"I watch the trends, see what people are reading and then plan our programs around that information," Thomas said.

COLLABORATION AND PARTNERSHIPS

For all libraries interviewed, collaboration and partnering with community organizations was a vital aspect to the success of their adult programming. One advantage that these libraries shared was working on the "cusp" of a large metropolitan area, the City of Indianapolis. As a result, access to resources, speakers, and collaborative partners were more readily available than in small rural libraries. According to Martin, the close proximity to major universities is an added plus when looking for speakers on various areas of expertise. For example, the Zionsville library has hosted a Shakespearean scholar from Butler University. In addition, this summer they will be offering science-related lectures with speakers from the University of Indianapolis' Department of Anthropology and a 3-D TV Virtual Reality Discovery Trip with speakers from Indiana University's Advanced Visualization Lab.

However, local partnerships and collaborations continue to provide valuable support for adult programming in these small libraries and are considered valuable relationships in meeting the library's overall mission. According to Thomas, it is not only cost effective, but it helps to build stronger ties within the community.

ADULT PROGRAM MARKETING AND PROMOTION

Whether for adults or children, no program is successful if no one knows about it. Marketing adult program-

ming must be more creative and take into account that today's adult relies heavily on technology to schedule daily living activities. Online program registration and notification was utilized in several of the libraries interviewed. All libraries had an online newsletter which outlined program activities. Lebanon Public Library had a "Fiction Addiction Blog" available to patrons. Since adults are busy, creative marketing of a program is critical if it is to be successful.

The Hussey Mayfield Memorial Public Library held a recent mini-writers conference in collaboration with the Midwest Writers Association. Marilyn Martin publicized the conference in 57 different zip codes, using e-mail blasts, listservs, newsletters, press releases, and other devices and drew a crowd of 162 attendees, the largest and most successful mini conference that Midwest Writers Association ever experienced.

"The library was absolutely thrilled to have had such a sizeable turnout for the Midwest Writers Conference," said Marilyn Martin." Participants came from all corners of the state (even a few writers from outside the state) to learn new ideas, network and to be re-inspired. This is one of the very few writing conferences offered free to the general public."

Librarians must use more than just publicity to draw a crowd to their programs. Martin also believes that each program must be a "theatrical and thematic event." She focuses on the details to make programs memorable and interesting like a recent visit by a Thomas Jefferson re-enactor to their library. Setting the stage with a hurricane lamp and Jeffersonian artifacts, patrons enjoyed a question and answer session with the former "President." Giving the program an "edge" says Martin, makes it memorable and easier to promote.

Clearly the adult market for library programming is a tough sell. Librarians must now compete with new technology as well as increased constraints on an adult's time. Librarians who recognize the value of collaborative partnerships and creative funding provide better programming even with the challenges that they face in attracting the adult patron to the library. As a result, adults are flocking to the library for more than books. These efforts show an improved circulation as well as an increased number of library cards issued making it true that you need only "get'em in the door."

While computers and computer training, book discussions, adult literacy programming and online databases are still a core resource for many libraries, adult cultural programming appears to be taking on a new lease in the life of a library and its patrons, and will continue to do so as long as librarians seek new and creative ways to reach their adult audience.

REFERENCES

Arts Council of Indianapolis (2006, February 26). *Developing next generation arts audiences*. Prepared by Next Generation Consulting. Retrieved March 18, 2008, from http://www.artscouncilofindianapolis.org/home/

Wilcox Johnson, D. (1999). Cultural programs for adults in public libraries: A survey report. American Library Association Public Programs Office and Lila Wallace-Reader's Digest Fund, (1999).

ABOUT THE AUTHOR

Rebecca Hill received her Master of Library Science in 2005 from Indiana University Purdue University in Indianapolis. A freelance writer, she now writes on library issues and other topics.

PROVIDING COMMUNITY OUTREACH THROUGH THE NINTENDO WII

by Tim Gritten

A new interactive video game is helping the Indiana State University Library disseminate an awareness of the library to underserved members of the local community. As part of the library's community outreach program, librarians have introduced the Nintendo Wii to a local retirement center. Residents are able to socialize, exercise, and revitalize in a weekly setting that continues to draw crowds. The Wii is easy to setup, easy to use, and easy to play, making it a perfect event for a predominantly sedentary population.

PURPOSE OF OUTREACH

Librarians have traditionally regarded advertising and marketing as unseemly behaviors unbecoming library professionals. Historically, the service would sell itself. Now, other activities outside the public sphere compete for attention. Librarians might post announcements within the library, or advertise in a newspaper, or on a calendar of community events. As Google infiltrates the mindset of the typical youth, librarians are becoming increasingly concerned about connecting with their patrons. If libraries are to survive, they must proactively approach their community with the services themselves (Association of College and Research Libraries, 2003).

As society witnesses rapid expanses of technology, we have seen an increased understanding that we must commit to what has become known as lifelong learning. No longer can successful citizens stop learning once they close that last textbook or place down the pen after the ultimate final exam. In order to thrive, we must constantly learn new procedures, acquire new skills, and discover new talents. The library's greatest impact in outreach can be the assistance in the drive for lifelong learning (Cawthorne, 2003). People can visit the library to increase their level of information literacy or libraries can visit underserved populations with the mission of improving the situation.

As we aim to meet the needs of underserved populations, we can simultaneously improve our image. Academic libraries, as part of a college or university, occasionally have a reputation of aloofness within the ivory tower. Many community members sense a semblance of superiority amongst the academic community, based upon events from decades past. This reputation will not fade unless the library makes a conscious decision to break down remaining barriers between town and gown. At Indiana State University, one of our stated missions is to create a close connection with the Terre Haute community; outreach should not be limited to serving students in various locations across campus (although that remains our primary goal). If we want our students to engage in community and public service, we must set a strong example ourselves. We must connect with the surrounding neighborhoods as a condition of being a good citizen.

In order to best serve the community, the Indiana State University library recently engaged in a lengthy discussion with campus and neighboring institutions to learn what our stakeholders need and how we might help them. As part of the development of an innovative strategic plan, the library created a new logo. Over the image of a soft chair, the tagline reads "Your Campus Living Room." As a brand, this tagline gives users an expectation of available services. But if we are making an implied promise of types of services to prospective and current patrons, then we must find ways to follow through on that promise if we want to retain our users' goodwill and our users themselves (Stimson, 2007). The brand necessarily affects our strategies for outreach. To that extent, we contacted a local retirement community, Westminster Village, in the summer of 2007 and asked if they would like to see, and possible play, a Nintendo Wii.

WHAT IS THE WII?

In November, 2006, Nintendo (the same company that produced such titles and gaming systems as Donkey Kong, Super Mario Brothers, and Super NES) released the Wii, an interactive video gaming system designed to emulate a player's physical movement. Nintendo hoped that the Wii, enunciated exactly like the pronoun "we," would greatly expand the demographics of people interested in video games. When people are asked their impression of typical video

games, they might describe an image of 14-year-old boys huddled in front of a television, rapidly pressing a myriad of buttons on a small controller. Nintendo designed the Wii to break that stereotype. Players wave thin controllers at a remote receiver to interact with a game. Even the "ii" within the name Wii emphasizes the new concept of gaming, as it "symbolizes both the unique controllers and the image of people gathering to play" (Nintendo, 2006).

One of the major advantages of the Wii is its relative simplicity to play. Unlike other video games that require memorizing vast permutations of different buttons, the Wii has three basic buttons. In the introductory games, a player might use one or no buttons. Instead of confronting a phalanx of buttons, the player may just need to move his or her arm. In a game of tennis, the player swings the controller as if it is a racket. This interactivity and the comparative ease at which players learn the basic games have made Wii incredibly popular from preschoolers to octogenarians. Nintendo has also created games that interest both genders.

The chief way that people interact with the game is through their Mii. Enunciated like the pronoun "me," players can create avatars that depict the characteristics of who they are or who they want to be. Apart from the expected choices of gender, height, and weight, players can personalize such features as eyes, nose, or facial hair. Using the Wii Remote as a point-and-click stylus, you can take a minute to choose from a series of previously generated Miis, or you can leisurely fashion and revise a new Mii. You can choose from more than 200 different shapes, and then adjust the color or position of those shapes. The personal expression has even exploded onto the Internet, where people showcase their personal Miis (http://www.famousMii.com/).

The Wii's interactivity, ease of use, and ability to personalize has elevated the game system to a worldwide phenomenon. By the end of 2007, barely one year after its initial release, Nintendo had sold more than 20 million Wiis (Nintendo, 2008). Compared to other video game consoles (notably Microsoft's Xbox 360 and Sony's Playstation 3), the price of a game system is relatively modest. For $250, you can purchase a system with controllers for one player and an initial game. This game, called Wii Sports, comes on an optical disc similar to a DVD. Several games within Wii Sports allow up to four people to play simultaneously, and a few game titles sold separately allow up to eight. If a library wished to offer Wii Sports to the most number of people at one time, it would need to purchase three additional Wii Remotes ($40 apiece) and one additional Nunchuk ($20), a controller attachment.

As popular as the Wii has been, the game can be exceedingly difficult to obtain. If the game is in stock, you could buy the game online at sites such as Amazon, in bricks and mortar electronic stores such as Best Buy, GameStop, Electronics Boutique, or general stores such as Target or Wal-mart. The dilemma is finding the game in stock. It has not been uncommon—especially between Thanksgiving and Christmas—to discover a line of people waiting outside a store at 6 a.m. on the rumor of possible Wiis. Even recently, the stores around Indiana State University will typically sell their inventory within hours of arrival. So how can someone buy a Wii without spending half their life browsing retail stores?

You can find several sites available on the Internet to assist your search. Wiitracker (http://wiitracker.com/) helps you locate a game through an online retailer. Unfortunately, many Internet retailers sell Wiis bundled with a group of additional games with a concomitant increase in the price. Prices from eBay or Amazon resellers tend to be higher than the list price, as sellers try to take advantage of the desperate. Wii.findnearby.net (http://wii.findnearby.net) overlays the location of stores and online auctions on a Google map. Since the site uses Google maps, you can see the phone number and get directions to the store. The website iTrackr (http://www.itrackr.com/) requires that you create a free account, but the site will then notify you via mobile phone or email when the Wii becomes available at a local store. I used a more traditional approach to finding the Wii for the Indiana State University Library. I struck up a conversation with the manager at a local GameStop. I explained my mission to her, and she was exceedingly helpful. She told me that, although she could not be certain on which dates the Wii consoles would arrive, she could tell me when her store received general deliveries. If I called, and the store had one in stock, they could hold it for me until I arrived. Naturally, this strategy is not always effective. The manager at another GameStop was not interested in my mission and lacked the ability to hold a game at any time.

The Wii is quite easy to setup for even those with limited technical ability. The initial box comes with a console, a Wii Remote, a Nunchuk, a sensor bar, and three cables. The console is relatively small (approximately the size of three standard DVD cases standing up next to each other). The cable heads are unique, which makes it quite simple to determine where one must plug everything in. The first cable connects the RCA plug with that of your television/receiver (typically yellow, white, and red jacks). Most TVs and VCRs have these inputs, but you should make sure you or your partner organization have those connections on the TV before you purchase a Wii. A second cable connects the power. The third cable connects the sensor bar. The

sensor bar must be placed above or below the TV. The Wii Remote, which operates like a remote pointer, interacts with the sensor bar to synchronize the action of the Mii on the TV. The Remote requires two AA batteries, which come with the game. The Nunchuk, which is only used for some games (only boxing in Wii Sports), connects directly to the Wii Remote when in use.

RCA Plugs

Nunchuk and Wii Remote

After you connect all the cables, turn on the Wii. Look for the input select on your TV to view the game. Most likely, you will need to press the TV/Video button on your television's remote control. If your TV remote lacks a TV/Video button, you will need to change the TV's channel to the video input channel (typically channel 2, L2, or S2, depending upon your TV/cable system). You will soon see the Wii Menu. The Wii Menu displays windows of options to select. In addition to the Weather channel and the Internet channel, the two main options will select the game or will select the Mii channel. Choose the Mii channel when you want to create or edit a Mii. You do not need to create a Mii to play any game; "guest Miis" are always available as a default selection.

To play a game, aim the Wii Remote on the game window in the Wii Menu. From there, it is just a matter of selecting the individual game you wish to play. When you select a specific game, a small window will display the number of your active Wii Remotes. In order to save battery life, Wii Remotes go to sleep (much as your computer goes to sleep after a certain amount of inactivity). You can try pressing the main A button on the front of the Wii Remote to wake it up. If the console still cannot "see" the Remote, you must sync the remote with the console. If you open the back panel on the Remote (where the batteries are located), you will see a small orange button. If you open a small panel on the console, you will see a slightly larger orange button. Press both the button on the Remote and the button on the console, and you should see that your Remote is now "available." If the Remote is available, a small blue light will appear on the bottom of the Remote in one of four places, signifying players 1-4, respectively.

The game that accompanies the console is called Wii Sports. Wii Sports is a collection of five separate games—tennis, baseball, bowling, boxing, and golf. Up to four people can play tennis, bowling, and golf. Up to two people can play baseball and boxing. Most of the games are abbreviated in length from an actual game. Tennis is configured as a short doubles match. You can choose to play a single game, best two out of three, or best three out of five. If two people are playing, you can choose to play as partners against a computer opponent, or you can play against each other with a computer partner. You do not have to push any buttons to play tennis. You hold the Wii Remote in your hand as if you are clasping a racket handle. When the ball approaches your Mii on the screen, you swing your arm as you would a racket. The faster you swing, the faster your Mii hits the ball. If you swing at the ball early, you will pull the ball. If you swing late, you will slice the ball. Other games, such as bowling, might require you to hold a single button. As with many video games, you will need some hand-eye coordination, but practice with the game usually will suffice. It takes some players—even those who might be octoge-

The author's Mii bowling

narians—a few games to develop a decent feel for when to swing the remote.

The bowling alley realistically depicted

WII AT WESTMINSTER

As a target of Indiana State University Library's outreach program, Westminster Village seemed like an ideal location. First, retirement centers house many residents who infrequently leave the building. These individuals are much less likely to venture into our library for any service. Second, many of Westminster's residents were formerly affiliated with Indiana State University. Since we were trying a new service, we could build upon the previous relationships that the residents had maintained with the University. Ultimately, we believed that offering to bring the Wii to Westminster met the library's guidelines for outreach. The outreach was an extension of the new tagline that the library is "your campus living room." Just as patrons might play a game in their living room, we hoped that they might consider using the library to play a game. The outreach also enabled the library to improve its connection with the community. Finally, the outreach gave the library an opportunity to enhance its image—an increasingly relevant motivation when many institutional administrators debate the library's purpose.

We needed a few additional pieces of equipment before we started providing the service at Westminster. Since we hoped to draw an audience larger than a few people, we sought to use one of Westminster's projection systems. A TV by itself was too small, as we also wanted a group of people to be able to see and interact with their Miis. Next, we needed to buy a traveling case for all the Wii's components. You can actually find a traveling case designed for the Wii (the Wii Pro Gamer's Case, list price $30). It was helpful to include extra batteries in the traveling case for those moments when one of the Wii Remotes lost power. Finally, because Westminster's projection system's control unit (receiver) was in the back of the room, the cable attached to the sensor bar was not long enough to reach the screen at the front of the room. Therefore, we purchased a separate wireless sensor bar (list price $20) to replace the original sensor bar that shipped with the console.

When the library first contacted Jan Cockrell, Director of Leisure Services at Westminster Village, she knew that the Wii was an interactive video game. Vibrant images of people playing games suggested to her that people could have the opportunity to physically play rather than merely exercise their thumbs. News programs showed people who played the game were enjoying themselves. Since the library already owned the equipment, knew how to use it, and was willing to visit and share with the Westminster residents, "we didn't have anything to lose" (Cockrell, J., personal communication, January 31, 2008). With the growing success of the program, Cockrell has since given talks about her experiences with the Wii to other leisure directors around the state. Eventually, she hopes that her residents can play other retirement communities (e.g., bowling tournaments with a center in Indianapolis).

The library initially offered to visit every other week for 60-90 minutes. The initial attendance typically ran between 3-5 people. This was a rather small turnout, but the residents who participated were devoted to the program. They expressed some concern that the library would not continue to visit Westminster because of the relatively small numbers. Part of the problem was that the Wii program seemed to conflict with other events whenever we visited. After approximately three months, the library discussed ways to improve the service with Westminster. We decided to change the time that we visited and to bring the Wii weekly instead of biweekly. Attendance immediately jumped. Since the change in frequency, 12-18 residents have attended the program every week. Some people just want to peek in for a few minutes to observe the excitement, some people want to watch other people play, and some people enthusiastically seek to play.

Residents seem to get much out of the program. Cockrell explained that "besides exercise, I heard laughter coming from the group of people. People are laughing whether they are playing a game, watching others play, or creating characters (Miis). I overhear people talking about the game in the hallways. Mostly, I see people having a good time" (Cockrell, J., personal communication, January 31, 2008). As a result of the residents' appreciation for the Wii, Westminster decided to buy a Wii for themselves. They offered their Wii to their assisted living residents, health care residents (nursing home), and to supplement the library's services when we could not visit (for example, over the University's Winter Break). But Westminster

still desired to participate in the library's outreach program. As Cockrell explained, "The library has more expertise [with the Wii]. Additionally, the residents who participated every week were already interacting with Indiana State University" (Cockrell, J., personal communication, January 31, 2008). The relationship had become just as important as the service.

Louie Finkbiner, Bernice McGarvey, Phyllis Elenich, Suzy Cristee, and Louise Clark wait for Joan Fuelle to bowl one of her patented curves

Louise Clark bowls, while Bernice McGarvey, Louise Jones, and Joan Fuelle watch

The heightened demand resulting from the program's success started to create some concern. It was proving difficult for a single librarian to visit Westminster every week. Today, a combination of four librarians and library staff rotate throughout the semester. We each have our unique personalities and have developed our own individual relationships with the residents. Officially, we visit for 60-minute sessions, but that limitation didn't last long. Now we typically stay between 90 and 120 minutes, and we don't rush the residents to leave at the end (but don't tell that to my boss).

Some residents had prior knowledge of the Wii, if not much experience. Once the library began making regular visits to Westminster, curiosity proved an irresistible draw for other residents. The realistic nature of the games drew others into the program. You can play tennis without running around a court, you can bowl without having to throw a heavy ball, and you can box without getting your head smashed. Joan Fuelle expressed appreciation for the increased fellowship of the gatherings. "Now I might know a few more names" (Fuelle, J., personal communication, February 1, 2008).

Several of the residents enjoyed creating their own Miis. One resident latched onto a Mii that an Indiana State University student had previously created. The resident now actively chooses the Mii named "SexyNurse." The greatest joy seems to emanate from the concept of video gaming as group gathering. The residents unreservedly support each other when someone else is playing. They clap and cheer when someone bowls a strike and groan when someone misses a spare. If someone misses getting a strike, or ends up with a split, they are likely to exclaim, "Oh, you were robbed!"

Marion Dillon, Ruth Liechty, Louise Jones, Louise Clark, and Bernice McGarvey cheer as Finkbiner bowls a strike

As with any game, everybody must face a learning curve. Some players have more difficulties than others. Other residents respond with shouts of hints and encouragement. Generally, the residents can quickly grasp the intricacies of playing the games in Wii Sports, but it still requires patience to develop a certain amount of hand-eye coordination. More experienced residents have been quick to help the beginners use the Wii Remote and interact with the game. The best suggestion has always been to pretend you are actually engaged in the sport. If you are bowling, hold the Remote as you would a bowling ball in an alley. As you walk toward the screen, swing your arm backwards. As you bring your arm forward, "release" the ball (by letting go a single button). Fuelle shared she was "impressed how people are able to learn. All of a sudden, it clicks" (Fuelle, J., personal communication, February 1, 2008).

Playing the Wii is not limited to the physically capable. People in wheel chairs, people with balance issues, and people with limited memory have all been successful playing the game. Since Wii Sports requires only that you move your hands, residents have happily bowled from their seats. Other people have held onto a chair as they walked forward to bowl. Some people might not remember the precise method needed to bowl, but how they scream in delight when they bowl a strike!

Although in general, most of the residents express a preference for bowling, some have tried Wii Tennis, a few have tried golf, and a couple have played baseball. When we first visited Westminster to demonstrate the Wii, we showcased Tennis. Coincidentally, a previous high school tennis champ (from approximately 65-70 years ago) saw what we were doing. We encouraged her to try the game out. She broke away from her card game to play a single game. It took a couple swings for her to develop the hand-eye coordination. When she was done, she confided to her friends that she had actually been sweating! Although the residents tend to gravitate toward bowling, they sometimes express an interest in trying one of the Wii sports that they never played when they were younger. One woman expressed a great interest in boxing, which the author happily accommodated. It was a great treat to see her flail her arms at the projector screen, while her Mii whaled away at mine.

Ultimately, the library has found the outreach experiences at Westminster to be a great success. The residents understand that the librarians and library staff are donating our time and greatly appreciate our visits. Our goal is not necessarily to get the residents to visit the library; we want them to engage in lifelong learning and to maintain or develop a positive image of the library. The residents have made personal connections with the Indiana State University librarians and staff, which is more than enough to make a difference in people's lives.

Suzy Cristee, Ruth Liechty, Marion Dillon, and Karen Brimberry watch Louise Clark and Joan Fuelle play tennis

REFERERENCES

Association of College and Research Libraries. (2003). *Toolkit for academic and research libraries*. Chicago: ACRL.

Cawthorne, J.E. (2003). Integrating outreach and building partnerships: Expanding our role in the learning community. *C&RL News, 64 (10)*, 666-681.

Nintendo, 2006. Retrieved February 3, 2008, from http://www.gamasutra.com/php-bin/news_index.php?story=9075

Nintendo, 2008. Retrieved February 3, 2008, from http://www.nintendo.co.jp/ir/pdf/2008/080124e.pdf#page=8

Stimson, N.F. (2007). Library change as a branding opportunity. *C&RL News, 68 (11)*, 694-698.

ABOUT THE AUTHOR

Tim Gritten is the Head of Systems and the Copyright Specialist for the Indiana State University Library. He received his Master of Library Science from Indiana University. Tim may be contacted at tgritten@indstate.edu.

AN INFORMED CITIZENRY IN THE PRESENT AND THE FUTURE: PERMANENT PUBLIC ACCESS TO GOVERNMENT INFORMATION FOR INDIANA CITIZENS

by Cheryl B. Truesdell & Kirsten Leonard

A popular government without popular information, or the means of acquiring it, is but a Prologue to a Farce or a Tragedy, or, perhaps, both. Knowledge will forever govern ignorance; and a people who mean to be their own Governors, must arm themselves with the power which knowledge gives.

James Madison, Letter to W.T. Barry, August 4, 1822

Navigating the maze of government organizations and complex resources can be a challenge. Sometimes when you get that dreaded question that involves government documents, you break out in a cold sweat or you want to run the other way. Fortunately, there is a group of libraries, librarians, and staff that love and are experts in navigating the government information maze and finding the answers. They are your Indiana Federal Depository Libraries and Librarians and they are here to serve your government information needs.

I need information on early immigration laws including the Chinese Exclusion Act.

How have EPA rules on mercury changed since the 1950's?

What was the crime rate in Marion County in 1907 and 2007?

What were the survival rates of women diagnosed with breast cancer in the 1970's?

How can I find the FDA regulations for exporting my corn crop outside of the U.S.?

FOUNDATIONS OF KNOWLEDGE

The Federal Depository Library Program (FDLP) was established by Congress to ensure that the American public has access to government information. From the beginning of the republic, America's founding fathers realized the power of an informed citizenry in creating a democracy. In 1789, the House of Representatives provided for the printing and distribution of the laws and proceedings of the new Congress. In 1813, Congress passed the first legislation authorizing the distribution of public documents to libraries. The publications reflect the political, economic, social, scientific, and cultural history of the nation. The U.S. government produces information on almost every topic and in every format available. This printed output constitutes not only the single largest and richest collection of materials for the study of the history of the United States, but also a wealth of current information such as statistics on population, health, education, and employment; government contracts and loans for business, education, and housing; and scientific and technical reports on the environment, space, and health to name just a few.

No library has a complete collection of United States government publications. The Government Printing Office (GPO) was established in 1861 as a printing facility responsible for the production and distribution of government materials, not a library responsible for collecting and preserving documents. Publications were sent to designated Federal Depository Libraries for housing, maintenance, and use by local citizens.

COLLECTIONS IN INDIANA

There are currently 33 federal depository libraries in Indiana: 21 academic, 6 public, 5 law, and 1 state library/regional depository library. Approximately half of these libraries were added after the 1962 Depository

Library Act which allowed the House of Representatives to name two depository libraries per congressional district and each senator to name two depository libraries in the state. Within these libraries, Indiana has several sizable historical federal depository library collections.

The oldest and most complete collection is located at the Indiana State Library established in 1825. Its federal documents collection began with the Congressional documents of the 16th Congress of 1819 (Miller, 1980). State libraries were among the first entities identified by Congress to receive regular distributions of government publications. The Indiana State Library was designated a regional federal depository in 1962. Regional depositories are required to accept all materials available for distribution and retain them permanently, with some exceptions. In addition, other depository libraries in the state are required to send lists of any documents they wish to discard to the regional depository to allow the library to fill any gaps in their collection.

The next oldest and most complete collection in the state is located at Indiana University's main campus in Bloomington, Indiana. Indiana University (IU) began as a state seminary in 1824 and became Indiana College in 1828. The first book collection was donated by IU's first President, Andrew Wylie, in 1829 (Lowell, 1957). Shortly thereafter, the Joint Resolution of December 31, 1830, by Indiana's General Assembly authorized the deposit of two boxes of documents received from the federal government for the new library (Joint Resolution). Since then, the IU library has made a concerted effort to acquire as many government documents as possible. In addition, IU has purchased many of the commercial products that have improved and increased access to government documents. All government documents since 1976 are included in its online catalog, IUCAT, and IU is currently cataloging its historical collection as it is moved to its secure preservation facility, Auxiliary Library Facility (ALF).

In addition to the Indiana State Library and Indiana University, Purdue University, the University of Notre Dame, and Allen County Public Library have significant federal depository collections. Purdue University has been a federal depository since 1907 when land grant colleges and universities became congressionally-designated depository libraries. Purdue University libraries have also purchased a variety of commercial indexes and collections to enhance access to these documents. Approximately 40-50% of its documents collection is cataloged in its online catalog, THOR. The University of Notre Dame is listed in the first report of distributions to depository libraries in 1859 by the Secretary of the Interior. The Allen County Public Library has the largest public library collection in the state. It became a federal depository in 1896 and has maintained a very large government documents collection since that time.

CHANGES AND CHALLENGES IN THE DIGITAL AGE

With the advent of digital production of government information and the decline of print production, the Government Printing Office (GPO) turned its attention to the preservation of and continued access to the print heritage of our nation. In 2003, GPO began discussing a plan to create a national bibliography and online catalog of all government documents and to locate and digitize all documents not currently in electronic format. At the same time, the nation's federal depository libraries began a discussion of the need to build multiple complete archives of tangible documents throughout the nation to ensure preservation and access to those documents. Early in this discussion, Indiana's federal depository libraries recognized that they had sufficient retrospective collection depths to explore the creation of a complete archive of federal documents in Indiana.

INDIANA'S RISE TO THE CHALLENGE

In 2004 at the request of the Indiana University Council of Head Librarians, the Documents librarians from IU's nine depository libraries convened to discuss building a complete, retrospective federal depository collection in IU's newly erected Auxiliary Library Facility. The IU Documents Group issued a report that outlined the primary goals of a federal documents archive at IU: 1) enhance access to government documents and information; 2) free staff from more routine activities in order to concentrate on value-added activities (such as building databases, working on digital projects, etc.); 3) save space, processing time, and duplication of effort; 4) fill in collection gaps; 5) provide full cataloging and reliable delivery from the archive; and 6) establish a base that could be expanded to include other Indiana depositories.

In 2006, the Dean of IU Libraries, Pat Steele, wrote to Judith Russell, Superintendent of Documents, to officially express IU's intent to serve as a "light" repository for historical federal documents. A "light" repository collection is available for delivery outside the archive, with the assumption that this tangible archive would serve as a backup to a publicly accessible digital collection. This is in contrast to a "dark" archive where the collection does not circulate. While IU was proceeding with its plan, an Association of Research Libraries conference on "The Future of Government Documents in ARL Libraries," attended by the directors of Indiana University, University of Notre Dame, and Purdue University, inspired a proposal to the Academic Libraries of Indiana (ALI) to extend the IU Documents Group plan to all federal depository libraries in Indiana. ALI members discussed the concept of creating

an archive of federal documents from the rich collections in Indiana and overwhelmingly approved of and took leadership in implementing this goal.

INDIANA LIGHT ARCHIVE FOR FEDERAL DOCUMENTS

An Indiana Light Archive for Federal Documents Working Group was formed consisting of the directors and government documents librarians from IU, Purdue, the University of Notre Dame, and the Indiana State Library. The group adopted IU's goal of developing one comprehensive, well-preserved, secure, centralized collection of federal documents in tangible format.

The first step in achieving this goal was to bring the proposal to the entire Indiana federal depository library community for their feedback and support. In August 2006 forty-one depository librarians and directors, representing all but ten of Indiana's depositories, attended a meeting at the Indiana State Library. In an amazing show of unanimity, all agreed that Indiana should proceed towards a shared, collaborative light repository for federal documents. The next step was to gain the approval of the Superintendent of Documents, Judith Russell, to proceed with the plan.

Indiana's federal depository librarians and library directors hosted "The Legacy Collection in a Digital Age: The Indiana Plan for a Light Government Documents Depository: A Meeting with the Superintendent of Documents" in September 2006 at the Indiana State Library. Judith Russell was impressed by the degree of consensus for this project among Indiana's federal depository library community and Indiana's emphasis on using the archive to increase public access to government publications and information. She agreed to take Indiana's proposal back to GPO to determine its compliance with Title 44 of the United States Code which governs the management of federal documents by federal depository libraries, GPO, and the Superintendent of Documents.

In October 2006 at a meeting with the Superintendent of Documents and other GPO staff during the annual Federal Depository Library Conference in Washington, D.C., Indiana received the green light to pursue the creation of a light archive for federal documents in Indiana with the understanding that:

- ✓ All participants of the light archive will sign a selective housing agreement that describes which libraries are involved, which parts of the collection they are responsible for, and what support services they will provide, and a plan of action should a participant need to exit the agreement that ensures the continued preservation of the collection
- ✓ In the near term, the shared light archive collection will be a distributed collection housed at IU, Purdue, Notre Dame, and the Indiana State Library
- ✓ All publications included in the light archive will be cataloged
- ✓ Participants will provide interlibrary loan and reference services for those areas of the collection for which they are responsible
- ✓ All depository libraries will subscribe to five-day delivery from Indiana's courier service
- ✓ Indiana may revise its *Disposal Guidelines* to reflect availability of documents in the distributed light archive
- ✓ Nothing in the disposal guidelines will cause Indiana to be without a comprehensive collection of Federal depository resources

What began as a project involving only the Indiana University federal depository libraries was now an unprecedented collaboration involving all of the depositories in Indiana. Until an archival facility large enough to house 200 years of federal documents is ready, the Indiana State Library, Indiana University, Purdue University, and University of Notre Dame agreed to become collection stewards responsible for building a distributed archive.

The Indiana Light Archive planning group has met monthly since April 2006 to develop a detailed plan for implementing this project. By fall 2007, the group had grappled with the issues of determining collection assignments, adopting cataloging standards, identifying preservation best practices, establishing delivery criteria, refining disposal guidelines, and outlining reference, instruction, training, and professional development responsibilities. The result is the ***Indiana Light Archive Collection Stewardship Guidelines*** and ***Memorandum of Understanding/Cooperative Agreement*** solidifying the collection stewards' partnership in the Indiana Light Archive for Federal Documents project.

In brief the ***Indiana Light Archive Collection Stewardship Guidelines:***

- ✓ Assigns specific areas of the government documents collection based primarily upon the strength of the Steward's existing collection and the current area of institutional research interests, e.g., Purdue – Department of Agriculture and NASA; the Indiana State Library – Census; Indiana University – State Department; and University of Notre Dame – Department of Labor
- ✓ Creates a role for other Indiana federal depository libraries as Collaborators to assist the four Stewards in all areas of development

- ✓ Maintains preservation standards for print and microform materials compatible with professional best practices and within institutional resources with materials stabilization a minimum
- ✓ Establishes a delivery commitment that all items will be loanable/deliverable in a timely manner, except for very fragile and rare items, with the understanding that users will use electronic versions of physical documents whenever possible
- ✓ Commits Stewards and Collaborators to provide or ensure standard bibliographic records in WorldCat/INCat and to develop a cataloging plan for all uncataloged materials within two years
- ✓ Revises Indiana's ***Guidelines for Disposal of U.S. Government Depository Documents*** to permit Indiana's federal depository libraries to keep only those tangible documents necessary to serve their constituents (current documents received from GPO still cannot be discarded until they are five years old under U.S. Law) and introduces an online "Needs and Offers" database to replace the requirement that libraries prepare disposal lists for post-1976 documents and eventually pre-1976 documents as well
- ✓ Asks Stewards and Collaborators and all other Indiana federal depository librarians to focus on maintaining and expanding their reference skills, and provide professional development and training to librarians throughout the state in finding and using government information resources

Through the process of developing the Collection Steward Guidelines, the planning group has discovered that Indiana libraries possess sufficient retrospective collection depth, support of Indiana federal depository library community and library administrators, cataloging, delivery, and preservation skills, and the will to make this project not only feasible but also desirable.

Full implementation of the ***Guidelines*** awaits the signing of the formal ***Memorandum of Understanding/Cooperative Agreement*** by the Indiana State Library, Indiana University, Purdue University, and University of Notre Dame University libraries. It is currently being reviewed by each institution's legal advisors. In the meantime, the Indiana Archives for Federal Documents Group continues to develop an Indiana federal documents group in INCAT, fine-tune the Needs and Offers Database, complete collection assignments, and work with GPO to build the National Bibliography.

The process of developing the ***Stewardship Guidelines*** has strengthened the partnerships between Indiana's federal depository libraries, the Indiana State Library, GPO, and other federal depository libraries nationwide. At the annual Federal Depository Library conference in October 2007, GPO praised Indiana's efforts as a model for other state or regional Light Archives. Other Midwest states have approached Indiana to begin a plan to develop a Midwest federal depository archive. Indiana is now eager to begin working on a plan to build a physical and digital archive of Indiana state documents. Furthermore, it is hoped that the Light Archive for Federal Documents will serve as a model for other collaborative remote storage projects within the state of Indiana.

BENEFITS OF THE ARCHIVE TO YOU

While the Indiana Light Archive for Federal Documents has obvious benefits for Indiana's Depository Libraries, it will also benefit all libraries and library users in Indiana. Government documents that contain information useful to all citizens of every age will be identified, cataloged, and made accessible through INCAT. Delivery mechanisms are in place to supply them when needed. With this increased access, all libraries across the state will be able to offer government documents on demand to citizens who want and need to stay informed of the actions of the United States Government. The expertise to use these government information resources will continue to be available on demand from Indiana's government documents librarians located strategically around the state of Indiana in every Congressional district. In fact, the Stewardship Guidelines "asks Stewards and Collaborators and all other Indiana federal depository librarians to focus on maintaining and expanding their reference skills, and provide professional development and training to librarians throughout the state in finding and using government information resources."

To contact a librarian directly, see the directory of Indiana's Federal Depository Libraries at http://www.lib.purdue.edu/govdocs/dir-depo-lib.html. In addition, Web resources and guides are available at all of Indiana's Federal Depository Libraries; link to them at http://www.lib.purdue.edu/govdocs/ind-depo.html. For copies of the Stewardship Guidelines and more information about this project, go to the Indiana Light Archive for Federal Documents Web site at: http://bl-libg-doghill.ads.iu.edu/gpd-web/fdlp/ilitweb.html. And stay tuned for news of better and more complete access to Indiana's state documents.

We would like to acknowledge the other members of the ALI Indiana Light Archives for Federal Documents Committee: Lou Malcomb (Indiana University), Chair, Bert Chapman (Purdue University), Laura Bayard (University of Notre Dame), Bobbie Brooker (Indiana State Library), Katie Springer (Indiana State Library), Anika Williams (Indiana State Library), Judith Violette (Indiana University-Purdue University Fort Wayne)

REFERENCES

Joint Resolution of December 31, 1830, *Indiana Special Acts*, passed at the 15th Session of the General Assembly, 1831.

Lowell, M. H. (1957). Indiana University Libraries, 1829-1942 (Doctoral dissertation, The University of Chicago). American Doctoral Dissertations 1958.

Miller, S. J. (1980). The Depository Library System: A history of the distribution of Federal Government publications to libraries of the United States from the early years to 1895 (Doctoral dissertation, Columbia University). Dissertation Abstracts International A 41(04), 1264.

ABOUT THE AUTHORS

Cheryl Truesdell is the Associate Library Director at Indiana University-Purdue University Fort Wayne (IPFW) Helmke Library. She has been with the Library since 1983. Her expertise and professional interests include building digital library collections, resource sharing, copyright law, and U.S. government information services. She has been active in Indiana libraries and library organizations since 1980. She has published articles in *Indiana Libraries* and the *Journal of Academic Librarianship* and has been a presenter at the ILF Annual Conference as well as other state, regional, and national conferences, including INDIGO, the American Library Association, and Federal Depository Library Conference. In her spare time, Ms. Truesdell indulges her love for gardening and mystery novels. She can be contacted at truesdel@ipfw.edu.

Kirsten Leonard has been the Electronic Resources/ Documents librarian at Indiana University Kokomo since 2004. She is the Immediate Past President of Indiana Networking for Documents and Information of Government Organizations (INDIGO) and a member of the Academic Libraries of Indiana Resource Advisory Committee. Kirsten enjoys being able to combine her love of technology and information management with her love of history and the democratic process. She can be contacted at kaleonar@iuk.edu.

HOLOCAUST WORKSHOP FOR TEACHERS

by Vicki I. Schmidt

INTRODUCTION

In early 2007 the Indiana legislature ratified an act requiring high school teachers to integrate Holocaust studies into their U.S. history classes. In December 2007 Indiana State University offered an educational workshop for teachers that would help facilitate this goal. Instructors for the workshop included Deborah A. Batiste, Anti-Defamation League Project Director; Chaim Singer-Frankes, Training Specialist, USC Shoah Foundation Institute, California; and Stephanie McMahon-Kaye, International School for Holocaust Studies, Yad Vashem, Jerusalem. The essay below is about integrating this workshop into the author's classroom.

THE WORKSHOP

My 8th grade choir and 8th grade General Music classes will take three to four class periods of 39 minutes each to do an interdisciplinary project with the 8th grade English classes as they read *The Children of Willesden Lane* by Mona Golabek and Lee Cohen. The workshop that I attended at Indiana State University has given me the tools I need to adequately present accurate information on the Holocaust.

My field of expertise is in music and while studying in college, the Holocaust and how music affected the lives of the victims was not discussed. The information I have gathered since has been in bits and pieces and not enough information has been garnered to insure that students would receive authenticated information. The curriculum presented at this workshop has given me the resources I need to present reliable information and to show connections between current students and the daily lives of the victims of the Holocaust.

I am developing lesson plans that will show how music played an important part in the survival of some victims, specifically children, of the Holocaust. The workshop information is helping me to streamline the lessons I need, with accurate information, to present to my students. I will be able to show how the artists among the Holocaust victims were affected and how children, besides Anne Frank, turned to writing. Using the information, I will help the students understand why the children found relief in the arts. Students in their 8th grade English classes have already read and researched many family members and friends of Anne Frank and created journals/scrapbooks. My classes will spend several class periods in the media center revisiting the books that were used with a different approach. How are the arts, other than journaling, mentioned and used at this same time period?

At this time (December), the English teacher is covering Anne Frank, but in the spring we, the 8th grade team and I, will work together to form an interdisciplinary project as the students read *The Children of Willesden Lane.* I will be using the music that Lisa Jura played while at Willesden Lane to let the students write reflections on why a particular piece was important to Lisa.

I would like to read the book *Little Eva and Miriam in the First Grade* by Eva Kor, her personal account of prejudice by the twins as first graders. It will also open the discussion of how some children were able to pass as gentile, with or without admitting they were Jewish.

Next, we will discuss the ghettos and the primary objective for establishing them, and then as a class we will visit The Yad Vashem Web site. We will view the online exhibitions of "To Live and Die With Honor," "No Child's Play," and "The Pen and the Sword," with a special emphasis on the quote by Alexander Bogen, "To be creative during the Holocaust was also a protest. Each man when standing face to face with cruel danger, with death, reacts in his own way. The artist reacts in an artistic way. This is his weapon" (Leven).

After this presentation, I will read to the students the book *Rose Blanche* by Roberto Innocenti. It is a simple and easy-to-read picture book that shows the curiosity of a young German girl who comes to the aid of the individuals in a concentration camp; the book will take only a few minutes. Music will be used in the background to show the effect music can have on a story. It gives another aspect of people who were affected by the war. From here I will make the connec-

tion with the music of Lisa Jura, from the book *The Children of Willesden Lane*, as she tries to survive along with many other children who managed to escape the confinements of the camps and ghettos.

This workshop could not have come at a better time for me. I have only a little knowledge of the Holocaust, and this curriculum provides me with a great deal of work to sort through during our winter break. I am looking forward to adding this to my curriculum in general music and finding ways to cover this in my 8th grade choir.

REFERENCE

Leven, S. The pen and the sword: Jewish artist and partisan, Alexander Bogen. *Yad Vashem Magazine*. Retrieved April 3, 2008, from http://yad-vashem.org.il/about_yad/magazine/magazine_new/the_pen.html

ABOUT THE AUTHOR

Vicki Schmidt received her Bachelor (1975) and Master (1980) Degrees in Music Education from Indiana State University. She has taught for 32 years with 31 years in the elementary and middle schools of Tippecanoe School Corporation. She is currently the Choral Director and 8th Grade General Music Teacher at Wea Ridge Middle School in Lafayette, Indiana.

INDIANA MEMORY: THE MAKING OF A STATWIDE DIGITAL LIBRARY

by Connie Rendfeld

WHAT IS INDIANA MEMORY?

Indiana Memory is a statewide collaborative effort to provide access to the wealth of primary sources found in Indiana libraries, archives, museums, and other cultural institutions. Guidelines for digital imaging projects based on national standards have been created and made available to organizations digitizing collection items. Indiana Memory provides a way for local organizations to create and provide access to their collections by making content management software and Web server space available. Indiana Memory is also a Web portal, providing access to Indiana's history and culture as found in digitized books, manuscripts, photographs, newspapers, maps, audio, video, and other resources.

DESIGNED FOR COLLABORATION

In December of 2003, the Indiana State Library convened the Indiana Digital Library Summit. The goal was to bring together representatives from all types of Indiana libraries, as well as archives, historical societies, and allied cultural organizations. The purpose was to begin a discussion on how those groups can work together on the common issue of digitizing unique Indiana resources. Representatives from fourteen organizations attended. The outcome from the meeting was a stronger determination to develop an Indiana Digital Library.

The Indiana State Library was encouraged to take a leadership role in the creation of the Indiana Digital Library. Working groups were formed to investigate various topics identified at the Summit, including standards for digitization, infrastructure requirements, and copyright. The LSTA mini-grant program for digitization projects became a vehicle for the creation of the digital library. Applicants were encouraged to collaborate with other cultural institutions to digitize materials with a statewide historical significance.

An Indiana Digital Library Summit was held in the summer of 2005 to discuss the current digitization initiatives. Two ideas at this meeting became the focus for Indiana Memory. The first idea centered on the creation of a portal page for Indiana digitization projects, with the objective to have the variety of materials that have been digitized in Indiana gathered together in one location to allow easy public access.

The second idea was based on the realization that Indiana libraries and cultural organizations needed assistance with creating and providing online access to their digital collections. Meeting participants discussed ideas for providing an infrastructure for collection management in a collaborative manner. The content management software CONTENTdm® was recommended. As a result, the Indiana State Library began negotiations for an unlimited CONTENTdm® license with OCLC with the intent of offering the software to libraries for their digitization projects.

IMPLEMENTATION TEAM CREATED

Once the decision was made to provide CONTENTdm® as the collection management software, the Indiana State Library began work on the implementation. Robin Crumrin, Director of Digital Initiatives at IUPUI University Library, joined the staff of the Indiana State Library during a ten-month sabbatical beginning in August of 2006. OCLC provided the services of Laurie Gemmill, Implementation Services Manager, to assist with the planning process.

At this time, the State Library created the Indiana Digital Library Advisory Board with representation from various public and academic libraries, the Indiana Historical Society, and the Association of Indiana Museums, as well as other state agencies with an interest in this project. The Board played an active role in providing oversight for the implementation team. Monthly reporting to the Board kept the project moving forward and key documents developed at this time, including guidelines for scanning and metadata creation and the collection development policy, received Board input and approval.

Beta testing began late in 2006. The implementation team selected five institutions to be beta testers. The Indiana State Library, Indiana State Archives, Culver Union Township Public Library, Elkhart Public Library,

and a collaboration of the Starke County Public Library and the Starke County Historical Society were selected to create test collections using CONTENTdm®. Representatives from each of these organizations attended a full-day workshop on CONTENTdm. Due to lengthy contract negotiations between the State of Indiana and OCLC, IUPUI University generously allowed the Indiana State Library to use their CONTENTdm® license and server space for this project. In the end, the State Library, Elkhart Public Library, and the Starke County collaboration were successful in creating collections and the experience allowed State Library staff to better understand the challenges and benefits of using CONTENTdm® After the contract was finalized, OCLC was able to move the collections of the beta testers from IUPUI to the Indiana State Library server.

LIBRARIES BEGIN USING CONTENTDM

The Indiana State Library offered CONTENTdm® to libraries for their digitization projects for the first time with the 2007 LSTA Digitization Grants. Eleven digitization grants were awarded totaling $150,000. Five of the grantees chose to use the State Library's CONTENTdm® license. The project staffs of the grantees were invited to a one-day workshop on basic digitization practices and an introduction to the software. The Acquisition Station software was then installed locally allowing them access to the Indiana Memory server.

In July 2007, the Indiana State Library offered the CONTENTdm® software to libraries without grant funds. Three libraries applied, and their digital projects were approved.

In addition to the individual projects, the Indiana State Library is working on a statewide project to digitize county histories. The goal is to have each county represented online and to encourage local organizations to participate. State Library staff, with the assistance of the Indiana Historical Society, identified a list of books to be digitized and the county histories will be available on Indiana Memory by the end of 2008.

INDIANA MEMORY AS A WEB PORTAL

While work was progressing with establishing an infrastructure for libraries to use creating digital collections, the Indiana State Library was also developing the Web portal to provide easy access to these collections. The idea to create a single resource to Indiana's history and culture was part of the vision of the initial Digital Summit. The proposed portal needed to provide seamless searching across all of the collections while maintaining the identity of the individual collection. The answer was found in the CONTENTdm® Multi-Site Server from OCLC.

In addition to the Indiana State Library, several public and academic libraries in Indiana are creating and maintaining digital collections on CONTENTdm® servers and it is essential to provide access to these collections. The Indiana Memory interface is able to provide easy searching across multiple servers using the Multi-Site Server. Collection metadata is gathered and combined into a single index, providing quick search times. When a search is completed items matching the search parameters are retrieved from multiple servers and displayed in a single user interface. When the user clicks on an individual item, he is taken to the remote server of the hosting institution.

In the fall of 2007 work began in earnest on developing the Indiana Memory Web interface. A designer was contacted, and State Library staff began identifying digital collections that met the established standards. Libraries were contacted asking for permission to include those collections and requesting suggestions for additional collections. In all, the metadata from fifty-five individual collections located on eight separate servers was collected and indexed.

The Indiana Memory Web interface is designed to provide multiple access points to the digital collections. The user has the ability to search across all collections, just one collection, or select the collections that are of interest. A selection of pre-determined subject searches is also available on the home page. Because the initial searches are done from the indexed metadata, results are quickly available. When the user selects an item, he or she is then taken to the host server to view the display image and full metadata record.

Indiana Memory offers contributing institutions an opportunity to be part of the state wide project and adds additional access points to their digital collections. Contributing institutions are able to maintain their local identity and many institutions have created special search interfaces that are not affected by the Indiana Memory software.

CONTINUES TO GROW

Indiana Memory is constantly evolving and has barely begun to tap into the rich resources available in the archives, historical societies, and museums across the state. The items in Indiana Memory represent only a small percentage of the materials held by the contributing institutions. Digital resources are continuing to appear, providing access to a variety of unique historical resources not previously available.

Indiana Memory is made possible in part through grant funding from the Institute for Museum and Library Services to the Indiana State Library under the provisions of the Library Services and Technology Act. It also relies heavily on the cooperation of individual

organizations that undertake digitization projects and make their resources available online.

ABOUT THE AUTHOR

Connie Rendfeld is the Digital Initiatives Librarian for the Indiana State Library and is responsible for the development of Indiana Memory and the digitization of the State Library's collections. She also oversees the LSTA digitization grant program. Prior to working at the State Library, she was Associate Director of Local History Services at the Indiana Historical Society, where she provided professional development assistance to local historical organizations across the state. Connie is a graduate of the Archival Administration program offered by Case Western Reserve University and holds a Master in Library Science and American Studies. For more information about how your institution can participate, contact Connie Rendfeld at crendfeld@library.IN.gov

BRINGING THE VOICES OF COMMUNITIES TOGETHER: THE MIDDLETOWN DIGITAL ORAL HISTORY PROJECT

by Amanda A. Hurford & Maren L. Read

In 2006, Ball State University Libraries was awarded a Library Services Technology Act (LSTA) digitization grant to create the Middletown Digital Oral History Collection. The 188 interviews chosen for this project come from the Ball State University Libraries Archives and Special Collections, and document the lives of African American, Jewish, and Catholic residents of Muncie, Indiana, from the Great Depression into the 21st century. Grant funds were used to purchase new equipment to digitize the interviews, hire two project assistants, conduct thirty new interviews, and make the collection available online in the University Libraries' Digital Media Repository (http://libx.bsu.edu).

Archives and Special Collections holds a number of oral history collections as part of the Middletown Studies Collection and the Stoeckel Archives of Local History. The collections selected for digitization provide research material on the three communities that were left out of the seminal studies conducted and published by sociologists Robert and Helen Lynd in the 1920s using Muncie as "Middletown," a representative American community. Recent scholarship has focused on documenting the African American, Jewish, and Catholic experience in Middletown, and researchers have conducted oral histories to fill this gap in the historical record.

Eight collections from Archives and Special Collections were selected for digitization:

- The *Black Muncie History Project*, conducted with African Americans between 1971 and 1978 by community leader Hurley Goodall and Ball State professor J. Paul Mitchell.
- The *Black Middletown Project*, conducted in 1981 by faculty and graduate students from the University of Virginia and Virginia Commonwealth University. These interviews were conducted as part of the Middletown III project funded by the National Endowment for the Humanities.
- The *Other Side of Middletown*, a collaborative ethnography project on Muncie's African American community, conducted by Ball State professor Eric Lassiter and students at the Ball State University's Virginia Ball Center for Creative Inquiry in 2003. Students conducted interviews and wrote a book entitled *The Other Side of Middletown: Exploring Muncie's African American Community* based on their research.
- The *Middletown Jewish Oral History Project I*, conducted in 1978-1979 by Ball State professors C. Warren Vander Hill and Dwight Hoover, under the sponsorship of long-time Jewish resident of Muncie, Mr. Martin Schwartz.
- The *Middletown Jewish Oral History Project II*, a follow up to the 1978-1979 project sponsored by Mr. Schwartz, conducted with members of the Muncie Temple Beth-El congregation by C. Warren Vander Hill between 2003 and 2004.
- The *St. Francis of Assisi Catholic Church Oral History Collection*, the St. Lawrence Catholic Church Oral History Collection, and the *St. Mary Catholic Church Oral History Collection*, conducted in the fall of 2006, with members of the three churches, by volunteers as part of the LSTA grant. Funds were used to offer a training session for the volunteers on how to conduct oral history interviews.

PREPARING COLLECTIONS

One area that should not be overlooked in the beginning stages of an oral history project is copyright. For the Middletown Digital Oral History Collection, it was necessary to evaluate the copyright status of each subcollection. This involved reviewing deeds of gift and release forms to determine whether or not permission was granted by the interviewers and interviewees to put their oral histories online. In the cases where there was some uncertainty, efforts were made to obtain permission from the interviewees and interviewers to include their oral histories in the project.

It is also important that the selected collections be in good condition and adequately processed. Many of the tapes digitized in this project were thirty years old and, although we did not find any major preservation problems, many did need to be relabeled and re-

housed. Finding aids also had to be reviewed and updated to provide an inventory of each collection that included the number of tapes for each interview, names of interviewers and interviewees, date of the interview, and other information that became the basis for the metadata records.

AUDIO DIGITIZATION

After reviewing the literature on best practices for analog to digital audio conversion, including the Colorado Digitization Program Digital Audio Working Group's comprehensive overview of audio digitization procedures (http://www.bcr.org/cdp/best/digital-audio-bp.pdf), project staff consulted with audio experts at Sweetwater Sound (http://www.sweetwater.com) in Fort Wayne, Indiana, and the following software and hardware were purchased. This list does not include computers or monitors, although they were also required for the project.

- Tascam 322 2-Head Dual Auto Reverse Audio Cassette Recorders
- AKG K 271 Closed Circumaural Studio Headphones
- PreSonus FIREBOX 24-Bit/96kHz 2x6 Fire Wire Recording System
- TRS Cables (Pro Co. BPBQCCXF5 5' XLFR and BP10 10' TRS)
- Sony SoundForge 8 Audio Editing/Mastering Software
- Waves Restoration Audio Clean-Up Plug-In Bundle

After ordering, obtaining, and setting up the audio digitization equipment, we were ready to begin digitizing. A student assistant was trained to digitize using the following workflow (see Figure 1 for complete project workflow). First, the cassette was inserted into the cassette player and played as normal. After monitoring the volume with headphones and adjusting levels if needed, the digitization assistant rewound the tape back to the beginning and initiated the recording process. Audio information was then transferred from the cassette deck to the Firebox recording system via TRS cable. The Firebox then converted that signal sent from the tape deck into a digital format. The computer captured the digital sound at 16 bit/44.1 kHz, which was then saved as an archival WAV file. A copy of that master file was then "cleaned" using volume normalization and audio enhancement applications in SoundForge and Waves Restoration software. Finally, an access WMA file was created for each file which was placed on an offsite Windows Media Server for streaming.

TRANSCRIPTION

The LSTA grant awarded for the Middletown Digital Oral History Collection included funds for transcription. Based primarily on cost and quality control considerations, we decided to produce transcripts of the interviews in-house rather than hiring professional transcribers. Commercial services are available for transcription, but are quite costly. Transcribing in-house also gave us greater quality control over the transcripts we presented online than would

Middletown Digital Oral History Project Basic Workflow

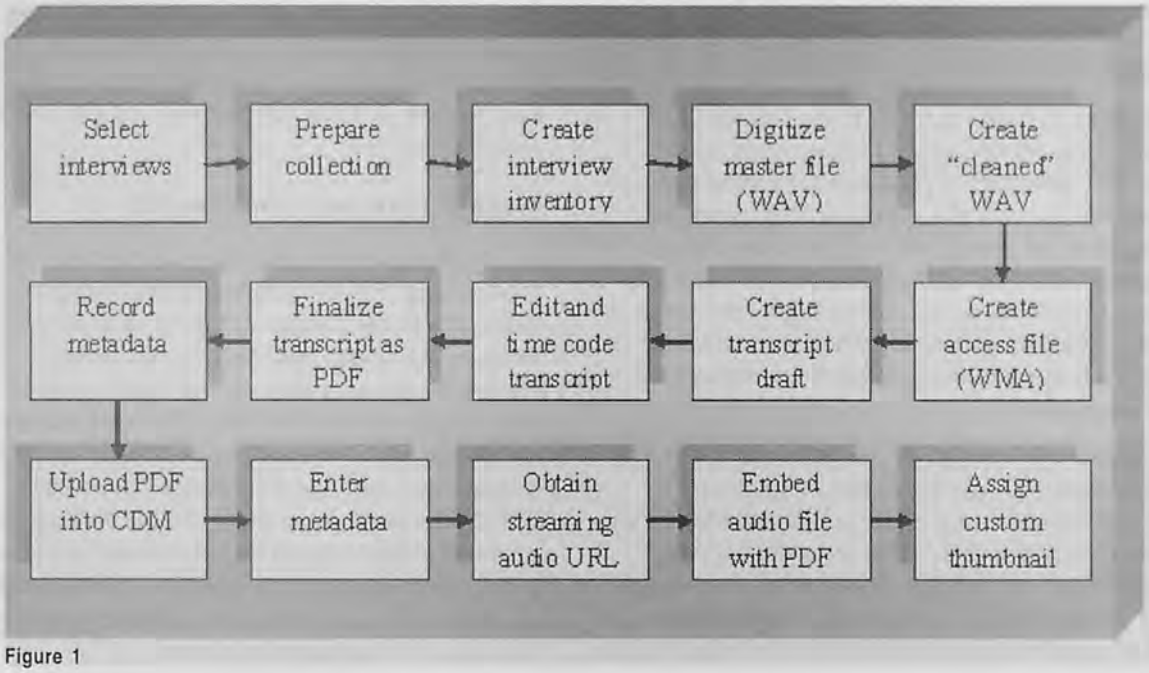

Figure 1

have been possible if we had relied on outside transcribers.

We had two types of collections to transcribe. Four of the collections had original transcripts and four lacked transcripts. The existing transcripts varied in completeness and accuracy. It was very important to have high quality transcripts for all the interviews, in order to make them searchable once they were available in the Digital Media Repository. Many of the transcripts had misspellings, question marks, blank spaces, inaccuracies, and many other problems that were caused by poor sound quality of the original recordings. We chose to retype, edit, and format the existing transcripts to the same standards we developed for the transcripts of the interviews that required completely original transcription. We followed guidelines developed by the Baylor University Institute for Oral History in their publication, "Style Guide: A Quick Reference for Editing Oral History Memoirs" (http://www.baylor.edu/content/services/document.php?id=14142), for all our transcripts.

In addition to following the Baylor guidelines, we also created a wiki to track progress on our project and included a section on style and format (http://www.bsu.edu/libraries/wiki index.php?title=Oral_Histories). The wiki was a great tool, because it provided an accessible place to post style and format guidelines as we went through the transcribing process and new issues and questions were raised. Transcribers working on this project also referred to city directories and local history collections in Archives and Special Collections to confirm spellings of names, places, and other terms discussed in the interviews. The wiki includes a list of terms, mostly related to Judaism and Catholicism, for transcribers to reference.

METADATA

In addition to full text transcripts, Dublin Core metadata records were created for each oral history interview. The first step in planning for metadata creation was to identify the sources of information. After examining the resources available, we decided that metadata would be derived from related archival records (such as finding aids), listening to the interviews themselves, reviewing interviewer notes, and referring to labels on tape cassettes from which the resource originated.

Based on the information available and the depth of metadata agreed upon, we created a metadata scheme for this digital oral history collection based on the Dublin Core standard. When considering which metadata fields to include, we asked ourselves several questions. What does the user need to know about these resources? What information will systems administrators, librarians, and archivists need to manage this digital collection?

Ultimately, we included the following fields, which are mapped to Qualified Dublin Core:

- Title
- Interviewer
- Interviewee
- Date Recorded
- See Photo of Interviewee
- Run Time
- Location Recorded
- Subject Notes
- Media Type
- Original Physical Format
- Project ID
- Archival ID
- Digital ID
- Repository
- Collection
- Subcollection
- Digitization Specifications
- Ordering Information
- Copyright
- Full Text

The metadata fields selected and notes for their implementation are also documented on the project wiki.

The project's metadata creation was a collaborative process between the two authors of this article - an archivist and a digital projects librarian. In order to create metadata records for the oral histories, we kept an Excel spreadsheet in a shared server space to which we both had access. This spreadsheet essentially began as an inventory for the collection and was filled in as other details became available. Excel was chosen as our initial metadata entry interface because it allowed for convenient access and data sorting, and the data was easy to save as a tab delimited text file for quick upload to CONTENTdm.

PRESENTATION IN CONTENTDM

Deciding how to display oral histories to the public took thoughtful consideration and weighing of options. It was very important to us that the user could listen to the audio and view the transcript at the same time, since simultaneous functionality would be preferable to users. Ball State University Libraries' technology staff was able to develop a solution that displays an embedded Windows Media Player above the PDF in the same page within CONTENTdm. This solution makes it so users access one record for each oral history in which they can view the metadata, play the audio file, and scroll through the transcript all at once in a very user friendly way.

CONCLUSION

With the completion of the Middletown Digital Oral History Project, a valuable resource is now available online. It has exposed researchers to previously under-used oral accounts of life in Muncie, Indiana, and is currently being used as source material in courses at Ball State University and beyond. The project is also an extremely valuable learning resource from the information professional's perspective. Working on this project, we have learned a great deal about digital oral histories and have had many opportunities to share our experience. As other archivists and librarians prepare to move to the next frontier of digital collections, our project might be considered one model of how institutions can create digital oral history collections in CONTENTdm.

This article is based on a presentation given at the Indiana Library Federation 2007 Annual Conference.

ABOUT THE AUTHORS

Amanda A. Hurford (aahurford@bsu.edu) is the Digital Initiatives Multimedia Developer in the Ball State University Libraries' Metadata and Digital Initiatives unit.

Maren L. Read (mlread@bsu.edu) is the Archivist for Manuscript Collections in the Ball State University Libraries' Archives and Special Collections.

MIGRATING FROM A PRINT TO ONLINE PERIODICAL COLLECTION

by Kevin F. Petsche

The IUPUI (Indiana University-Purdue University Indianapolis) Library, like most academic libraries in Indiana and the United States, has seen a dramatic decrease in the use of its print periodical collection over the last decade. Parallel to this decrease has been an exponential increase in electronic journal usage. Statistics illustrate that all sources of e-journals (aggregators, vendors, and third party platforms) have increased at such a rapid rate that the library has been relatively slow to react to this change in user behavior. The verdict as to whether library patrons will choose electronic journals or print journals has been delivered in resounding fashion. The question for academic libraries such as the University Library is, "What do we do with our print collections?"

THE CURRENT SITUATION

In 2007, the University Library received issues for approximately 2,300 periodical titles in print. Of these, an ongoing journal re-shelving study found that 56% of the titles were re-shelved zero times and over 87% of the titles had five or less re-shelving counts. The re-shelving study also tracked bound volume usage for each subscribed title for the previous three years, and the study found similar results. 71% of the currently received titles had zero statistics for bound volumes and 94% of the titles had five or less recorded re-shelves. (See figure 1.)

At the same time that the print periodical collection was being unused by patrons, the recorded uses of the electronic journal collections was growing exponentially. In 2006, statistics for large aggregated packages such as JSTOR, Project Muse, and Wiley, as well as full text aggregator databases such as LexisNexis, Gale, and EBSCO, reveal that University Library patrons had downloaded over one million full text articles.

It is recognized that this use assessment of print and electronic journals is not comparable for many reasons—the most important of which is that the same titles are not being evaluated. Other problems concern the nature of the statistics themselves and the drawbacks of comparing a single re-shelf of a print journal with a download of a full text article. What the statistics do show, however, is that strong evidence exists that patrons, while using library resources, are not using the print periodical collection.

In 2007, each area of the library was asked to thoroughly examine its operation because the non-materials budget could possibly be cut by 1%. The Acquisitions Team examined several parts of its operation, including the non-subscription costs of maintaining the print periodical collection. The team looked at costs associated with checking-in and binding (as well as related human resources). It was determined that the checking-in process was very efficient and that stopping was not worth the consequences. The team then looked at the binding and preservation operation.

The cost involved in binding had already been greatly reduced since 2000. In these previous years, subject librarians had either cancelled many print titles or had switched them to online. This trend continued in 2008 when 60 titles were switched to online only. But there were still many titles that were using important resources with questionable return on investment. The team determined that the best way to save costs was to cease binding print journals where it made sense—but where did it make sense? In the library, subject librarians have the responsibility for retention and binding decisions. Thus any cost savings for

Percentage of Currently Received Periodical Titles Re-Shelved Five Times or Less				
	2004	2005	2006	2007
Current Periodicals	84%	86%	88%	87%
Bound Periodicals	99%	99%	99%	94%

Percentage of Currently Received Periodical Titles Re-Shelved Five Times or Less

binding periodicals was not going to be the Acquisition Team's responsibility alone.

STANDARDS FOR SELECTION OF JOURNALS TO MIGRATE FROM PRINT TO ELECTRONIC

The University Library's Collection Development Coordination Group (CDCG) has membership which includes affiliates from the Bibliographic and Metadata Services, Acquisitions, Access, Special Collections, and Reference Teams. It also has a member from each of the three client-based teams, the two Associate Deans, and from the Herron School of Art and the Columbus libraries. This group is charged with overall stewardship of the library collection, including the electronic collection.

Even before the possibility of a budget cut, the CDCG had tasked a subgroup to construct standards to guide librarians in moving journals subscriptions to print when appropriate. The document, University Library Policy Statement on Periodical Collection, directs subject librarians to choose an electronic version for new journal subscriptions instead of a print version as long as it meets five criteria. The document describes five additional criteria that should also be considered.

While this document was intended to instruct the library on new subscriptions, the CDCG found that the criteria offered sound parameters to subject librarians as they made decisions about migrating current print subscriptions to electronic versions and to not bind combination titles.

The criteria:

1. Access is available from an IP-authenticated site.
2. The journal is available from either a publisher's site or a 3rd party platform such as JSTOR, Project Muse, IngentaConnect, Scitation, Metapress, Extenza, Informaworld, etc.
3. Titles available only from full-text aggregators such as EBSCO, LexisNexis, Proquest, Gale and WilsonWeb are not deemed to be trustworthy versions because of volatility in availability of content and the difficulty in determining whether the online version is consistently the same as the print version.
4. The publisher belongs to Portico, in which the University Library participates. Portico guarantees the availability of online content in case of catastrophic event. For more details, see http://www.portico.org.
5. The library maintains perpetual access to all content published for the years subscribed.

The most critical aspects of the criteria have to do with the assuredness of access to subscribed titles. Full-text aggregators, which are described in number 3 above, have no contractual agreement with libraries to maintain access to a given title. The short history of these databases shows that publishers pull title and content all the time. Moreover, even when aggregators claim that titles are fully present in database, it is not uncommon for there to be missing content. Libraries should trust only publisher Web sites or third party platforms which provide licenses. Criteria numbers 2 and 3 may seem obvious to some, but it is surprising how often librarians fail to distinguish among the online sources described. This is often the result of the near seamless interoperability of online resources, OpenURL linkers, and federated search engines.

It is important to make sure that when a decision is made to select the online version of a journal, that access to purchased issues are maintained into perpetuity. Some libraries have chosen to participate in LOCKSS initiative (Lots of Copies Keep Stuff Safe—http://www.lockss.org/), which requires some reasonable effort on the part of libraries to set up and maintain access to purchased issues of online content. This may be a reasonable path for some libraries.

In 2006, the University Library took another path and decided to join over 400 participating libraries and 50 publishers in the Portico initiative. Essentially, Portico serves as an insurance policy to ensure perpetual access to purchased online content. As with any insurance policy, there is an annual premium which each library pays to participate. Publishers also pay a premium to participate. In the case of financial failure of a publisher or if a publisher simply stops carrying a journal, participating libraries will continue to have access through the Portico site. The latter situation took place in late 2007 with Sage's decision to drop the title *Graft: Organ and Cell Transplantation* from its site. For more information on this, go to http://www.portico.org/news/112807.html.

THE INITIAL 548

At the beginning of 2008, it was apparent there were several steps which could be taken to maintain an underused print periodical collection. While subject librarians will ultimately decide if continuing current subscriptions is necessary, the Acquisitions Team took on the task of trimming the binding budget. The team identified 548 titles for which there are currently both print and online versions available. These titles have even a higher rate of non-use than the total print collection as 70% of these titles had zero record re-shelves and 99% of them had five or less re-shelves.

For each title, the team identified how it matched against the five criteria outlined in the library's periodical collection policy. Currently, these titles have been given to the appropriate subject librarians to decide a

temporary retention policy for the print issues. While this process has just begun, it is already apparent that some librarians do not want the print issues sent to the Current Periodicals area and will instruct serials check-in to throw away these issues. The library must continue to receive some of these titles in print because online access is only possible if there is a print subscription. A goal of this project is for subject librarians to cancel the print versions where possible and go with the online version only. Exceptions to the policy are allowed for selectors—mainly if the online version is prohibitively more expensive than a print or print plus online subscription.

CONCLUSION

Libraries have watched for a decade as users have resoundingly chosen online access over the paper periodical collection. While viewing this change in user habit, we have found ourselves stuck in a transitional period where we continued to cover the costs of maintaining the print periodical collection but also were bearing the maintenance costs for significantly larger online collections. Up to now, it was difficult to see our way through this transition, primarily because we could not place "enough trust" in the archival ability of parties we could not control. This was completely understandable and appropriate. But the situation has changed with the advent of Portico and other efforts to insure perpetual online access to our valuable periodical collections. It is time to move forward and intelligently identify and, where appropriate, to cease outmoded processes which use increasingly scarce resources for services our users no longer require. It appears that the turbulent and volatile waters of the online environment have begun to calm for online periodical collections, and it is getting safer to immerse ourselves in the online environment.

ABOUT THE AUTHOR

Kevin Petsche has been a librarian at the IUPUI University Library since 1999. He has served as the Electronic Journals Collection Manager since leading the implementation of SFX in 2000. In July 2007 he became the Head of Acquisitions. He is currently managing the library's migration to a print periodical collection as well as leading the campus effort to implement an electronic resource management system.

IN PRAISE OF THE ALEXANDRIAN LIBRARIANS: PIONEERS IN LITERACY SCHOLARSHIP

by William F. Meehan III

The accomplishments of the ancient Greeks won valued recognition in Western intellectual civilization, few subjects escaping their observation. So with the rise of writing in the fifth century B.C., and after they had pioneered rhetoric, the Greeks turned their attention to the texts transcribed on papyrus scrolls. The center of intellectual activity at the time was Athens, in one of the four schools of philosophy run by Aristotle. However, it was not the reflective thinkers in Athens who delved into the written word on the rolls and gave rise to literary scholarship. It was, instead, the scholarly librarians in the Egyptian city of Alexandria working in what became the greatest Greek library and the paragon of research libraries ever since.

The formal study of literary texts in classical Greece took root in the third and second centuries B.C. with the librarians in Alexandria who served during the reign of the Ptolemies, the learned rulers who took the capital's cultural standing seriously enough to foster a robust intellectual life. Ptolemy I endowed a center for scholarly research and discussion, the Museum, also providing a library where the spirited acquisition policy led to a hoard of rolls, designed mainly to support examination of the classics of Greek literature, particularly Homer. Gathered from the spoils of war and the confiscation of ship cargo, the abundant collection in Alexandria, however, lacked exemplary copies, or authoritative versions, of literary works. Several copies of a work were acquired, each containing a different version of the text, with lines missing or added as well as transposed, along with variants in spelling and diction. Setting up a standard text for these literary works of Greek cultural importance, therefore, was the first scholarly undertaking at the Museum, where several of the librarians were grammarians. The editing and therefore standardizing of literary works that subsequently flourished at the Museum secured its position as an exalted place not only in the history of libraries but also in the history of literary studies. Before long, it grew into a model of skillful editing where the aim was not producing scholarship but compiling, revising, and correcting it.

The recension and exegesis of literary texts by the librarians was motivated in part by the prevailing mood associated with Hellenism, a movement fixed upon correctness, and in part by the lingering analogical attitude to language, or a view that intrinsic orderliness and regularity informed grammatical paradigms. The auspicious combination inspired a fascination with literary style that developed into textual scholarship, enhanced by the concern with grammatical correctness and correct standards of Greek as tools for producing correct interpretations of classical literature. Called *grammatikoi*, or students of letters, the librarians who pursued literary scholarship did so to serve their discerning textual elucidation and criticism. These early expositors of literary texts were Zenodotus, Aristophanes, and Aristarchus.

The first official head of the great library in Alexandria was Zenodotus, appointed by Ptolemy I in circa. 282 B.C. The earliest editor of Homer's works, Zenodotus' twenty-two year term produced the compilation of a Homeric glossary, which also was the first alphabetized arrangement, and the formulation of complete critical editions of Homer's masterpieces the *Iliad* and *Odyssey*. He also is responsible for the division of Homeric epics into twenty-four books and initiation of the marginal obellus, a dash, to mark what he considered spurious lines, eliminating some lines and altering others while combining lines of different verses into one. Zenodotus was thought a maverick by later workers in the library, given to conjectural editing and failing to distinguish between his own or everyday use of words and those distinctively Homer's, resulting in editions more the editor's than Homer's. He paid close attention to Homer's style but neglected to develop a critical method for analyzing it. Still, the foundation of his scholarly work was the comparison of several manuscripts, an essential component of literary research. Zenodotus' recension of Homeric texts ranks as the earliest editorial revision of a literary work based on critical examination of the text and the use of

sources. As the first editor of any text, Alexandria's first librarian can be called the founder of textual criticism.

The third head of the Library of Alexandria, Aristophanes, was appointed by Ptolemy V and served circa. 205-185. Aristophanes had a well deserved reputation as a notable literary scholar. A pupil of Zenodotus, Aristophanes is credited with initiating markings that furthered the rise of grammar and textual criticism as academic pursuits. Identified with Aristophanes' exemplary editions of Homer is a system of accentuation and punctuation marks devised mainly to preserve proper pronunciation; among his innovations are elision markers; syllabic junctures; the hyphen, comma, colon, and period; short and long vowel signs; and accents, or diacritics, used to indicate pitch level and stress. Also originating with him are several symbols pertinent to textual criticism, such as the asterisk and the collective obelisk, which marked consecutive lines thought spurious. He was confident in his independent recensions, which were based on manuscript evidence, but his adherence to Alexandrian cultural standards sometimes prevented his full understanding of Homer's world and thus the epic poet's diction and plain style. Working with poets as well as dramatists, Aristophanes' scholarship encompassed Pindar, resulting in the first edition of the lyrical poet's collected odes. Notably, he separated the works into books complete with subdivisions by theme and recognition of metrical schemes. He also ventured into lexicography, compiling the first list of words that included etymologies, and he composed a description of grammatical regularity in Greek declension. Aristophanes might best be remembered, however, for his list of poets categorized by form (lyric, epic, etc.), which initiated the idea of a literary canon.

Aristarchus, the next head of the library, was a pupil of Aristophanes and appointed by Ptolemy VI. While administering the library in circa. 175-145, Aristarchus elevated Homeric literary scholarship to a legitimate body of knowledge and helped make his era renowned in the study of language and literature. Among his list of far-reaching accomplishments was the running commentary, which ranked second only to his expert critical treatises. A command of vocabulary informed his use of homonyms and synonyms to explain connections between words in literary works. Aristarchus was an authoritative Homeric critic and interpreter. His examination of the poet's language, trust in the poet's usage, and commentary on the poet's themes outstanding. He firmly believed that the author was his own best interpreter, thereby instituting the idea of authorial intent. He furthered the analogical method, adding to his teacher's rules of inflexion and declension, while initiating marginal symbols that pointed to conspicuous words or content, to disruption of the order of lines and its correction, and to interpretations that differed specifically from Zenodotus'. He, furthermore, recognized eight parts of speech: noun, verb, participle, pronoun, article, adverb, preposition, and conjunction.

Aristarchus' name was equivalent to "famous critic," and his authority as a textual scholar justified his acclaim, but Alexandria's fifth librarian might best be remembered for the work of one of his students, Dionysius Thrax. Although he was not a librarian, Thrax authored the first surviving Greek grammar. His fifteen-page *Téchnç grammatiké* opens with a description of Alexandrian grammar that places in context the principles underlying the work of the librarian literary scholars. Grammar, according to Thrax, consists of six parts: precise oral recitation adhering to prosody; clarification of literary words and phrases; preparation of commentary on expressions and content; ascertaining etymology; determining regularities; and high regard for literature. The *Téchnç* turned out to be the pinnacle of literary scholarship in Alexandria, justifying the purpose of textual studies and the role of the grammarian, while securing the lasting triumph of the pioneering librarians. Practically every grammar book today can be traced to Thrax.

Like so many of the lasting contributions of ancient Greeks to the Western intellectual tradition, the achievement of the librarian literary scholars in Hellenistic Alexandria deserves distinction. Their highly considered work earns the esteem and gratitude of anyone who appreciates the art of literary editing, and it should inspire academic librarians to aim for excellence in their own scholarly endeavors.

WORKS CONSULTED

Casson, L. (2001). *Libraries in the ancient world*. New Haven: Yale University Press.

Forbes, P.B.R. (1933). Greek Pioneers in philology and grammar. *The Classical Review, 47 (3)*, 105-112.

MacLeod, R. (2000). Introduction: Alexandria in history and myth. In R. MacLeod (Ed.), *The library of Alexandria: Centre of learning in the ancient world* (pp. 1-15). London: I.B. Tauris.

Robins, R. H. (1957). Dionysius Thrax and the western grammatical tradition. *Transactions of the Philological Society, 55*, 67-106.

FURTHER READING

El-Abbadi, M. (1992). *Life and fate of the ancient library of Alexandria*. (2nd ed.). Paris: United Nations Educational, Scientific and Cultural Organization.

Fraser, P. M. (1972). *Ptolemaic Alexandria* (Vols. 1-3). Oxford: Clarendon Press.

Kenyon, F. G. (1980). *Books and readers in ancient Greece and Rome*. Chicago: Ares Publishing. (Original work published in 1932).

Long, A.A. (1974). *Hellenistic philosophy: Stoics, epicureans, sceptics*. London: Duckworth.

Luhtala, A. (2005). *Grammar and philosophy in late antiquity: A study of Prician's sources*. Amsterdam and Philadelphia: John Benjamins.

Pinner, H. L. (1948). *The world of books in classical antiquity*. Leiden: A.W. Sijthoff.

Pfeiffer, R. (1968). *A history of classical scholarship*. Oxford: Clarendon Press.

Sandys, J. E. (1958). *A history of classical scholarship*. (Vol. 1.) New York: Hoffner Publishing Co. (Original work published in 1903).

Staikos, K. (2004). *The history of the library in western civilization*. New Castle, Del.: Oak Knoll Press.

Woodard, R. D. (1997). *Greek writing from Knossos to Homer: A linguistic interpretation of the origin of the Greek alphabet and the continuity of ancient Greek literacy*. Oxford and New York: Oxford University Press.

ABOUT THE AUTHOR

William F. Meehan III works in the rare book department at Arader Galleries in New York.

LOW LITERACY: BREAKING THE FAMILY CYCLE

by Susan Klingler

> The more you read, the more you know. The more you know, the smarter you grow. The smarter you are, the longer you stay in school. The longer you stay in school, . . . the more money you earn and . . . the higher your children's grades will be . . . and the longer you will live.

In these few sentences, Jim Trelease (2006, p. xxv) distills the statistics down to two essential connections: one between strong literacy skills and quality and length of life and one between the parents' literacy level and the child's. As educators, we want our students to be literate because we understand these connections; furthermore, we recognize that literacy levels are unacceptably low, especially among non-white and low-income families ("Research on Early Literacy," 2005). Our own professional concern over this phenomenon motivates us to search for ways to improve literacy, but now, with the No Child Left Behind demands, labels, and threats nipping at our heels, the stakes are even higher, and the search becomes more desperate and, one hopes, more focused.

As Trelease (2006) asserts, reading is *the* fundamental skill, and recent research informs us that a child's literacy experiences before entering school are so important that children who lack rich language experiences from birth until age three or four are already "left behind" before they enter school. The Carnegie Foundation reports that "35% of children in the United States enter public schools with such low levels of the skills and motivations that are needed as starting points . . . that they are at substantial risk for early academic difficulties" ("Research on Early Literacy," 2005, ¶ 1). And once a child starts out behind, he or she will likely remain behind. According to the Position Statement of the International Reading Association and the National Association for the Education of Young Children, "Failing to give children literacy experiences until they are in school can severely limit the reading and writing levels they ultimately attain" (Neuman, Copple, & Bredekamp, 2000, p. 5).

To close the achievement gap, schools must turn to remediation, which is only marginally successful. In my own experience as a high school English teacher, it has become painfully clear to me in my efforts at remediation that I lack the necessary skills: I am not a reading teacher, and often it is a reading teacher that my students need. I have listened as elementary school administrators explained their plans for remediation: cut afternoon recess, reduce time spent on science and social studies (at least during the weeks preceding the state tests), keep the low-achievers after school for an extra hour of learning. None of these remedies seems sound to me. I began thinking about my own at-risk students: high school juniors who will likely remain in our community and have their children young (some are already parents). These very children will be entering our schools in a few short years. I concluded that maybe the best solution I can offer for increasing literacy in my community is to teach these future parents about early and family literacy—and I can do this most effectively in partnership with my school media specialist.

FAMILY LITERACY: LITERACY BEGINS AT BIRTH

One determiner of a child's ultimate literacy level is the level of his "family literacy." Family literacy is a broad term that, according to the International Reading Association, "encompasses the ways parents, children, and extended family members use literacy at home and in their community," and it may be "initiated purposefully by a parent, or may occur spontaneously as parents and children go about the business of their daily lives" (Sapin & Padak, 1998, p. 5). Highly literate parents who enjoy reading both privately and aloud to their children are more likely to make family literacy a natural part of their family life: to model leisure reading, to read to children from an early age, to take children to library story time, to have many age-appropriate books available in the home, even to simply engage them in conversation about ideas and experiences. But the less literate parent, who might not be aware of the importance of engaging children in

literacy activities, may not have the skills or the resources to provide the experience. Thus the cycle of low literacy (or illiteracy) perpetuates itself throughout generations.

Family literacy programs for low-literacy and/or low-income parents vary widely. They might include actual reading instruction for the parent, family sessions at schools or libraries during which reading activities for children are modeled for parents, or home visits from child literacy specialists. Programs such as Project: LEARN, a one-on-one tutoring program for parents, address parents' own low literacy (Sapin & Padak, 1998); Reading Is Fundamental (RIF) provides free books to children and promotes activities to help children become life-long readers (Sapin & Padak, 1998); Parents as Teachers (PAT) includes both on-site training and home visits to "empower parents to give their children the best possible start in life" (Sapin & Padak, 1998, p. 2-22).

All of these family literacy programs stem from the recognition that the parent is the child's first and most important teacher and that language-rich experience is essential for children, beginning in infancy.

EARLY LITERACY: THE FIRST FIVE YEARS

The ultimate goal of family literacy (and education in general) is to make children skilled readers and writers, and the very first steps they take toward this goal occur in infancy, well before they encounter books in a way that a casual observer might call "meaningful." Research in emergent literacy tells us that play actually promotes the kind of brain development in infants that helps "foster reading readiness" (Byrne, Deerr, & Kropp, 2003, p. 42). *The Essential Guide to Children's Books and Their Creators* (2002) points out, "The human brain is not fully developed at birth . . . [and] since most synapses, or neural connections, are formed during the first three years of life, early experiences are crucial" (p.133). During infancy and early childhood, human interaction that involves language—talking, singing, reciting nursery rhymes, and reading—promotes brain cell connections as well as the formation of new brain cells ("Raising Readers," 1999). Hence, the infant or toddler whose environment is language rich already has significant advantage in his or her journey toward literacy.

In the first year of life a child will, ideally, lay both the intellectual and emotional groundwork for literacy. In a sensory-stimulating environment she will hear parents' voices and music and begin to make positive emotional associations with language. Talking to a baby, smiling when she coos, cuddling her while singing all work to instill in her a connection between language and love. Along with this emotional link comes the baby's own emerging language experimentation and development: cooing, beginning at about two months, followed by babbling, then "advanced babbling, with sentence-like phrasing," and then, finally, at about one year, the use of actual words (Rath & Kennedy, 2004, p. 34).

Books should be a part of an infant's life from birth since playing with books can foster literacy. Sturdy cloth or board books, which the child can look at, hold and manipulate, and chew on, are made for this purpose. Furthermore, children in their first year of life should be read to. Even at this young age, reading provides rich mental and emotional experience for the child: He points and responds to pictures, learns the concept of turning pages, and develops the connection between books and fun. In fact, "reading aloud to young children is so critical that the American Academy of Pediatrics recommends that doctors prescribe reading activities . . . at regular check-ups" ("Raising Readers," 1999, Doctors Prescribe Reading section).

As a child moves into the pre-school years, the steps in the literacy process become more obvious. Language acquisition moves at a rate that sometimes astounds us. Interest in books becomes more focused and sustained. Long before children can actually read text, they come to understand "directionality," the idea that the print moves from left to right across the page, which "becomes important as children begin to connect letters with sound and sort out letter-sound relationships" (Owocki, 2001, p.12). They become familiar with prediction, an important reading strategy, and are absorbing knowledge about grammar structures and vocabulary. It is also during these years, well before children enter kindergarten, that they begin to internalize the symbolic nature of reading and writing, coming to understand that print *means* something. A three-year-old can understand that "letters can be named; print carries meaning; there is a difference between drawing and writing; print [is] linear; [and] the letters in a string must vary" (Owocki, 2001, p.15). Ideally, by the time she enters school, much has already occurred in a child's life to pave the way to reading and writing.

ARRIVING AT SCHOOL WITH A DEFICIT

The child who does not come from a language- and text-rich home arrives at pre-school or kindergarten already behind his "family-literate" counter-parts. He is less likely to have been to new places (museums and zoos) where new experiences help build vocabulary and strengthen language skills (Rath & Kennedy, 2004). He has likely not had a number of books available to him at home, nor been read to regularly. Perhaps he has never visited the public library, which is abundant in just the resources he needs. He might be one of the children from a low-income family who enters first grade with only twenty-five hours of "one-

on-one picture book reading," whereas his middle-class classmate has logged up to 1,700 hours ("Research on Early Literacy," 2005, ¶ 4). He might be one of the 20% of American children living in poverty who, by age four, has "heard thirty-two million fewer words than children living in a professional home" ("Family Literacy and You," 2006). These deficits, according to the statistics, will never be overcome.

WILL THIS CYCLE BE UNBROKEN?

The conclusion is obvious and disturbing: by the time the kindergarten teacher, or even the Head Start teacher, welcomes a child into the classroom, it is already too late—that child's aptitude for reading and writing has already been formed. The "disadvantaged" child will start out behind, will never catch up, and will likely find limited success in school since the majority of school work is rooted in reading and writing. Negative, or at best, neutral, experiences with reading and writing will influence this child as she grows and becomes a parent, and her child is destined to the same fate.

Can literacy education during pre-parent years help break the cycle?

I look around at my classroom of non-college-bound juniors. One is expecting a baby soon. That means in five years her child will be entering a public school, probably the one in my community. If the mother is low-income, which is likely (at this point she is single, reads at about an eighth-grade level, and, of course, still doesn't have a high school diploma), some limited early childhood and parenting resources are available to her within the community; she may or may not be aware of these resources. The public library has a good collection of parenting books and an excellent array of books and toys for children of all ages, as well as story time and other children's activities. But she may not be aware of this resource, nor of the importance that early literacy exposure will play in her child's future. Maybe if she knew how important it is to talk to her baby, she would do more of it. Maybe if she knew she should read to her baby from the very beginning, she would. Maybe if she knew which types of books are appropriate at which age, she would read to her child with more intention. Maybe if she knew the hard truth in the words that begin this article, she would understand in a new way the power and responsibility she has as a mother. Maybe if she knew about the cycle, she would make an effort to break it.

THE MEDIA SPECIALIST'S ROLE

A children's literature unit in a suitable high school English class or in a child development class could provide some of the most appropriate education for the clientele: the low-literacy students who are likely to remain in the community and have children within the next five years. The high school media specialist and the classroom teacher, working in tandem, could develop lessons which might include, along with some of the basic information covered here, instruction and practice in story telling and reading aloud and field trips to the local library and preschools. Lessons involving reading, discussing, and enjoying many children's books together would acquaint students with the types and variety of books available and remind them of the fun of participating together in a learning community. Furthermore, because children's literature is rich and often fairly sophisticated in its use of language and literary elements, such a study could simultaneously improve the students' own literacy and their confidence in participating in family literacy practices.

The high school media specialist and the high school classroom teacher, in partnership, have the ability to make an impact on the learners furthest removed in age from their own students. We know what the low-literacy cycle is and how it perpetuates itself. We have the wherewithal—and therefore, the responsibility—to do what we can to break the cycle.

REFERENCES

Byrne, M., Deerr, K., & Kropp, L. G. (2003, September). Book a play date: The game of promoting emergent literacy [Electronic version]. *American Libraries, 34 (8)*, 42.

Family literacy and you. (2006). The National Center for Family Literacy. Retrieved October 20, 2006, from http://www.famlit.org/site/c.gtJWJdMQIsE/b.1351223/k.6392/Family_Literacy__You.htm

Neuman, S. B., Copple, C., & Bredekamp, Se. (2000). *Learning to read and write*. Washington, D.C.: National Association for the Education of Young Children.

Owocki, G. (2001). *Make way for literacy: Teaching the way young children learn*. Portsmouth, NH: Heinemann.

Raising readers. *Early start, strong finish: How to help every child become a reader*. 1999. Retrieved October 20, 2006, from http://www.ed.gov/pubs/startearly/ch_1.html

Rath, L. K., & Kennedy, L. (2004). *The between the lions book for parents: Everything you need to know to help your child learn to read*. New York: Harper Collins.

Research on early literacy. *Every child ready to read*. 2005. Public Library Association and Association for Library Service to Children. Retrieved October 20, 2006, from http://www.ala.org/ala/alsc/ECRR/projecthistory/researchearlyliteracy/ResearchEarlyLit.htm

Silvey, A. (Ed.). (2002). *The essential guide to children's books and their creators*. (Anita Silvey, Ed.). Boston: Houghton Mifflin Co.

Sapin, C. & Padak, N. D. (1998). *Family literacy resource notebook*. Ohio Literacy Resource Center. Retrieved October 20, 2006, from http://literacy.kent.edu/ Oasis/famlitnotebook/

Trelease, J. (2006). *The read-aloud handbook*. New York: Penguin Books.

ABOUT THE AUTHOR

Susan Klingler has taught English at Manchester High School in North Manchester, Indiana, for the past twenty-five years and recently began testing the waters of library science classes. She lives in North Manchester with her husband and two college-age children.

USING LIBGUIDES FOR OUTREACH TO THE DISCIPLINES

by Juliet Kerico & Diane Hudson

Library outreach is an essential part of an academic library's mission, infusing the traditional elements of library instruction and collection development with a marketing approach. The ultimate goal is for the subject librarian to be introduced to patrons as an essential resource. In *College & Research Libraries News*, Jon C. Cawthorne (2003) argues that through "...meaningful partnerships with students, teaching faculty, departments, research centers and institutes, library outreach can have its greatest impact on the manner in which the educational community deals with lifelong learning" (p. 667). Although Southern Illinois Univesity-Edwardsville (SIUE) has only just begun subscribing to LibGuides, Springshare's Web authoring and hosting service, access has already proven to be a valuable tool for improving disciplinary outreach to faculty and students. Using LibGuides for disciplinary outreach helps introduce and reinforce the librarian's role and importance in the educational process.

Academic librarians engaged in public services on the front lines have long been aware of this need for increased visibility to patrons. Subject librarians are well-placed to lead outreach efforts because they have the opportunity to work directly with students and faculty at the point of need within the disciplines. As more resources are sought and delivered online, communication and innovative information delivery efforts are becoming increasingly important. The ease with which patrons can now access information electronically and efficiently through online subscriptions or interlibrary loan has made it essential to continually reinforce the need for some form of contact between librarians and their constituents. That contact now takes place, most often, online either via more "traditional" electronic methods such as e-mail or through some of the Web 2.0 technologies such as instant messaging, blogs, or RSS feeds, just to name a few.

LibGuides is useful in this capacity by providing the framework for subject librarians to easily create attractive and usable Web pages to showcase library resources and services. This is because there is no need for librarians to have expertise in HTML or other Web coding languages in order to produce a guide. Pages are created by selecting from a variety of content modules which display as boxes in a three column layout. Guides may contain one or more pages and use tabs for navigation to specific pages within the guide. Librarians can choose from modules that display text, links to web resources, links to documents or files, as well as modules that incorporate Web 2.0 features such as RSS feeds and podcasts. Another module provides the ability to include any type of formatted text including scripts or other dynamic content. LibGuides supports such interactive features as the ability for users to rate resources, submit comments, suggest resources to include in the guide, or to participate in short surveys. Librarians, as editors, are notified when interactive features are used. Each page also has contact information for the subject librarian, including space for a photograph and the option to include a Meebo instant messaging widget. The flexibility of these features is further amplified by the fact that content modules can be reused among colleagues and across guides, making it easy to create consistent content across disciplines.

This user-friendly tool can be used to create general online resource guides (electronic pathfinders) or to create course-specific subject guides, complete with downloadable handouts, multimedia tutorials, and links to important proprietary databases and Web resources. Reeb and Gibbons (2004) found that "guides that are organized or delivered at a course level appear to be more in line with how students approach library research" (p. 128). We have found that the biology students at SIUE are pleased with the LibGuide we created which is designed with tabs for individual biology courses. Resources that are useful for specific course assignments can be highlighted when the guides are constructed in this way. Designing this LibGuide to meet student expectations at this point-of-need has been critical in reinforcing that the student should access reliable sources of information through the guide rather than simply using Google.

One of the advantages to using LibGuides is that is it ameliorates the problem that Brazeeal (2006) discovered: fewer libraries have course level research guides on their Web pages due to the greater effort required to create and maintain them. In the past, libraries have

had to develop their own mechanisms for meeting these needs by creating subject guides from "sophisticated dynamic databases driven systems to hand-coded HTML pages" (Gibbons, 2005, p.33). LibGuides further supports specialization by providing the flexibility to meet last minute requests for library instruction from teaching faculty. Content can be customized in seconds for specific user groups which enables greater collaboration with teaching faculty to create resources to support course assignments.

In order to effectively incorporate LibGuides into the library's existing online presence, the guides can be branded to include graphics that match other library Web content. Additionally, librarians can choose from a number of color schemes and fonts to either standardize or differentiate one guide from another. The choices are not unlimited, but sufficient, and seem to be a reasonable trade-off for not needing to have extensive Web design and programming expertise. The domain name can be set to match the institution's, and individual guides can been given URL masks that are easy for students and faculty to remember such as the following URL we used for a biology guide: http://siue.libguides.com/biology (Kerico, 2008).

The ease of use and functionality are some of the standout features of the LibGuide software, but LibGuides can function as more than just a user-friendly toolbox. At SIUE we are finding there are additional organizational and professional development benefits to using them as well. This software enables librarians to develop Web content in a collaborative environment with colleagues which increases a library's potential to enhance user-centered design, to refine instructional approaches, and to keep librarians current with new trends in online communication and social networking.

Good Web design is something that many librarians don't have the time or skills to adequately develop. Although some institutions may have an individual webmaster or team of "techies" who are skilled in user interface design, many libraries must rely on their subject librarians to both create content and work through design issues. In most cases, this work is done with limited time and resources. LibGuides is valuable because it offers the freedom to develop customized content quickly without having to spend an enormous amount of time on design. The guides effectively incorporate some Web usability standards like those articulated by Steve Krug (2000) in his book about Web usability, *Don't Make Me Think*. He argues that it is good practice to "break pages up into clearly defined areas" (p. 31). He also recommends using "tab dividers for navigation" (p. 81). These are automatic features of any page created with LibGuides.

Another benefit to using LibGuides is that doing so helps facilitate an ongoing dialogue about online instructional approaches both generally and within the disciplines. Academic libraries, depending upon size, could have anywhere from 2 to 12 subject librarians responsible for a wide range of activities: selecting materials, participating in general and subject-specific reference, as well as providing library instruction within the disciplines. In an environment like this, it is often difficult and perhaps not altogether feasible, to unify or standardize instructional approaches. The differences imposed by the varying research demands of individual disciplines are further exacerbated by the even larger question of if and how a library should consider the way in which interface design and instructional philosophies are connected. We have found that using LibGuides can help spark a discussion about such things among colleagues. Although subject guide content and the research particularities within the disciplines may be outside of the range of possible areas for standardization, the medium itself is not. LibGuides makes it easy to discern those instructional elements that are common to all disciplines and in doing so encourages a refined and collaborative approach to best practices for delivering content online to students and faculty alike.

A very powerful side effect to having an institutional subscription to LibGuides is the way in which it helps subject librarians stay aware of trends in online information delivery. It's no secret that what we call "Library 2.0 technologies" are numerous and expanding rapidly. This has led to a great deal of confusion and has caused many academic librarians to question which new tools should be used and promoted to students and faculty. Evidence of this can be found in the sheer number of blogs and websites dedicated to keeping track of trends. To this end, LibGuides does much of the investigative work for the librarian. They provide a suite of delivery options, from RSS feeds, to user polls, to imbedded video, to instant messenger widgets. Additionally, adding these interactive elements to a guide is uncomplicated and automatically unifies all the librarians' pages. Students in biology courses will now find added benefits when taking a course in business because the LibGuide used for one will look and function similarly to the other. Over time, a student or faculty member's expectations may become more streamlined due to the establishment of institutional norms like those created by course management software such as Blackboard.

At the heart of the discussion of Web 2.0 is the concept of participation. The current generation of college students, coined Millennials in 2000 by Neil Howe and William Strauss, not only desire control over the interfaces they encounter online, they expect it. In their article, "Library 2.0", Michael E. Casey and Laura C. Savastinuk (2006) argue that a library's value and appeal can be increased by "implementing customizable and participatory services" (p. 41). Therefore, it's important for libraries to attempt to meet some of the expectations of these students. Although it s not always

easy to know which technologies to incorporate, LibGuides provides a set of tools encouraging interactivity from which to select and experiment. For skeptics of this participatory approach, assessment of user response to these features is straightforward. The LibGuides administrative interface provides usage statistics by month including number of page, link, and file hits, ensuring that if certain technologies or resources are not adopted, it's easy to assess their use, remove elements, and try new ones. This process follows one of Laura Cohen's (2007) "Librarian's 2.0 Manifesto" affirmations, "I'll not wait until something is perfect before I release it, and I'll modify it based on user feedback" (p.48).

Some items that are of concern are that LibGuides are hosted remotely; therefore, an institution does not have ultimate control over the availability or long-term access to the content. Additionally, although LibGuides makes it easy to publish Web pages quickly, the library must accept the challenge of establishing its own internal processes for reviewing guides prior to publishing because there is no automatic oversight of content or formatting. Additionally, although specializing Web content at the course level may be ideal for the individual student, it may also breed student dependence on that particular method of finding those resources which presents problems when guides are edited or removed. In spite of these challenges, however, LibGuides' functionality, cost, and potential to extend library outreach initiatives has enhanced our services and improved our ability to provide effective outreach to the disciplines.

Our opinion of LibGuides is quite favorable, but this is not an attempt to serve as a comprehensive review of the product. Rather, our goal has been to highlight the approach to general and discipline-specific outreach that LibGuides addresses, supports, and facilitates. We have found that the ease of use eliminates the need for librarians to be programmers or Web designers, it incorporates interactive features that Millennials expect and to which they respond, it provides for easy assessment, and enables flexibility so that librarians can adapt and respond to changing information needs. Furthermore, LibGuides has the potential to foster productive collaboration among colleagues, and can aid in helping to refine instructional approaches.

Sample LibGuides:Nursing LibGuide: http://siue.libguides.com/nursing

Biology Libguide: http://siue.libguides.com/biology

REFERENCES

Brazzeal, B. (2006). Research guides as library instruction tools. *Reference Services Review, 34(3)*, 358-367.

Casey, M. E., & Savastinuk, L. C. (2006). *Library 2.0. Library Journal, 131(14)*, 40-42.

Cawthorne, J. E. (2003). Integrating outreach and building partnerships. *College & Research Libraries News, 64(10)*, 666-681.

Cohen, L. B. (2007). A manifesto for our times. *American Libraries, 38(7)*, 47-49.

Gibbons, S. (2005). Library course pages. *Library Technology Reports, 41(3)*, 33-43.

Howe, N., & Strauss, W. (2000). *Millennials rising : The next great generation*. New York: Vintage Books.

Kerico, J. (2008) *LibGuides: Biology*. Retrieved March 28, 2008, from http://siue.libguides.com/biology

Krug, S. (2000). *Don't make me think!: A common sense approach to web usability*. Berkeley, CA: New Riders Publishing.

Reeb, B., & Gibbons, S. (2004). Students, librarians, and subject guides: Improving a poor rate of return. *Portal: Libraries and the Academy, 4(1)*, 123-130.

ABOUT THE AUTHOR

Juliet Kerico is currently one of the Science and Health Sciences Librarians at Lovejoy Library, Southern Illinois University Edwardsville. From 2003 to 2007 she served as the Humanities librarian, Head of Reference & Instruction, and Electronic Resources Librarian at Indiana State University.

Diane Hudson is currently one of the Science and Health Science Librarians at Lovejoy Library, Southern Illinois University Edwardsville.She has been a librarian since 1990 and has worked in academic libraries in Illinois and in public libraries in Arkansas and Ohio.

MERLOT: A COMMUNITY-BASED WEBSITE FOR TEACHING AND LEARNING

by Susan M. Frey

Choice describes MERLOT (Multimedia Educational Resources for Learning and Online Teaching) as "an extensive collection of [peer-reviewed] online learning materials (Nowicki, 2008, p.963). This is true. MERLOT offers an impressive, international collection of readily available materials for teaching and learning, many of which are useful to librarians. The database is searchable by keyword, title, author, material type, and a host of other characteristics. The basic search box is conveniently available at the top right corner of the MERLOT screens. There is also a link to an advanced search page. But MERLOT is so much more than a clearinghouse of learning materials. Navigating the MERLOT website will reveal that it provides users with rich professional development, service, and research opportunities. Becoming a member of MERLOT is easy. To join, all that is required is free registration on the MERLOT website. If you haven't already investigated this exciting online environment, pursing the MERLOT homepage (figure 1) will help get you started. This paper will also help you quickly learn some of the many advantages and opportunities that MERLOT has to offer. Most of the information in this paper is from the MERLOT website at www.merlot.org.

Figure 1. MERLOT's homepage

HISTORY

In 1997, the California State University Center for Distributed Learning (CSU-CDL at www.cdl.edu) developed and provided free access to MERLOT which was modeled after the National Science Foundation (NSF) funded project, "Authoring Tools and an Educational Object Economy (EOE)." The EOE developed and distributed tools to enable the formation of communities engaged in building shared knowledge bases of learning materials. In 1998, a State Higher Education Executives Organization/American Productivity and Quality Center (SHEEO/APQC), benchmarking study on faculty development and instructional technology, selected the CSU-CDL as one of six best practices centers in North America. Visitations to the CSU-CDL by higher education institutions participating in the benchmarking students resulted in interest in collaborating with the CSU on the MERLOT project. The University of Georgia System, Oklahoma State Regents for Higher Education, University of North Carolina System, and the California State University System created an informal consortium representing almost one hundred campuses serving over 900,000 students and over 47,000 faculty.

In 1999, the four systems recognized the significant benefits of a cooperative initiative to expand the MERLOT collections, conduct peer reviews of the digital learning materials, and add student learning assignments. Each system contributed funds to develop the MERLOT software to advance the collaborative project. The CSU maintained its leadership of and responsibilities for the operation and improvement of processes and tools. In January 2000, the four systems sponsored 48 faculty from the disciplines of biology, physics, business and teacher education (12 faculty from each of the four systems) to develop evaluation standards and peer review processes for on-line teaching-learning material. In April 2000, other systems and institutions of higher education were invited to join the MERLOT cooperative. In July 2000, twenty-three systems and institutions of higher education had become Institutional Partners of MERLOT. MERLOT continues to invite Institutional Partners and profes-

sional discipline organizations to join the cooperative endeavor and is advancing the current collaborative framework, exploring a variety of business models, and developing its sustainability plan so it can serve the current and future academic technology needs of faculty, students, staff, and institutions. (*How did MERLOT*, 2007)

STRUCTURE

MERLOT's sixteen Editorial Boards are grouped by discipline. Each board is responsible for expanding and managing the collection of online learning materials and managing the peer review process for materials in its discipline. The sixteen boards are: Biology, Business, Chemistry, Engineering, Faculty Development, Health Sciences, History, Information Technology, Library & Information Services, Mathematics, Music, Physics, Psychology, Statistics, Teacher Education, and World Languages. Editorial Board members are faculty with expertise in the scholarship of their field, experience in using technology in teaching and learning, and experience in conducting peer reviews of online learning materials. In addition, since MERLOT is considered to be an online community, board members continually find ways in which to reach out to the community of educators in its discipline. Complimenting each Editorial Board is a discipline community. These subsets of the MERLOT collection are administered by the Editorial Boards. Users can find peer-reviewed materials in each of these sixteen academic communities.

MERLOT's Editors Council is comprised of all of the editors of each Editorial Board and provides the leadership for the Editorial Boards. The Project Directors' Council is comprised of all of the Project Directors (System Partners) and Campus Liaisons (Individual Campus Partners). Project Directors have critical responsibilities in managing their institution's participation in MERLOT and MERLOT's connection to their institution's academic technology initiatives. Responsibilities of Project Directors include participation in MERLOT's governance activities, selection of Editors and Editorial Board members, supervision of Editorial Board members, and management of their institutions' partnership with MERLOT. The Advisory Board is comprised of representatives of some MERLOT Partner organizations. The Advisory Board is responsible for the development and implementation of the MERLOT business plan and has created the rules and procedures governing its operations and deliberations. The Advisory Board sets the direction for MERLOT in the future and determines what major projects will be implemented. MERLOT is also supported by a staff of full-time professionals and scholars.

THE COLLECTION

MERLOT's online collection of guides, tutorials, courses, workshops, simulations, animations, case studies, presentations, tests, learning objects, and reference materials do not reside on a MERLOT server. Instead link(s) to the original location of the learning material is provided. There is a Material Detail screen (figure 2) for each learning material in the collection. This screen contains a link(s) to that material, a description of the material, copyright information, authors' and submitter's names, and the peer review ranking of the material. Anyone can submit material to MERLOT. Sometimes people submit their own material, but submissions can come from a third party who finds the material so useful that they wish it to become a part of the MERLOT universe. Once submitted, the appropriate Editorial Board then reviews the material and contacts the author with the review. Material not yet reviewed by the appropriate Editorial Board is still available for users to view. In such cases "not reviewed' is indicated on the Material Detail screen.

If this was all that were available on the Material Detail screens, then MERLOT could be called a digital library or online repository. But MERLOT has so much more to offer. On each Materials Detail screen there are user comments. Comments are observations of members who have either used the learning material or just viewed it. MERLOT is an open environment. Any member of MERLOT can make a comment. The contributor of the comment is asked to rate the material from one to five stars and is also asked to indicate if it has been used in the classroom. A comment requires remarks as well as the star rating. Materials that have member comments posted can be found through an advanced search in MERLOT.

Also on the Material Detail screen are assignments. Assignments are projects, papers, or activities that can be part of the coursework for a class. Assignments are linked to a learning module in MERLOT and may involve only that learning object or may involve other activities as well. In writing the assignment, the contributor describes the type of activity (i.e. in-class, homework assignment, individual assignment, group, etc.) as well as the time involved. The contributor also can identify objectives for the assignment as well as any assessment activities. Materials that have member assignment posted can be found through an advanced search in MERLOT.

Besides the Editorial Board (peer) review, user comments, and assignments, the Material Detail screen will also list any special recognition that has been bestowed on the learning material. Two such distinctions are the *MERLOT Classics* and the *Editor's Choice* awards. So the Material Detail screen is more than just

Figure 2. Material Detail screen for PhET

a landing page for the material's URL. It affords users many opportunities to not only read others' assessment of the material but to also comment on the material themselves. This opportunity for communication on each material raises MERLOT from the level of an online repository to a truly collaborative environment of professionals offering advice and analysis on the collection.

PEER REVIEW PROCESS

The peer review process for evaluating the teaching and learning materials in MERLOT follows the model of the peer review of scholarship. The MERLOT Administrative Team provides the Editorial Boards with a framework of evaluation criteria which is based on quality of content, potential effectiveness as a teaching tool, and ease of use. Review teams typically use the following two-stage triage review process: Stage 1) Cursory Review to Identify Worthy Candidates and Stage 2) Intensive Review of Worthy Candidates. Two peer reviewers each use their Editorial Board's review procedures, forms, and evaluation standards as they independently review the material. Reviewers write peer review reports using the evaluation criteria for MERLOT learning materials as a guideline and publish these individual reviews in their Editorial Board Workspace. If there is any significant disparity in the two reviews, an editor or associate editor assigns the material to a third reviewer. The editor or associate editor reviews both individual reviews and creates an integrated or Composite Peer Review Report on Workspace. The "author" of a Composite Peer Review Report is listed as "MERLOT [discipline] Review Panel." The Editorial Board sends the Composite Peer Review Report to the author(s) for feedback and permission to post the review on MERLOT. The Editorial Board posts the Composite Peer Review Report on the MERLOT website. Authors may ask the editor to send two letters to two individuals of their choice, summarizing the peer review process and including the Composite Peer Review Report (*About the Peer*, 2007).

Each year, awards for exemplary online materials (figure 3) are presented to authors of peer-reviewed learning resources. The awards honor the authors and developers of these resources for their contributions to the academic community by conferring the MERLOT Classics Award. Each Editorial Board selects an outstanding peer-reviewed learning material in its discipline to receive the Classics award according to program criteria. In addition, the Editors' Council, composed of the editors of the Editorial Boards, further reviews the Classics awardees and selects among them the resource or resources they consider to be exemplary models for all disciplines. These resources receive the highest award of honor, the MERLOT Editors' Choice award (*MERLOT Awards*, 2007).

Figure 3. The 2007 Classics and Editors' Choice awards

PUBLICATIONS AND MEDIA

The MERLOT *Journal of Online Learning and Teaching (JOLT)* is a peer-reviewed, online publication addressing the scholarly use of multimedia resources in education. *JOLT* is published quarterly in March, June, September, and December. *JOLT* welcomes papers on all aspects of the use of multimedia educational resources for learning and teaching. Topics may include, but are not limited to: learning theory and the use of multimedia to improve student learning; instructional design theory and application; online learning and teaching initiatives; use of technology in education; and innovative learning and teaching practices. To submit a paper to the journal, visit http://jolt.merlot.org/callforpapers.html. In addition, MERLOT also publishes a quarterly online newsletter called *The Grapevine* which is sent to all MERLOT members. The first issue was released in October 2005. MERLOT also offers a collection of videos available in Real Media, Windows Media Player, MPEG, and QuickTime formats. Podcasts are also available. To link to the videos and podcasts visit http://taste.merlot.org/merlotvideos.html.

MERLOT COMMUNITIES

MERLOT has created a variety of Community Portals categorized by discipline and program area to provide users with online centers for a broad spectrum of resources related to online teaching and learning. Community Portals provide MERLOT members with

Figure 4. The LIS Portal

differentiated information about exemplary teaching strategies professional associations, journals, conferences, and other resources for continuous professional development. MERLOT categorizes the portals as: Discipline Communities, which are the portals to the sixteen academic disciplines; Workforce Development Communities, portals exploring resources supporting professional and applied programs; and Partner Communities, offering resources supporting MERLOT's Partner Communities and groups (*Communities*, 2007). Currently, the Library and Information Services (LIS) Editorial Board is building the LIS Portal, (figure4), located under Discipline Communities at http://libraryandinformationservices.merlot.org/.

INTERNATIONAL CONFERENCE

The annual MERLOT International Conference is a venue for learning about shared content, peer reviews, learning objects, standards, and online communities by: showcasing how authors and faculty use MERLOT learning materials in their classrooms; enabling discipline communities to share information on teaching and learning with web-based material; identifying, using and evaluating digital learning materials in practical, hands-on workshops; promoting discussions among shared content providers; sharing information on various technology tools for teaching and learning; providing a forum for presentations by organizational affiliates and institutional partners of MERLOT; disseminating information about MERLOT. For information on the conference, visit http://taste.merlot.org/mic.html.

PROFESSIONAL DEVELOPMENT

Faculty development is a critical strategic initiative for MERLOT and its partners. As a benefit of membership, the MERLOT Administrative Team works with faculty and faculty development personnel of its partners to provide training and professional development in the use of MERLOT and how to integrate technology into teaching and learning. Available to all users of MERLOT is the collection of online resources found in the Faculty Development Community. This community represents a cross-disciplinary group whose primary goal is to support faculty in higher education by increasing their knowledge, productivity, and professional effectiveness in teaching with technology. The community includes instructors, instructional designers, faculty development officers, and technology support providers. This collection contains resources of best practices, instructional support ideas, and resources and materials that advance the pedagogical understanding of teaching with technology, whether in the classroom, online, or in blended models.

Faculty development services and trainings for MERLOT Partners include: annual faculty development (train-the-trainer) workshops; consultation services; participation in regional or individual campus workshops; and MERLOT international conference sessions devoted to faculty development. Future programs for faculty developers will include more learning opportunities on the use of MERLOT. New workshops, courses, and online resources will be developed to meet the changing needs of faculty. The development of an online workspace for MERLOT Partner faculty development personnel will allow them to share their teaching strategies and curriculum, and afford them the opportunity to conduct problem-solving discussions.

Other important parts of MERLOT are the Personal Collections and the Virtual Speakers Bureau. Personal collections help personalize the vast MERLOT collection for members. A personal collection is a compilation of MERLOT materials that MERLOT members can access easily to use for specific purposes, classes, or topics. Owners of personal collections can annotate each collection to more easily explain the purpose of it. When viewing a Material Detail screen, it easy to select it as part of your personal collection. The link to your personnel collection of MERLOT materials is always available on your personal member profile page. The MERLOT Virtual Speakers Bureau allows you to enhance the educational experiences of your students by bringing them together with guest speakers who are experts in their fields. Guest Experts are available on a wide range of topics relevant to technology, teaching, and learning, including MERLOT and faculty development issues. Faculty members, faculty development specialists, and administrators who have expressed a desire to participate as Guest Experts are listed in the MERLOT Virtual Speakers Bureau at http://www.merlot.org/merlot/vsbMembers.htm (*Faculty Development*, 2007).

JOIN MERLOT!

When you register as a member of MERLOT, you get your own Member Profile space. This is the page (figure 5) where you can introduce yourself to the MERLOT community. You have rights to edit this page, and you can include information about yourself. This page also contains links to any materials you have authored or submitted and any comments or assignments that you have submitted. If you build a Personal Collection, it will be linked on this page. Your profile page will be a part of the extensive MERLOT Membership Directory where other members can find you. Want to learn more about MERLOT? This paper has reviewed only a part of the MERLOT universe. There is more to learn about MERLOT projects and activities. These can be viewed by browsing the MERLOT homepage or by contacting a member of the Editorial Board in your discipline. But becoming a member is the first step. Consider becoming a part of this exciting online initiative. If your material is peer reviewed you will be able to use it in establishing your academic or professional credentials. You may also wish to offer your services as a peer reviewer or a virtual speaker. There are many ways to benefit and get involved.

Figure 5. Member Profile page

REFERENCES

About the peer review process. (2007). Retrieved February 19, 2008, from http://taste.merlot.org/peerreviewprocess.html

Communities. (2007). Retrieved February 20, 2008, from http://www.merlot.org/merlot/communities.htm

Faculty development. (2007). Retrieved February 20, 2008, from http://taste.merlot.org/facdevelopment.html

How did MERLOT get started? (2007). Retrieved February 17, 2008, from http://taste.merlot.org/MERLOTAwards/ExemplaryLearningMaterials.html

MERLOT awards: Exemplary learning materials. (2007). Retrieved February 20, 2008, from http://taste.merlot.org/MERLOTAwards/ExemplaryLearningMaterials.html

Nowicki, S., (2008). MERLOT: Multimedia Educational Resource for Learning and Online Teaching. *Choice: Current Reviews for Academic Libraries, 45(6)*.

ABOUT THE AUTHOR

Susan M. Frey is Reference & Instruction Librarian at Indiana State University Library. Susan holds a Master in Liberal Studies from Indiana University and a Master in Library Science from Long Island University. She is currently pursuing a Master in Education Technology at Indiana State University. Susan is a contributor to and a consumer of MERLOT. In 2008 she joined MERLOT's Library & Information Services Editorial Board. Susan can be reached at sfrey@isugw.indstate.edu

FRENCH DISSERTATIONS FOR AN AMERICAN RESEARCH AUDIENCE: EXPLORATORY AND GENERAL OBSERVATIONS

by Jean-Pierre V.M. Herubel

Librarians intent on learning about or acquiring French doctoral dissertations for their research collections may wish to understand useful information regarding French doctoral research as well as some general characteristics of French doctoral dissertations. French doctoral dissertations form a unique culture which may present a terra incognita for American librarians and researchers. This cursory introduction to French doctoral grey literature in the humanities and social sciences attempts to offer an overview of doctoral dissertations that may be available for purchase as well as what has been collected by the Center for Research Libraries (CRL) in their foreign dissertations collection. Several disciplines were chosen to offer reference and collections librarians a short, but instructive appreciation for students, researchers, and users interested in French subjects that may require the use of French doctoral dissertations. Communication and Information Science, Philosophy, and Art History and Archaeology were examined for their respective grey literature characteristics.

Researchers often use dissertations originating in other countries; often these dissertations reflect similar, but different characteristics than those encountered in American and Canadian dissertations. French doctoral dissertations and their particular evolution reflect a unique set of conditions, pertinent to those interested in locating, using, and referencing them. This examination attempts to provide a cursory but workable typology of dissertations, as well as examples of disciplinary relationships to three distinctive doctorates and their respective titular dissertation nomenclature[1]. For American librarians and researchers in the humanities and social sciences, this holds particular relevance and intellectual significance. Doctoral dissertations occupy a unique position in grey literature. Often researchers and graduate students require doctoral dissertations for research; they may search for and acquire dissertations produced in the United States, or upon occasion seek dissertations that were written and defended in other countries. Language concerns aside, dissertations represent the most advanced formal research training and acculturation within higher learning[2]. Internationally, the doctoral dissertation represents a standard of excellence generally accepted among international institutions and governmental agencies and research centers[3]. For American librarians and students investigating French dissertation research may prove daunting. They may find themselves seeking dissertations within a context unfamiliar, confusing. For this reason, a general discussion of French dissertation research and its nomenclature may prove beneficial.

FRENCH DISSERTATIONS

Today it is possible to search for French dissertations and even to acquire certain dissertations originating in French institutions of higher learning, especially

Cinema	History of Art & Archaeology
Ethnology	Linguistics
Arab-Islamic Studies	Literature & Civilization for all languages
Greek Studies	Management
Hebrew Studies	Musicology
Iberian Studies	Philosophy
Indian Studies	Prehistory
Latin Studies	Psychology
Regional Studies	Political Science
Geography	Semiotics
History	Theatre Studies

Table 1. Selected Disciplinary Orientations

universities. Currently most dissertations can be searched for through SUDOC (Système universitaire de documentation) the online database which supports the cataloguing of dissertations appearing in French institutions[4]. This bibliographic utility supersedes all paper versions of dissertations listings, but does not purport to include all dissertations that have been written and defended in French institutions. In terms of acquisitions, French dissertations are available for purchase by either individual or library from Atelier Nationale de Reproduction des Thèses in Lille, France[5]. American libraries, as well as individuals may acquire selected dissertations from 1971- present on offer and available from Atelier Nationale de Reproduction des Thèses. The proviso here is that not all dissertations are available, since only dissertation authors who wish to participate have dissertations published through this form of distribution. The catalog is a showcase of what is possibly pertinent and available to American librarian and researcher. Generally, French dissertations available through Atelier Nationale de Reproduction des Thèses in the humanities and social sciences fall under these broadly-based disciplinary rubrics (See Table 1.):

Within these disciplinary alignments, one finds various subfields or specialization useful to further searching of pertinent dissertations. Often, theses dissertations reflect close disciplinary orientation to the primary discipline, with possible interdisciplinary characteristics that may or may not be relevant to the users' needs. Philosophy, Communication and Information Science, and Art History and Archaeology were chosen as examples of disciplines and respective disciplinary subfields available for purchase (see Tables 2, 3, and 4). It is important to realize that not all dissertations that appear under these rubrics are indeed available.

In both disciplinary groupings and subfields, dissertations treat subjects that can be accommodated by the Atelier. Moreover, if purchase of dissertations is not possible, CRL based in Chicago, can offer a novel and important function for those requiring French dissertations[6]. CRL provides comprehensive access to foreign dissertations, in all disciplines and fields, especially European dissertations, including French dissertations. Approximately 17,000 dissertations are cataloged, but the larger collection of dissertations remains un-cataloged (approximately over 750,000) but available for users, via interlibrary loan. Also, if a request is made from one's home institution via interlibrary loan, CRL will endeavor to acquire dissertations for those they do not own. When a need arises for French dissertations, one can avail oneself of the

Aesthetics	Philosophy of science
History of and general philosophy	Contemporary philosophy
Logic, philosophy of language	Philosophy of religion
Metaphysics, ontology	Medieval philosophy
Philosophy of education, social sciences	Modern philosophy
philosophy of culture, anthropology	Moral, political philosophy
Ancient & classical philosophy	Pre philosophical thinking

Table 2. Subjects in Philosophy

Communication	Press, newspapers & magazines
General communication	Public relations
Audio visual communication	Radio, television
Written communication	Semiotics
Information	Methodology
Telecommunication	

Table 3. Subjects in Communication & Information Science

Ancient	African
Medieval art & Byzantine	Sculpture
Renaissance & Baroque	Painting
19th & 20th century	Photography
Pre-Columbian	Museums
Islamic	Collections

Table 4. Subjects in Art History & Archaeology

Atelier's services or through Interlibrary Loan at one's institution, for possible holdings at the Center for Research Libraries in Chicago. Whichever choices are made, French dissertations will offer another interesting approach to advanced research materials.

CONCLUSION

For collection librarians intent on acquiring French dissertations for their research collections, or for those who wish to use CRL's dissertation services as an additional off-site collection venue, knowledge of French dissertation culture, offers additional perspective, as well as a pragmatic approach to acquiring foreign, in this case, French dissertations. Necessarily cursory, this exploratory discussion seeks to frame French doctoral grey literature within the context of humanities and social sciences literature appearing in dissertation format. Availability of French dissertations at CRL and for purchase through the Atelier Nationale de Reproduction des Thèses in Lille offers American collection librarians, students, and researchers an opportunity to readily avail themselves of this rich resource in advanced research literature. Appreciation of French dissertations permits American librarians and researchers another resource for advanced research appearing in other venues. For those who are interested in French topics researched for French dissertations, the nature of such grey literature is invaluable. For collections and for interlibrary loan purposes, French dissertations represent another approach to research materials, especially for those individuals intent on pursuing French research subjects.

ENDNOTES

[1] Consult Raymond E. Wanner, *France: A Study of the Educational System of France and a Guide to the Academic Placement of Students in Educational Institutions of the United States* (New York: World Education Services & AACRAO, 1975): 116-123; A. Mariam Assefa, *France: A Study of the Educational System of France and a Guide to the Academic Placement of Students in Educational Institutions of the United States* (New York: World Education Services & A.A.C.R.A.O., 1988): 73-78.

[2] Among many sound historical analyses, see Hilde de Ridder-Symoens, ed. *Universities in the Middle Ages* (Cambridge: Cambridge University Press, 1992); Sheldon Rothblatt and Bjorn Wittrock, eds. *The European and American university since 1800: Historical and Sociological Essays* (Cambridge: Cambridge University Press, 1993).

[3] For a global study and history of the evolutionary development of doctoral programs and degrees within various national traditions, see P. G. M. Hesseling, *Frontiers of Learning: The Ph.D. Octopus* (Dordrecht: Foris Publications, 1986).

[4] Consult the database at http://www.sudoc.abes.fr/LNG=FR/DB=2.1/IMPLAND=Y/CHARSET=ISO-8859-1/DB_START. Approximately, a critical mass of 10,000 dissertations are defended each year in France.

[5] Consult the database at http://www.sudoc.abes.fr/LNG=FR/DB=2.1/IMPLAND=Y/CHARSET=ISO-8859-1/DB_START. Generally, the price for each dissertation is anywhere from approximately 30 Euros and above depending on the length, etc. A cursory perusal of such dissertations in Purdue's, Indiana University's and University of Notre Dame's holdings reveals 30, 61,and 142. Retrieved November 7, 2007.

[6] See http://www.crl.edu/; for dissertations catalogue, see http://www.crl.edu/content.asp?l1=5#dissertations. Generally, academic libraries have borrowing privileges if they are members of CLR.

ABOUT THE AUTHOR

Jean-Pierre V. M. Hérubel (jpvmh@purdue.edu) is Associate Collections and Art, Communications, and Philosophy Librarian, Associate Professor of Library Science in H.S.S.E. Library, Purdue University Libraries. He is interested in the history and cultures of academic disciplines in the humanities and social sciences, especially as they interact with scholarly communication.

LIBRARY INSTRUCTION FOR DISTANCE STUDENTS: PIONEERING AN ONLINE COLLABORATION

by Susan Skekloff & Worth Weller

One of the issues faced by distance learning instructors and administrators at universities and colleges that offer credit hours to students residing across a large geographic area is how to get students in the library. This is an issue shared by librarians who, while supportive of distance learning efforts, are often frustrated that their support and services can be overlooked or underutilized in this rapidly growing segment.

Indiana University-Purdue University at Fort Wayne, Indiana (IPFW) is a largely a commuter campus of over 11,000 students. Dormitory housing became available in the fall of 2005. IPFW offers undergraduate and graduate educational opportunities and has recently experienced steady growth in the number of online courses being taught in a variety of disciplines. The staff of six full-time reference librarians offered the traditional, in-person library instruction session, and e-mail reference service. More recently, the librarians began experimenting with instant messaging. The latter two services could handle some of the needs of distance learners, but the question remained, how best to develop the personal connection with the librarian fostered in face-to-face instruction for distance learners?

In the fall of 2004, the IPFW Division of Continuing Studies offered an opportunity for that personal connection with students by including librarians in a campus-wide production of a CD-ROM to be distributed to all prospective IPFW distance students. A unit describing library services useful for students in distance courses was included in "Taking the Mystery Out of Distance Learning."

Four librarians developed short scripts (between three to six minutes each) covering reference services, online resources, and document delivery options. Using MediaSite Live, each librarian could be viewed on one portion of the screen, informing students about library services which would most assist them in their research pursuits, without their having to come to campus. The Library Director also took part, offering a friendly introductory welcome. As the librarians talked on one side of the screen, the other side showed a sequence of examples via Powerpoint screens illustrating highlights of the service described. Eventually the CD-ROM evolved into an online version which can be accessed from the IPFW Division of Continuing Studies website. Librarians were the only staff on campus to use the MediaSite Live option for the production of their section on the CD-ROM. They felt the extra challenges of script writing, recording, and coordinating Powerpoint images with each speaker were well worth undertaking because students could see and hear them, creating a more personal connection with librarians.

Worth Weller, a Continuing Lecturer for the IPFW Department of English and Linguistics and the Division of Continuing Studies, coordinated the production of the CD-ROM.

As an experienced, enthusiastic distance education instructor, Mr. Weller wanted his composition students to be able to more easily connect with a librarian when their research needs arose. In the summer of 2006, Weller, asked the reference librarian for the IPFW Department of English and Linguistics to undertake a pilot project in two online sections of English W233 (Intermediate Expository Writing) that he would teach in the fall. Each section had an enrollment of 22 students. W233 is taken after the first required composition course and emphasizes the production of well researched argumentative papers. Weller wanted to improve the students' awareness and use of scholarly journal articles. The topics which students choose for their project were not limited. They covered all disciplines, social and behavorial sciences, history, and medicine to name several. The questions Weller hoped to answer were these: might a librarian be able to offer an overview of the databases which could help these distance learners? Could a librarian give guidance over the Internet on beginning search strategies and clearly outline the mechanics of getting the articles without actually doing the work for the student? If so, could the librarian's method of accomplishing these goals be done within the online course delivery platform?

After consulting with associate librarian Susan Skekloff, who had 25 years of experience in classroom library instruction, the two set about developing IPFW's

first virtual library instruction experience. The project consisted of two instructional components. The first component was a series of pre-recorded "mini-lectures," and the second component was a discussion forum. Both were accessible to students within WebCT, the course management platform available on campus during fall of 2006.

The mini-lectures were designed to be short, no longer than six to ten minutes. The first lecture introduced the students to the librarian via a MediaSite Live presentation and gave an overview of the discussion forum and its goals and purpose. A series of three lectures followed, all recorded using MacroMedia Breeze (now Adobe Connect): "Using Academic Search Premier"; "Search Paths: Keyword Searching and Retrieving Books and Journals"; and "Specialized Databases." Specialized databases included PsycInfo, Medline, and Education FullText (Wilson). Prior to recording these lectures, the librarian received a list of the students' topic choices and selected several topics to use as search examples. Students were required to view the mini-lectures prior to using the discussion forum.

Students accessed the discussion forum, titled "Ask the Librarian," via a button within the W233 course screens. All students could view and comment on all questions transmitted by their classmates and read the librarian's responses. Students received five points of extra credit for using the "Ask a Librarian" component.

Near the end of the pilot semester, students were surveyed about their response to the program to determine if it should be continued and enhanced. Survey questions (delivered by SurveyMonkey.com) evaluated the "Ask the Librarian" mini-lectures and discussion forum during fall of 2006 and revealed the following:

Question 1 - If you participated, were the librarian responses helpful?

Not really	4.8%
A little	33.3%
Quite a bit	23.8%
A lot	38.1%

Question 2 - If you participated, do you think you found sources that were more helpful to your project than you would have on your own?

Not really	19%
Yes	81%

Question 3 - If you participated, do you think you wrote a more academic research paper because of the program?

Not really	38.1%
Yes	61.9%

Question 4 - If you participated, do you think that you learned enough from the program to write a better research paper next time completely on your own?

No, I'll still need help with the research.	9.5%
Yes, I think I've got it.	90.5%

Question 5 - If you did not actually ask the librarian any questions, why not?

Too busy	13.8%
Already proficient at library research	24.1%
Got everything I needed from responses to the other students	51.7%
Just seemed like more busy work	24.1%

The most surprising result, perhaps, was the 51.7% of respondents who indicated that reading the forum responses assisted them, even if they did not actually discuss their own research questions with the librarian. "It was very gratifying to know that the format of the forum was helpful, perhaps much in the same way that an in-person, classroom instruction session might be, with over half of the respondents indicating that they have gained information regarding their own library-related questions from the questions of others and the librarian's suggestions," commented Skekloff. This result seemed to indicate that the discussion forum was an effective and efficient means by which to conduct a virtual library instruction session of sorts, for distance learners.

"From my own perspective, that of an instructor well versed in the pedagogy of teaching argumentative writing but woefully ignorant of specialized databases and how best to perform keyword searches, this program was practically an answer to prayer," reported Weller. Before he and Skefloff joined forces, he noted, his only option with difficult topics was to send the students to the library to speak in person with a reference librarian, a tactic not always feasible for Internet students who often enroll in distance learning courses to accommodate their own hectic schedules, the demands of family life and work, and the obstacles of driving long distances.

In the fall of 2007, Weller and Skekloff continued the project with two more sections of English W233. Some revisions included using MediaSite Live for all of the mini-lectures. Macromedia Breeze was somewhat cumbersome and harder to use and seemed especially unsuitable for dealing with system glitches and presenter errors. The mini-lectures were shortened when possible and attached to a newly created tutorial on how to link to the full-text of online journal articles. This eliminated the need for the librarian to spend time on this feature when explaining database selection

and search strategy to students; referring to the tutorial was enough. The number of questions regarding linking to full-text articles was also greatly reduced in the discussion forum.

Another survey taken during the fall of 2007 produced similar statistics regarding the use of "Ask the Librarian." 62.5% indicated that they participated by viewing other students responses. 62.5 % indicated that the librarian's responses were "quite a bit" or "a lot" helpful, 37.5% indicated "a little" and zero indicated "Not really." 75% indicated that they found sources that were "more helpful" to their project than those they would have found on their own, while 25% said not really. 100% of the respondents said the librarian responded in a timely manner.

However, participation in the forum also dropped during fall of 2007. Total numbers of questions and responses ranged from 40 to 50 during the first semester of implementation, to nearly 100 in the spring of 2007, and then dropped to 18! Skekloff and Weller discussed the decrease in questions. Weller indicated that during the first two semesters of implementation, he had more closely monitored the forum, occasionally adding comments to the discussion. With the success of the previous semesters, his monitoring of the forum lessened considerably. Weller theorized that the lessening of instructor involvement contributed to the students' falling participation rate. With this issue in mind, he will start making weekly posts of his own to the forum to increase students' awareness of his presence.

It has long been documented in library literature that student perception of instructor participation, even in the traditional one-shot, in-person library instruction sessions, is a determining factor in how students perceive the library instruction session. Perhaps this factor is just as important in virtual instruction.

As favorably as the program has been received by students, there are challenges that remain for this pioneer project. One involves the fluidity inherent in the online sources. A significant redesign of the IPFW Library's homepage was introduced in January 2008. This means that all recorded mini-lectures currently show a homepage that no longer exists. Also, one or more of the databases used in the mini-lectures have re-designed their interfaces as well. Another example, the icon and messages which link to full-text or Document Delivery options, have also changed. Thus, the tutorial which answered so many of the students' questions, is now out-of-date. Keeping pace with change is thus one of the biggest challenges facing online library instruction.

Another consideration is the time devoted to providing clear answers and guidance to the students' research questions. Weller indicated that the librarian would check three times a week for their posts and never on the weekends. However, Skekloff often checked every day during the week and on the weekends when she had reference duty. During the times of highest volume, the librarian would spend an hour or more responding to questions.

Written communication skills were an important aspect of answering questions. One simple technique that seemed to promote clarity was to ask the student, "Does this help?" at the end of each response, giving the librarian a way to gain additional feedback and allowing the student to more easily ask for clarification if needed.

IPFW's "Ask the Librarian" project continues in 2008, incorporating the fluid, changing nature of the virtual library and student reactions to this service. Feedback so far has been positive, and distance students in this project have had an opportunity for a virtual "face-to-face" connection to a librarian, a real person as opposed to just a website, a connection that did not exist for them before. The project is an initial, evolving model for faculty and librarians who want to maintain collaborative partnerships in the classroom.....in an online world.

ABOUT THE AUTHORS

Susan Skekloff is the Associate Librarian for Social Sciences and Humanities at Indiana University-Purdue University at Fort Wayne, Indiana. She has a Master in Library Science and a Master in English and taught freshman composition at IPFW prior to becoming a librarian.

Worth Weller is a Continuing Lecturer in the Department of English and Linguistics at IPFW. He specializes in teaching writing courses over the Internet.

ASSESSING DENTAL LIBRARY SUPPORT FOR THREE NEW CAMPUS INITIATIVES USING OCLC'S WORLDCAT ANALYSIS SERVICE

by Janice E. Cox & Barbara A. Gushrowski

BACKGROUND:

The Indiana University School of Dentistry (IUSD) is the only dental school in Indiana. IUSD's degree and certificate programs include doctor of dental science (DDS), dental hygiene, and dental assisting. Graduate degrees in endodontics, orthodontics, pediatric dentistry, periodontics, and prosthodontics are offered. The school's problem-based learning (PBL) curriculum, an active learning instructional methodology, was introduced in 1997. PBL learning is characterized by hypothetical open-ended cases, students working in small groups, and faculty serving as tutors/facilitators. Under the guidance and support of the PBL tutor, students take responsibility for their individual group's organization, case analysis, group discussion, research initiatives, and findings reports. Communication and analytical, critical and research skills, which will be used throughout their academic and professional careers, are enhanced as students progress through the curriculum. The school's patron population includes approximately 220 full and part time faculty, 100 adjunct/volunteer instructors, and 655 dentistry, hygiene, assisting and graduate students.

The Indiana University School of Dentistry Library (IUSDL) was established in 1881 as a faculty library. By 1920 the library contained 900 volumes. The first librarian was hired in 1927. By June 30, 2006, the library's collection had grown 65 fold to approximately 58,600 volumes and the staff to 6 FTE. Monographic materials comprised approximately 45% (26,500 volumes) of the collection.

In April 2005 OCLC announced its OCLC Worldcat Collection Analysis Service (WCA). WCA was designed as a cost effective, real-time collection evaluation tool. Analysis options include age, subject, title overlap, title uniqueness, and peer library. To quote *Advanced Technology Libraries,* "Libraries can analyze their entire collection as a single entity, regardless of classification schemes used in their catalog, and libraries can compare their collection with that of other libraries regardless of their scheme used."("OCLC Launches Worldcat Collection Analysis Service," 2005). In December 2005 an opportunity to participate in the Committee on Institutional Cooperation (CIC) agreement through its member library Indiana University Bloomington was extended to the IU School of Dentistry Library. Given the WCA's promised functionality, the CIC subscription's cost savings, and a 125-year-old collection that had never been analyzed, this opportunity was too attractive to resist. Of the fifty-four CIC participating libraries, four had DDS degree programs to which the IUSDL's holdings could initially compare its monographic holdings as well as determine the collection's age.

IUSDL management's rationale for electing to participate in the CIC/OCLC WCA agreement included such managerial issues as enhanced administrative communication, grant application support, accreditation self-study data, individual library and cooperative collection development initiatives, and budget request justification.

THE PROJECT

In September 2006, the IUPUI Executive Vice Chancellor and Dean of the Faculties announced a new campus grant initiative, which was to lead to the establishment of Signature Centers. IUPUI's Signature Centers are research units that can build on ongoing initiatives, are often interdisciplinary, unique and distinctive, and take advantage of IUPUI's urban location for establishing community partnerships. Of the initial nineteen Signature Center funded proposals, three proposals included School of Dentistry faculty participation. The funded projects were: Binational/ Cross Cultural Health Enhancement; Tobacco Cessation and Biobehavioral Center; and the IU Center for Assessing, Understanding, and Managing Pain.

Immediately following the grant awards, library faculty discussed the implications for the dental library. We asked ourselves, "To what extent is the dental school library collection currently able to support the new research initiatives of: 1] cross cultural health in Indiana and rural Mexico; 2] tobacco use and cessation; and 3] pain assessment, understanding and management?" It was recognized that OCLC WCA's ability to provide collection analysis data at a deeper subject

level would give library staff the opportunity to assess the dental library's collection in support of these initiatives.

SUBJECT ANALYSIS – CHALLENGES

The WCA provides 30 pre-set subject Divisions ranging from Agriculture to Sociology. Drilling down through each of the Divisions, the records in each are further divided into Categories, then Subjects, Language, Format, and finally Audience.

The Divisions, Categories, and Subjects represent Library of Congress (LC) call number divisions. However, approximately 75% of the IUSDL collection is catalogued using National Library of Medicine (NLM) call numbers. So this presented somewhat of a dilemma when trying to determine which of the records in which Division might contain the records pertinent to the analysis. Additionally, the research project topics cover multiple disciplines and involve numerous call number ranges, or, in some cases, only a small portion of one call number. The initial challenge, then, was to identify those call numbers, whether LC or NLM, that matched the subjects of the research initiatives.

This call number identification and subject matching was the most time-consuming aspect of the project and was accomplished using three separate tools.

First, the MeSH (medical subject headings) database in Pubmed (a service of the U.S. National Library of Medicine or NLM) was searched to find where the relevant search terms appeared in the tree structure and to gather a terms list for further searching. This was especially helpful with the topic of Pain, which occurs as a MeSH term across multiple disease categories and has numerous synomyms.

Next the NLM Classification website [http://wwwcf.nlm.nih.gov/class/] was searched using the terms found in MeSH in order to map these to NLM call numbers in the IUSDL's collection.

Finally the IUSDL online catalog was searched using the same MeSH terms and, from the results, a list of LC call numbers were identified that fall outside the biomedical and dental fields, such as pharmacology, toxicology, and psychology. This final search ensured that all relevant call numbers were identified and considered.

The resulting lists of call numbers were as follows:

Tobacco cessation

Smoke

Air pollution	WA 754
Tobacco	QV137
Public health aspects	WA 754
Toxicology	QV665
Smoking	
Dependence	WM 290
Effects	QV 137
Smoking Cessation	WM 290

Cross-cultural health (partial list)

Cross-Cultural Comparison/Mental development	WS 105
Cultural Diversity/As social factor in public health	WA 30
Ethnic Groups/Diseases	WB 720
Life Style/Health behavior	W 85

Pain – Assessing, Understanding, Managing (partial list)

Dystrophy	
Complex Regional Pain Syndromes	WL 544
Facial pain	WE 705
In Dentistry	WU 140
Pain, Intractable	WL 704
Pain, Measurement	WL 704
Pharmacology	QV 39
Dental Pharmacology	QV 50
Myofascial Pain	WE 500
Headache	WL 39
Pain	WL 700
Anesthesia	WO 300
Oral Anesthesia	WU 460
Facial pain in Dentistry	WU 140-141

DATA COLLECTION

Having this complete list of NLM and LC call numbers eased the task of collecting the appropriate records from the database. WCA provides a quick method of identifying the call number or call number range for the Categories or Subjects by enabling mouse-over on the term to retrieve a box listing the call numbers for that topic. At any point during the drill-down, it is possible to access the OCLC bibliographic records by a mouse-click on the numeral in any of the cells to the right of the Division column.

The resulting records were downloaded to a comma-delimited text file using the download function provided on the WCA interface. The text file was then copied and pasted into a blank Excel worksheet.

Once the records were loaded into Excel, they were sorted on call number field. Any records not carrying the appropriate call number were deleted. Remember, the WCA Division may contain a range of call numbers, not all of them relevant for this analysis. The procedure was repeated for each of the remaining call numbers on the list. Within an hour, all the records needed for the analysis were downloaded into three Excel worksheets, one for each Signature Center initiative topic.

DATA ANALYSIS

Some editing of the publication date field was required before the records could be sorted into proper date order. Some records contained indeterminate dates (198?), some had date ranges (1994-96), some had brackets around the year or a 'c' for copyright preceding the date. All of the publication dates had to be normalized to a four-digit year so that Excel could sort them. All the brackets, copyrights, and question marks were deleted, and only the first year of a date range was left in the date field.

The subtotal function in Excel was used to divide the records into ten year periods, with the exception of 2000-2007. The data could have as easily been divided into 5 year increments, or even single year, depending on the goals of the analysis. For IUSDL, the ten-year period seemed the best choice. These subtotal figures were then used to produce the bar charts for a visual representation of the IUSDL collection in the areas of interest.

The resulting graphs show that the IUSDL book collection appears adequate to support the three campus Signature Center Initiatives. Further analysis on a subject by subject basis could be carried out using the same data to ensure that the breadth and depth of coverage of a particular topic is adequate. This would be especially helpful in the Pain category, as the graph demonstrates that the library only owns 40 monographs published since 2000. (See Figure 1)

PRODUCT ANALYSIS

The WCA has provided the IUSDL librarians ample opportunities to examine, analyze, and adjust the collection based on the results of various analyses run over the past two years. In addition to the analysis described above, the WCA has been used to provide data on purchasing and de-selection of materials.

The WCA is a powerful and effective tool for librarians to analyze and evaluate their collections. Anyone experienced with Excel will find the product easy to use. The database provides much rich data to be massaged and provides the ability to measure a library collection's strengths and weaknesses. Subject areas can be compared to find relative depth and breadth, and the age of the collection can be measured can be measured across all subject categories.

There are some challenges to using the WCA including some mentioned above, e.g. the publication date field can present some sorting problems. The database is updated quarterly, so the data is a snapshot of the collection at a given point in time and not a dynamic representation of a library's ever-changing collection. Additionally, some of the records do not map to any of the WCA Divisions, but remain in a category named "No Call Number Present." These records have to be downloaded and call numbers added to the record in the spreadsheet then resorted into the appropriate subject area.

As mentioned above, the IUSDL was able to obtain access to the database through a consortial agreement with the CIC libraries. This subscription option is less expensive, any library in the consortium may run a comparison with another library in the consortium with prior permission, and groups can be created for comparison. The stand-alone purchase option is more expensive but, depending on a library's need, it may be worth the extra money. More comparison options are available, such as selecting peer institutions from all OCLC users, not just other institutions in a consortium. And OCLC recently announced the ability for WCA to interact with a library's integrated library system to collate usage data along with all the other data about an item in the collection.

CONCLUSION

The WCA service is flexible, contains rich data analysis possibilities, and provides good customer service support. The product has improved in functionality and added many features in the two years since IUSDL first subscribed. By uncovering the strengths and weakness in subject areas, realizing the age of the collection and making appropriate withdrawal decisions, and building the collection in areas where the need was greatest, use of the WCA has dramatically improved the IUSDL collection.

REFERENCE

OCLC launches worldcat collection analysis service. (2005). *Advanced Technology Libraries, 34(4)*, 1, 10-11.

ABOUT THE AUTHORS

Janice E. Cox (jcox2@iupui.edu) is Head Librarian at Indiana University School of Dentistry Library. She holds a Master of Library Science from the University of Kentucky and a Master in English from Indiana State University. Her research interest focuses on resource management and utilization. She also serves as a PBL (problem based learning) tutor and triple jump examiner.

Barbara A. Gushrowski (bgushrow@iupui.edu) is Access and Instructional Services Librarian at the Indiana University School of Dentistry Library. She serves as a PBL tutor, triple jump examiner, and assists on the case-writing team for first and second year dental students. Her research interests include collection development and analysis and the effect of library instruction on student research behavior.

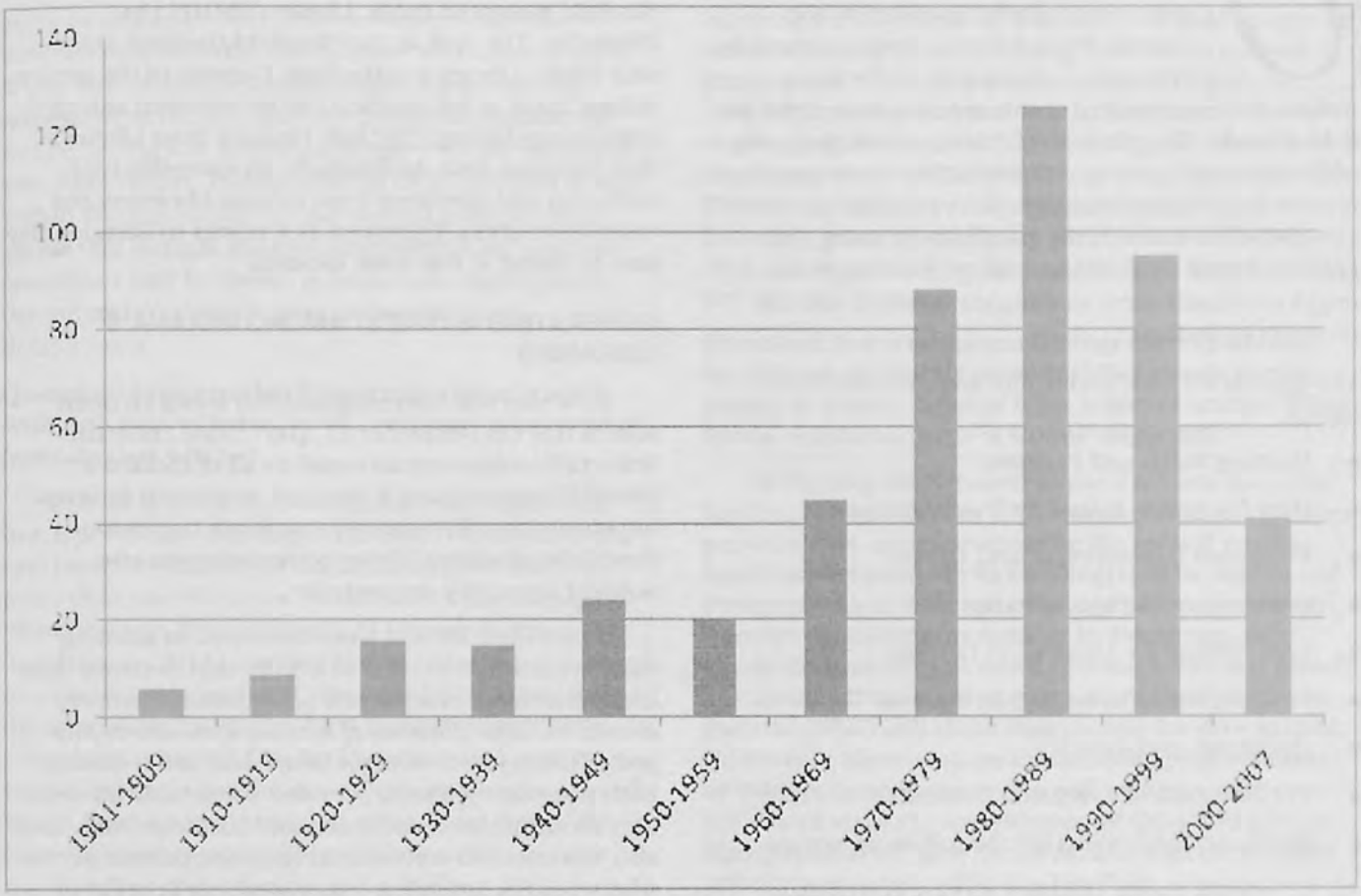

Figure 1. Pain – Assessing, Understanding, Managing485 titles in Dental Collection – by date of publication

EVERGREEN MIGRATES TO INDIANA

by Martha Catt

On March 6, 2008, about 150 representatives from over 100 libraries around the state came together to examine the Georgia Pines inspired open source ILS—Evergreen[1]. Every type of library in Indiana was represented at this meeting except private K-12 schools. The purpose of this statewide gathering of libraries was to bring representatives from agencies representing various demographics together in the same room to examine the possibility of using Evergreen to build a state-wide catalog of holdings that might eventually serve to enhance resource sharing throughout Indiana.

The agenda for this 5-hour meeting included these topics:

- Meeting Focus and Purpose
- How Evergreen Found Its Way to Indiana
- Evergreen Development and Demo
- Stories from Georgia Libraries
- Cost Savings for Libraries in Georgia
- Funding and Cost Savings in Indiana
- Questions over Lunch
- The Potential of Evergreen Indiana for Citizens
- Break-out discussions for the following groups
  - -Small Public Libraries Serving Fewer than 10,000
  - -Medium Public Libraries Serving between 10,000 and 40,000
  - -Large Public Libraries Serving over 40,000
  - -Private Academic University Libraries
  - -State University Libraries w/Ivy Tech and 1 public school corporation
  - -Tech Talk Group
- Communication
- Summary and Next Steps

The meeting planners and facilitators for the event included staff from the State Library and the Hussey-Mayfield Memorial Public Library (HMMPL) in Zionsville. The staff at the Plainfield-Guilford Township Public Library was the host. Content of the presentations made at the meeting can be reviewed at http://www.in.gov/library/5592.htm (Indiana State Library's Web Junction site). Additionally, an extensive FAQ including real questions from Indiana librarians and technicians about Evergreen as it relates to libraries may also be found at this same location.

GENERATING INTEREST AMONG INDIANA'S LIBRARIES

How was this interest generated about an open source ILS? On December 17, 2007, State Librarian Roberta Brooker sent an e-mail to all of Indiana's public libraries asking if they had an interest in learning more about Evergreen. In separate correspondence, the academic library community was also notified about this opportunity.

Those libraries that were interested in learning more were asked to send in a letter that declared their local "*interest in being a part of the initial discovery among Indiana libraries of how an open source integrated library system might be of value to our library.*" Each responding library provided some basic information about the local collection and customer base. Each also was asked to volunteer at least one contact person who would be attending "*some meetings in order to engage in group discussion about the development of Indiana's open source ILS initiative.*"

In addition, a statement of understanding was made that "*much remains to be determined and limited information is available at this time.*" Further, the responding libraries knew that they would be a part of building the foundation for the introduction of open source ILS in Indiana libraries and agreed to be active in this process. There would be no cost for participating in this initiative except for sharing their time and ideas. A response was received from 108 libraries.

The staff at the Hussey-Mayfield Memorial Public Library and the State Library spent the balance of March

and much of April 2008 transcribing the notes from each discussion and conducting research to find the current and best answer to each of the questions that was asked at the March 6th meeting.

EVERGREEN INDIANA FAQ

Some of the most frequently asked questions included:

Question: What about our contract with INCOLSA and OCLC regarding the use of MARC records?

The impression seems to exist among some Indiana libraries that in their agreement with OCLC, they individually are not allowed to share bibliographic records with other libraries. In our research, we have found that even though such an agreement was in place at an earlier time, it is no longer a current contract requirement. The primary restriction in place at this time relates to "*selling bibliographic records secured from OCLC to others*." Evergreen Indiana will not be selling any individual library's OCLC records to any other library. Hence, sharing OCLC records is well within the stipulations of the current contract documents that Indiana libraries have with OCLC (current guidelines may be found at http://oclc.org/support/documentation/worldcat/records/guidelines/default.htm)

Question? Concern that Evergreen will only work with one type of barcode. Do we know what type of barcode that will be?

The issue is not that Evergreen only works with one type of barcode. Rather the issue relates to duplicate barcodes that might simultaneously be used by more than one EI library for different items or patron identifications. For instance if EI Library #1 has a 16 digit barcode "0123456789123456" that has been affixed to a music video in the EI Library #1 collection and, at the same time, EI Library #2 is using the exact same barcode number for Charles Dickens novel, and yet a third EI Library uses the same digits to identify a set of *World Book* encyclopedias, at a minimum two of the three EI libraries must change this bar code so no duplicate bar codes remain in the Indiana ILS system.

The same logic will apply to patron records. If more than one EI library uses the exact same digits to identify patrons, one or more of the libraries, depending on how many are affected, will need to change the bar codes so that each bar code number that is used remains unique to the EI system.

Question? Will member libraries be required to re-barcode their library holdings?

The Evergreen developers at Equinox stated that if they were to start over, bringing the Georgia libraries up onto Evergreen from scratch like Indiana is doing, they would recommend that all Indiana libraries re-barcode their collections and customer records (cards). The Equinox folks thought that Indiana might use a barcode design with zip codes as prefix numbers or some other standardized way of adding unique library location prefixes to each library's bar codes.

Upon further questioning of the Evergreen developers, it has been discovered that each barcode affixed to each item owned by the libraries collectively in the consortium must be unique as an identifier. Further, if barcode checking were turned off, it would be possible for EI libraries to have multiple length barcodes with alpha and/or numeric characters. However, in the event that bar code checking were turned off, EI libraries would have to check the barcode on the screen manually as the barcode checking device would not be checking for duplications. The system would accept the barcode as long as each holding from the combined EI libraries had a unique barcode number or RFID tag. (Yes, RFID works the same way in Evergreen.) The challenge with this is that the first libraries added into the EI system would be able to use their barcodes as is. Then if duplicate bar code numbers were found at a later time when a new library came into the system, then the library joining later would have to re-barcode any affected items.

Question? Is it a requirement that each EI library use ENA as its T1 line provider? Does each participating EI library need to have Internet access? What speed of Internet access will be required?

EI libraries do not need to use the same provider for their Internet access. ENA works as well as any other provider. Yes, each participating library will need to have Internet access in its building[s] to be able to use Evergreen. As to what speed would be needed for an Internet connection to connect to Evergreen, this would depend on how much Internet traffic the Library has already. If the library's patrons are *YouTube* users, then the OPAC and client stations may be slow to load. However, a library can minimize such speed reduction by using a firewall\router that will maintain QOS (quality of service). Introduction of QOS into a local library system will give the OPAC and staff client traffic priority over other traffic like *YouTube*.

A 56k dial-up connection is NOT recommended for Evergreen

PILOT LIBRARY VOLUNTEERS AND GOVERNANCE

Within 2 weeks of the first initiative meeting in Plainfield, Evergreen Indiana had inquires from 15 public libraries that had communicated their interest in possibly being a pilot installation of Evergreen in 2008. Fifteen is probably the maximum number of agencies that can be added as pilots by December/January 2008. In subsequent years, the number can probably go up to 20 to 25 or even more activations in a 12 month period.

This initiative will take a few years to implement. The good news is that each year we will be able to gain more experience and data. So in about 5 years, there could be as many as 75 to 100 libraries using Evergreen Indiana. As the IT folks become more proficient in bringing libraries live on EI, this number could begin to compound dramatically and the 75 might even grow to 150. A pivotal piece required to give Evergreen Indiana a strong foundation is the development of the governance documents. Pines generously shared all their documentation with Indiana's libraries so that the work by the Pines Libraries can serve as the initial model for the Evergreen Indiana initiative.

After the EI initiative facilitators reviewed the questions and concerns that were shared at the March 6 meeting, they soon realized that these questions needed to be answered *before* proceeding to the development of the governance piece of EI. Therefore, it seemed prudent for us to lengthen the amount of time available for the statewide governance committee to identify the relevant issues and bring forth drafts of various EI documents for review by the 108 EI members and eventually these would be brought to a vote for official adoption and implementation by participating Indiana libraries. The development period for this committee was extended to December 1, 2008. In the meantime, the EI Pilot Libraries would be assisted in moving forward in testing Evergreen. In order to do this properly, they would need a governance structure in place. So the decision was made to initially work with the Pilot Libraries to develop a preliminary and tentative governance structure that only this group of 13 to 15 Library Boards would adopt. Then the larger Governance Committee could use the documents adopted by the Pilot Libraries as a starting place for their review and development of a broader governance structure for EI. The Governance Committee, in addition to developing documents, will also make recommendations for how to get the documents reviewed, accept feedback and adopt the documents by the EI library membership.

THE PRICE IS RIGHT!

Though much has still not been determined, in general, the costs for the following will be the responsibility of each EI Library:

- Adding catalog and patron records to data base after initial load.
- Pay for connection to high speed Internet *only if not using a filter otherwise* paid via a combination of grant funds from the Indiana State Library and E-rate.
- Subscription to MARC or other cataloging data
- Insurance on all equipment owned by EI Library
- Allow library staff opportunities for training conducted by ISL both prior to and subsequent to going live on EI
- Loading Patron Records – Cost will be paid by the EI Library following installation of Pilot Libraries. This will be a no charge item for pilot libraries in 2008.
- Loading Bibliographic Records – Cost will be paid by the EI Library following installation of Pilot Libraries. This will be a no charge item for pilot libraries in 2008.
- Update local documentation with assistance from ISL.
- Code contributions to Evergreen, if applicable
- Attend planning meetings for EI
- Workstations located at EI library including set-up
- Barcodes for patron cards and collection materials at EI library
- Scanners located at EI library
- RFID at EI library
- Preparing items for shipment to another EI library via interlibrary loan

The following will be available at no cost to EI libraries:

- Membership
- Maintenance Contract w/Equinox
- Licensing Fee
- Uploads to World Cat
- High Speed Internet Access to EI Servers at the Life Line Data Center [Provided with no charge by ENA]
- SIP Connections
- Access to LAN Hardware, server hardware and software plus on-going equipment maintenance
- Support staff
- Project management and development of a migration plan
- Verification of compatibility of local library equipment, connection speed and addition of necessary SIP connections
- Back-ups and upgrades for software, LANS and server hardware
- Diverse number of management reports

The State Library will pay for the following:

- Uploads to World Cat

- Rent for housing EI Servers at Life Line Data Center in Indianapolis
- Purchase of LAN hardware, server hardware and software plus on going maintenance
- Support staff
- Maintenance fee will be paid to Equinox
- High speed access to Internet for each EI library that is filtering
- Insurance on EI equipment
- Training for EI library staffs
- Project management and plan development
- Initial loading of patron and collection records for Pilot Libraries in 2008
- Back-ups and upgrades for software, LANS and server hardware

The cost of making subsequent additions after 2008 to EI will depend on the availability of federal and state funds. The State Library will bring up as many libraries "live" onto Evergreen Indiana after 2008 as it has the funds to cover the preparation of data for uploading at the local library.

PLAC AND/OR EVERGREEN?

Since 1992, Indiana public libraries have operated under a system called the Statewide Library Card Program or Public Library Access Card [PLAC]. This program only applies to Indiana's public libraries. This author would suggest that public library staff might want to think about what is and is not working in the PLAC program. This statewide system has been in place for 10 years or more and needs to be evaluated again in light of today's resources and needs. Some of the features offered by PLAC might be more efficient and fairer to taxpayers if operated via Evergreen.

CURRENT EXPERIENCE WITH PLAC BY HMMPL

In order to shed light on this author's issues with PLAC, details about how PLAC is working in a public library that serves about 16,000 [2000 census] are outlined here. A perceived check of our reality: Patrons from the larger libraries like to visit the smaller libraries like HMMPL so they do not need to wait as long to read the best sellers. Larger libraries seem to have longer waiting lists for reserves while some of the smaller libraries may purchase additional copies for every 4 [or other low number] holds there are on an item at any one time, e.g. Zionsville's procedure.

According to IC 4-23-7.1-5.1 PLAC holders may borrow "(1) library books; or (2) other items available for public borrowing from public libraries as established by rules adopted by the Board under subsection [3]." With the ILS that Zionsville has, HMMPL staff is unable to restrict PLAC holders from borrowing recent additions to our collection. Hence, we are vulnerable to needing to purchase more copies of best sellers due to the additional use initiated by PLAC patrons.

The PLAC patrons use our library's other services to the exclusion of some of our own residents since PLAC holders have a propensity to being quite "library savvy." For instance, preschool programs almost always have some PLAC card holders registered while there is a waiting list of local residents who are then unable to get their children in these programs.

Zionsville is a net lender so we are loaning more items to patrons from other library districts than our residents are borrowing from other Indiana libraries. The revenue that this Library receives each year doesn't come close to covering the cost of services that the PLAC patrons use beyond the checking out of materials from our collection.

Many of the PLAC patrons at our library engage in home schooling and check out all the materials that we own on a single subject. In addition they use many of our public computers sometimes to the exclusion of local residents.

The HMMP Library staff always call other libraries and are often greeted by a busy library employee who may not have time to research the patron records for us. The time that it takes for the staff at each library to confirm a customer's record is time consuming and could be better spent in other ways. [NOTE: If Indiana libraries were using Evergreen, patron records could be checked without imposing on the PLAC patron's home library for personal assistance.]

For the past five years ending in 2007, the Library in Zionsville loaned a total of 199,017 items to PLAC card holders from other public library districts. This total breaks down into averages of 39,803 loans per year or 3,317 per month; on the average, PLAC accounted for 10% of the total circulations this Library serviced during the past 5 years[2].

In summary the challenges that PLAC creates for a single medium sized public library in Indiana [Zionsville/Hussey-Mayfield Memorial Public Library] include:

This library is unable to limit what PLAC holders are able to check out from the Library's collection due to fact that over 85% of our circulation is handled through self service rather than person-to-person at a circulation desk. Hence the PLAC holder gets access to the very same items that the local taxpayer can check out, including all the newest items. Holds made by PLAC patrons add an extra burden to our hold lists that

requires the library to purchase additional copies to satisfy requests from both the PLAC and regular resident cardholders. In addition, this library is unable to limit PLAC holders from using library computers when there is a wait list. This is due to the library's use of an automated system that requires no staff intervention. Plus the library is unable to restrict PLAC holders from registering for preschool programs; as a result, these folks have the same access as residents who have current regular library cards. This is due to use of an automated system that also requires no staff intervention for program registration.

There seems to be a larger population of home schooled children who use our library that come from outside the library district than come from inside. Their check outs often drain the library of resources on particular topics that are then not available for residents and taxpayers.

The inconsistency in the way the PLAC rules are interpreted by various libraries is difficult for the PLAC holder to comprehend as well as for the various public libraries to explain.

The HMMP Library's income from being a net lender in the PLAC program is insufficient to pay for the additional technology that the library would need in order for our present technology to put limits on what PLAC holders can use at the Zionsville library.

Ten percent of our circulation is made to PLAC holders while the PLAC income that the library is receiving equals 2.6% of the library's total receipts and in the case of expenditures, the amount received equals about 2.4% of what the library spent from the Operating Fund between 2003 and 2007. The manner in which the PLAC fee is calculated and the amount of the fee, needs to be readdressed to conform to a time of higher costs and fewer resources.

In 1992, when the PLAC rules were promulgated by the Indiana General Assembly, this library did not have the challenges that we have today since most of the issues that we now have were at that time processed by hand and face to face so PLAC holders could be regulated in how they used the library's collection and services.

With the increased reliance by HMMPL on technology to reduce the need for staff intervention in some interactions with patrons, has come challenges brought about by PLAC rules.

INTERLIBRARY LOAN

On the other hand, let's look at interlibrary loan services from one medium sized library's perspective. ILL substantially predates PLAC in Indiana[3]. PLAC is an interaction exclusively between a public library and a patron who holds a resident's card from a different library district than the library loaning the item. Interlibrary loan is an interaction between two libraries on behalf of the patron of the requesting library's service area. Interlibrary loan is used by libraries of all types to borrow materials that are not owned by the host library and may be out of print or esoteric enough that the host library will not be purchasing the item for its collection since this patron may constitute a one time request for a particular item.

Between 2003 and 2007, the public library in Zionsville borrowed a total of 1,536 items via interlibrary loan from other libraries via INCOLSA's reference centers/on-line OCLC forms. This is an average of 307 per year or 26 per month. Hence it is obvious that the demands from ILL is substantially less than what HMMPL is experiencing from PLAC.

It has been our policy to not respond to requests for loans made to this library via the OCLC database due to limitations of local resources. The ratio of interlibrary loans, PLAC transactions and all other circulations during the past five years at this library is:

1 : 10 : 89

ANALYSIS OF LOCAL RESOURCES

Now let's look at the money side of this review. Zionsville has received a grand total of $19,959 during the past 5 years in its position as a net lender within the PLAC system[4]. This equates to an average of $3,992 per year. Yes, this income is based on the total number of loans that our library made to other libraries' patrons less the number of items Zionsville patrons borrowed from other public libraries in Indiana. However, let's look at this revenue in another way. First, we can easily say that the PLAC card holders received an outstanding bargain for their investment of about $30 per year especially at HMMPL. For the period between 2003 and 2007, the annual PLAC charge changed 15%, from $26 to $30. The annual percent of change has ranged from -3% to 0% to 8% to 11%[5]. "The PLAC fee is tied to the number of borrowers on record rather than the citizens taxed for library service" according to Edie Huffman at the Indiana State Library.

Further, Jake Spear [Indiana State Library] advised that a few "years ago, several libraries completed a purging of their patron records and as a result there was an artificial bump in the [PLAC card] price due to the drop in borrowers."

According to the Indiana Business Research Center at the Kelley School of Business at Indiana University, "Placing a value on as many direct services and benefits as possible is fundamental to the goal of assessing the economic benefits that taxpayers receive for the dollars

they spend on libraries. This approach is called *benefit-cost analysis*" (Kelley School of Business, p. 10).

BOOKS

First, let's look at the average book prices as published by Bowker in 2007 found at http://www.in.gov/library/files/workshopavgbkupdated.pdf (Prices).

	2003	2005	
All Hardback Books	$63.33	$67.37	+6.4%

How many books could have been purchased and processed in 2007 [using 2005 average cost figures][6]?

59 books

If the average Bowker cost was cut in half, which is probably closer to the purchase price of a single book plus adding in the cost for getting that item onto the Library's shelves that is most likely borrowed by PLAC patrons, then HMMPL would have been able to add 118 books. This equals .3% of the total average number of items that PLAC patrons check out on average annually based on past 5 years of activity.

Yet another way to calculate this would be to use the "consumer surplus approach" described on page 14 in the Kelley School of Business study. The value per item would be $7.42 per book. The total books assumed in this approach would be 538. This figure equals 1.4% of the total items PLAC patrons circulated.

STAFF TIME

Now let's move on to a cost analysis of a part-time librarian's time in Youth Services. This employee conducts several of our preschool story time programs.

The hourly rate including paid time off and FICA for one of our librarians was $15.44 per hour in 2007.

How far would $3,992 have gone to pay this employee's wage and limited benefits in 2007?

Almost 259 hours of the employee's total 1,452 hours worked or about 18% of the total cost of benefits and pay for this employee.

Using the Kelley School of Business approach on the "Library Use Valuation Calculator" [page 88], we could calculate the monetary benefit received by adults and children who attended preschool story times if we knew the number of adults and children who attended Library programs and were PLAC holders. However, this data is not available.

ILS

Yet another place where we might use our annual $3,992 would be to help pay for our proprietary ILS. In 2007, the library paid our ILS $15,882 for our basic software updates, enhanced content and help desk support. By using the $3,992 that we would have received for PLAC that year, our out-of pocket ILS cost would have been reduced by about 25%.

In other words the annual average PLAC income of $3,992 received by HMMPL is appreciated but inconsequential and inadequate when considering the "real cost" to our community residents in additional competition that they have to get to check out popular materials, use public computers, and register for preschool story time sessions at the Library that they pay their property and income tax to support.

It seems from our experience that the PLAC patron's choice of which library[ies] to patronize is selected for more than the collection items that they choose to borrow.

"WHAT IF" QUESTIONS

Question: What if PLAC was terminated in favor of a system that was fairer for the patrons and taxpayers?

Answer: If the holdings of 75% of Indiana's libraries were in an ILS like Evergreen and the union catalog was easy for the patrons to understand and use and they could easily locate the titles that were currently available that they needed, the drain on any single or group of libraries could be reduced. This would be especially true if the EI card holders were not allowed to check out new acquisitions of the past three to six months from libraries other than from the patron's own local library.

Also it would be discernable which libraries were unable to maintain an adequate collection of materials for their patrons and something might be done about this at the State level to enforce standards of service that would add a buffer zone between those libraries that are unable to do their fair share of sustaining an adequate collection for their service area.

For the older items, the computer software could make the selection of the lending library of choice rather than the customer, and then the distribution of requests could be better controlled by the libraries. In other words, the same few libraries would not be doing the majority of the lending.

Question: *What if there was no card that was initially a part of the Evergreen Indiana system for the patron and the patron had to go to their home library to borrow an item that was owned by another Indiana library?*

Answer: The negative of this system would be the additional time that it would take the patron to get the items that he or she wanted via the State-wide delivery service.

Question: *What if the patron from Library A could place a hold on an item in Library D, then could pick the item up himself, but the technology was configured in such a way that he could only borrow the book and could not participate in programs without paying a fee for extra services?*

Answer: The customer might be happier and the lending Library might be less stressed since the patron could be identified and then required to wait until all local residents have been served or pay a program or computer use fee for services beyond borrowing materials.

This could be regulated via the customer's Library card number[7].

Question: *What if all Indiana residents were able to get a free 'state-wide' library card that could be used to check out items from any library in Indiana? [Note: Based on the patron's bar code number on his EI card, he would be limited to what he could check-out and/or use at any one agency with the exception of his home library.] What if the State of Indiana subsidized the issue of this card so all net lending libraries received a State subsidy for lending materials?*

Answer: Looking at what we are used to with a new set of eyes often will allow us the opportunity to see the old in a new way.

Getting library patrons excited about an opportunity like Evergreen could help create a new way to look at what we have been doing that is no longer working as well as it once did.

In order to get Indiana residents excited about a state-wide library card, they must experience the service. If they do, and it works well for them, they will gladly carry the message for libraries to local and state officials. We need to study success stories that have occurred in other states. We need to understand better what is and is not working in terms of sharing resources. If there are no models that suit our purposes, then we need to develop our own.

OPEN SOURCE FOR ONE INDIANA LIBRARY

How did the public library in Zionsville, Indiana, become interested in Evergreen?

In 2006, a Planning Committee made up of trustees, staff, and residents challenged this library to take a long, deep look at its services and offerings. The group asked us to look far and wide to find the best medium sized libraries in the U.S. and then study the reasons that caused them to be successful. The Zionsville Library management team called about 10 medium sized public libraries in Ohio and Illinois, some of whom were included in the Hennen's American Public Library Ratings top ten list, 2005.

The factors that seemed to tip the scale toward excellence among this short list included location of the library in relation to traffic like main thoroughfares through town or adjacency to schools, amount being spent by the library on materials [higher expenditures on the collection translated into a higher patron satisfaction], being a member of a consortium or regional system of area libraries, and offering free circulation to residents who live nearby but not in the library district. The scale did not tip in favor of factors that are not intrinsic to the HAPLR rating like the Library's marketing, program offerings, or IT prowess. In fact, these libraries as a group were not especially strong in these areas; for instance, no newsletter, and/or no wireless connectivity.

In addition to looking at other top medium sized public libraries for standards of excellence, we also decided to carefully study how well our proprietary ILS was doing for the money we were paying annually. Here we discovered that due to a complex and myriad of business changes at the corporate level, our ILS that had been in place at HMMPL since 2002 was not serving us very well, at least in our opinion, for the $16,000 that we were paying annually for software updates, help desk support, and enhanced content. So yet another part of our library's strategic plan emerged from the ashes of our current proprietary ILS. We agreed to pursue a study of what existed in the marketplace. Of course, at this time, we limited our thinking to the world of proprietary ILS options.

A workshop opportunity was offered in July 2008 by the SWON Libraries in Cincinnati to evaluate open source as an alternative to proprietary ILS systems. Two of the IT staff from Zionsville attended the workshop. After evaluating ten retail ILS packages and then looking at what these offered compared to Evergreen, the decision was that we needed to examine Evergreen more closely as a viable alternative to a proprietary ILS.

On August 29, 2007, one of the IT staff and three of the management staff attended the "Discovery to Delivery—Good to Great Resource Sharing" workshop held at Ball State University at the Bracken Library. There we spent a few hours with the Director of Pines, Elizabeth McKinney de Garcia.

The following day, we were invited by the State Library Director, Roberta Brooker, to join the Resource Sharing Committee discussion that was being held at the State Library. At this meeting, the Pines Director gave essentially the same presentation that she had given the previous day at Ball State. However, we were able to ask more questions which Ms. Garcia graciously answered.

In January, 2007, two of our IT staff accompanied ISL management staff in a visit to Atlanta, Georgia, to visit in person with staff at the Georgia State Library,

Pines Headquarters, Equinox, and Athens Public Library. This was an up close and personal opportunity for hundreds of questions to be asked and answered of the developers, management, and member library staff.

After these numerous personal discussions, the IT and management staff at HMMPL felt confident that we wanted to move forward with the exchange of our proprietary ILS for open source and specifically Evergreen. This desire was conveyed to the State Library. After a few days, the State Library approached us and asked if we would be willing to help them introduce the Evergreen Indiana initiative to Indiana's libraries. As a result of this study, it is our local conclusion that the potential of Evergreen for a single medium sized public library like ours is quite high.

This library is currently using its second proprietary ILS system. Neither the first nor the current system has given us all that we needed and wanted. Hence it seems a waste of scarce local public funds to pay between $50,000 and $150,000 for yet a third opportunity to be disappointed by another proprietary ILS. It is important to note that this library is not large enough to achieve any leverage with a proprietary ILS, therefore we rarely, if ever, have or will receive what we want without being asked to pay a large amount to the ILS company for special software development which we cannot afford[8].

In addition to the substantial reduction in price, the potential exists to get "under the hood" with an open source ILS and make improvements that will benefit many libraries regardless of the size of their checkbook. In addition, leverage will not be a critical part of the equation to having a responsive ILS. Through our investigation of Evergreen, we have found that the Pines statement available at http://www.open-ils.org/ is in fact, true and these are, in deed, core characteristics that we want our ILS to offer:

"Evergreen is an enterprise-class **library automation system** that helps library patrons find library materials, and helps libraries manage, catalog, and circulate those materials, no matter how large or complex the libraries. As a community, our development requirements are that Evergreen must be:

✓ **Stable**, even under extreme load.

✓ **Robust**, and capable of handling a high volume of transactions and simultaneous users.

✓ **Flexible**, to accommodate the varied needs of libraries.

✓ **Secure**, to protect our patrons' privacy and data.

✓ **User-friendly**, to facilitate patron and staff use of the system.

Evergreen is open source software, freely licensed under the GNU GPL" (Evergreen).

SPECIFIC MOTIVATING FACTORS FOR HMMPL

- Ability to easily customize what the ILS can do without needing to pay for customized programming to a proprietary ILS.
- Ease in scalability to keep up with needs brought about by a growing community.
- Ability to get a large variety of activity reports without paying extra for this service.
- A strong growing support network of Evergreen users that is available to help solve particular challenges that any user might have without cost. In addition, the response time is quite fast, especially compared to the days, weeks, and months that our current proprietary ILS requires to answer questions posted by our local library staff.
- With the commitment of the State Library to acquire the initial equipment requirements and place these into service, any future costs to this library will be minimal. Even if in a few years, the servers need to be replaced and the State Library cannot financially support this upgrade, the participating EI libraries would be able to band together to pay for the replacement hardware with a projected $5,000 to $10,000 or less per unit investment. This investment will be less than what we are each presently paying for annual maintenance and upgrades to our proprietary ILS. [*Note: Presently the savings for HMMPL will be about $16,000 in annual charges, $25,000 in server upgrade and about $100,000 to go to yet a third proprietary ILS.*]
- Software enhancements can readily be added as needed with little if any cost to user libraries. For instance, HMMPL recently contributed software code to add credit card payments to Evergreen. http://svn.open-ils.org/trac/ILS/browser/trunk/Open-ILS/src/perlmods/OpenILS/Application/CreditCard.pm?rev=9321

This addition will benefit all Evergreen libraries regardless of where they are located including those in Indiana when we go live with EI.

- Records will be maintained of changes to software so that exiting and entering individual library staff will be able to track and comprehend. During the past 18 months, our present proprietary ILS has lost many of its key staff. The result is that patrons like us are unable to get issues resolved promptly since the new staff does not seem to know what the previous staff knew, and we are suffering from this lack of continuity. Note: our price for support was not reduced as a result of a severe reduction in responsiveness that HMMPL has been experiencing during the past 2 years.
- The ability of each library to participate with a voice in how the ILS is managed and governed is

paramount in making this endeavor work for each of us. Though this will take some time and patience, it will be possible for us to govern ourselves and our own statewide ILS.

- A dramatic cost savings for each participating library that will hopefully offset the loss in property tax revenue brought about by the recent changes by the 2008 Indiana General Assembly and the Governor via HB1001-Property Tax Reform & Relief.
- EI may offer an alternative to PLAC and ILL as these are now being offered to Hoosiers. The alternative may be more convenient for both patrons and lending libraries. Restrictions on what is loaned to PLAC holders can be enforced where they are unable to be at this time.
- A union list of Indiana library holdings will help each participating library to more closely assess what they need to purchase for their collection.
- The union list with hold requests being managed by technology will help in spreading the requests among EI libraries rather than repeatedly requesting from the largest collections.

WHAT HAPPENS NEXT?

Installations of EI need to occur at Pilot EI libraries so actual experiences can be shared and evaluated with other libraries across Indiana by January 2009.

A reevaluation of what is working and not working with the present PLAC and ILL program needs to be conducted. An updated model needs to be developed. Maybe EI will be the source for some of the solutions with current challenges with PLAC.

A study of what other states are doing with resource sharing needs to be conducted.

A governance model for EI libraries needs to be developed and considered.

EVERGREEN INDIANA INITIATIVE UPDATE

A Request for Proposal for the network and server equipment for the Evergreen Indiana initiative was issued at noon on Friday, April 11, 2008.

Six vendors had requested a copy of the RFP through April 14, 2008.

Notice was published in 2 Boone County newspapers on April 16th and 23rd.

The RFP opening was held at 5:05 p.m. on April 28, 2008 at HMMPL in the Hussey Room.

The order was placed on May 1, 2008.

Installation of the equipment at the Lifeline Data Center was completed the week of May 19, 2008.

ENDNOTES

[1] An ILS is an integrated library system that keeps track of the collection, circulating items, cardholders, etc.

[2] Total 5 year library circulation between 2003 and 2007 was 1,950,986.

[3] When this author started her public library career at the Anderson Public Library in 1969, all interlibrary loan requests were routed to the State Library and loans were made, for the most part, from that library's collection.

[4] The HMMP Library was a net lender during each of the 5 years between 2003 and 2007.

[5] Indiana Code Citation for calculation of the annual PLAC fee: **IC 4-23-7.1-5.1**
Statewide library card program; rules

[6] It is clear to us that the average price of each hardback book for this library is not as high as the Bowker Annual calculations. However, by the time the cost of the item is added to the cost of selection, acquisition, cataloging, and processing, the Bowker average becomes a closer estimate of the real cost to add a new book to the library's collection.

[7] The Zionsville Library is not planning to initially change the barcodes in all of our materials when we join with other libraries in using Evergreen Indiana. However, we do plan to change all of our customer card numbers to ones that will be coded by the type of borrower. Then services can be limited or a charge can be levied for the 'out of the library district' card holders making their access fairer to the local taxpayer.

[8] A central Indiana public library recently approached the same proprietary ILS that also services us HMMPL and inquired about the development of a package that would allow the library to automatically call patrons to advise them about the availability of their holds. The estimate for the delivery of this software was $30,000. Evergreen can be programmed to do this same function at zero cost to the user libraries.

REFERENCES

Kelley School of Business. (2007). Indiana University. Indiana Business Research Center. *The Economic Impact of Libraries in Indiana.*

Evergreen. Retrieved April 21, 2008, from http://www.open-ils.org/

ABOUT THE AUTHOR

Martha Catt has been working in the library profession in Indiana since 1966 with a hiatus of 3 years outside the profession. Her employers have included: Highland High School in Madison County, Anderson Public Library, East Central Indiana ALSA, Indiana State

Library, and the Hussey-Mayfield Memorial Public Library in Zionsville. In Zionsville, the library has expanded from a 1,400 square foot private library located in a private home in 1990 to a 54,000 square foot modern library facility today.

KEEPING THE PEACE: A PLAYBOOK FOR DEALING WITH TEENAGE PATRONS IN THE PUBLIC LIBRARY

by Dawn D. Savage

I looked up at the clock on the wall and cringed. It was 2:45 p.m. and a large group of unruly teenagers would be pouring into the library at any minute. I heaved a sigh and set aside my present work to revisit later. I just knew that as soon as those teenagers walked in the doors my entire time would be wrapped up in maintaining security and keeping the library branch under control. Later that night, after a fight and a call to 911, I had to wonder how our staff would continue to keep the peace night after night and if we could find a way to engage our teenage patrons in constructive activities.

Does this scenario sound familiar? Public libraries across the nation are more and more frequently challenged to deal with teenage and even adult patrons who demonstrate all kinds of antisocial behavior. At times, this behavior can be rude, hostile, and even violent. Regardless of their sometimes-bad behavior, teenagers are patrons, and reaching out to them is one of the most challenging, but nonetheless rewarding, aspects of working in an inner-city library.

In four years as a juvenile librarian in just such a library, I had to challenge myself to find ways to engage the teenage patrons every day. At first, it seemed like an impossible chore. In the end, however, I found it to be a very rewarding experience and one that I believe had a positive impact on both the library and its patrons. While the practices that I have learned to incorporate into my teen services may not work in every situation, I hope that they will spark some ideas to help you in your quest to provide appropriate services for teens.

In general, the best practices for engaging these important users of library services revolve around the central idea that librarians must first change the typical "adult" ways of thinking about teenagers. It is not uncommon for adults to think of teenagers in a number of negative ways: noisy, unstable, disrespectful – just to list a few. All of these things naturally conflict with our traditional view of the library as a quiet, orderly place. The key to successfully engaging teenage library patrons lies in balancing the librarian's need to be an authority figure with the need to establish credibility among teenage patrons and to be a part of their social network.

GET TO KNOW TEENAGE PATRONS AS INDIVIDUALS

Teens are social creatures. They often group together and talk for hours at a time. Their need to socialize stems from their development of self-identity, as well as the pressure that they feel to seek approval for that identity from their peers. In *New Directions for Library Services to Young Adults*, Patrick Jones (2002) states that: "One unique need of young adults, for example, is the need to socialize in groups. This is normal, but often problematic in a library setting. To respect the unique needs of teens is to respect this behavior and, as best as possible, to accommodate it" (p. 17).

Believe it or not, this developmental need is a perfect foundation for crafting library services that engage teenage patrons. Getting to know teen patrons on a personal level will do two things for a librarian. First, it helps the teens to feel more comfortable with the librarian as a source of information. It also helps to establish a foundation of respect among the teenage patrons for the librarian's responsibility to keep the library safe and accessible for all patrons.

"Getting to know" teenagers takes a lot of time and effort, and for this there is no substitute. The librarian needs to learn the patrons' names, what schools they attend, what they like to do for fun, and who their friends are. The librarian has to communicate a sincere interest in the things that are important to the teenage patrons as individuals.

At one of my prior assignments, on any given night there were about thirty teens in the library at once. It was hard to get to know them, especially considering that the majority of the teens went by nicknames rather than by their given names. Every day after school when they came streaming past the reference desk, I asked them how school was and what they learned that was new. I introduced myself and slowly I learned and remembered their names. After a few weeks of doing

this, the teens began to stop at the desk on their own, anticipating my questions and having answers for them.

If you are going to engage your library's teenage population, it is also imperative that you are not the only staff member who makes the effort. The support of fellow staff members is vital to maintaining the teen-friendly culture of the library. Like any other person, teens can sense when people do not care for them. It is important that they perceive the library as a place where they are welcome and where they are appreciated just like any other patron. Otherwise, the result can be a hostile environment in which both the librarians and their teenage patrons are constantly in conflict.

A warm, welcoming, and inherently social atmosphere naturally reduces the frequency and severity of behavioral problems. My experience is that the majority of today's teenage patrons are more responsive to the idea of helping librarians do their jobs if they know them as regular people, rather than nameless authority figures that mill around behind a service desk. It is hard to break the rules if doing so would be disappointing a friend or acquaintance.

RESPECT THE TEENAGER'S NEED TO "SAVE FACE"

We have already learned that teens expend a lot of energy exploring their self-identity and that they continually look to their peers for approval. Once you begin to see the world from this perspective, it makes sense that when you try to reprimand a teen for bad behavior in front their peers, their defense mechanisms are engaged. If you have put in the effort to get to know them, it is possible to engage them on a personal level – often with better results. Teens are much less prone to act out if you do not challenge them in front of their friends. As adults, we have a tendency to go "over the top" to try to assert our authority when we feel it is challenged. Likewise, teenagers also feel the need to stay in control of a situation and "save face"with their friends.

Librarians must put forth the effort to handle confrontation with teenagers discretely and with an understanding of the teenager's unique perspective. Doing so increases the likelihood that teenage patrons will gain positive social and educational benefits from using library facilities and services. It also reduces the amount of tension and energy required from the library staff to get teenage patrons to follow rules and expectations consistently.

BE FAIR AND CONSISTENT

Consistency in rules and expectations is also important. Rules must be clear and consistent. If you set an expectation, follow through with it. Your teenage patrons need to know that you must carry out your responsibility to make the library inviting for everyone. Be prepared that you may have to ask some patrons to leave the library if they fail to follow the rules. If you have set the expectation that teenage patrons will be asked to leave if they engage in certain behaviors, then you have to follow through. Unless the behavior is a significant challenge to the security of the library or a serious violation of library policy, respect the personal approach first – and ask the teen patron to change his or her behavior.

If one or more such attempts fail, then it is time to ask the patron to leave. If you get to this point, walk with the person to the door and let them know that you like having them in the library, but that it is a place for everyone to enjoy. Let them know that you are expected to keep it that way. Some teenagers may make a scene – as a result of the need to "save face." Continue walking the teen out, showing as little reaction as possible. While it is often difficult not to show your emotion in these situations, just remember that the teen is trying to get a rise out of you. If you respond emotionally, then the conflict will escalate. Staying cool and collected goes a long way to demonstrating that you are fair and that you have no problem enforcing the rules if the situation requires it.

This technique takes a while to perfect, but it is worth it. My experience has been that teens will start monitoring themselves because they do not want their friends to be asked to leave. Also remember that tomorrow is a new day. As hard as it can be to forget bad behavior, it is best not to hold a grudge. I can't tell you how many surprised looks I have had from teens who I had to ask to leave just the night before, when they find me asking them how their day at school was during their next library visit.

Little things like this, if done consistently, help demonstrate that the librarian's enforcement of the rules is not a personal attack – it is just a responsibility that is carried out calmly and consistently every day. After trying these approaches for several weeks, I really got excited one day when one of the teens in our library told another teenager, who was new to the neighborhood, not to"talk back to me" because I was "okay." Teens are usually more perceptive than we give them credit for being, and I felt that this was a sign that the efforts of our staff were starting to have a positive impact.

Consistency in setting and enforcing rules and expectations is one of the biggest challenges for librarians. For some reason, it is always easier to excuse the behavior of younger children and even adults, but teens always seem to stand out. They group together when they socialize, and sometimes appear to be problematic before there is really ever an issue. It

seems to be much easier to disregard elderly patrons who are practically screaming to be heard, and children who are too excited in the library to sit and listen to a story, than it is to disregard a group of teens who are talking at a table or waiting for a computer. It is really a state of mind.

If you ask teen patrons to take a boisterous conversation outside, then the same must be applied to adults. The reverse of this situation should be enforced in the same way. Teenage patrons need to see your consistency at every opportunity. Treat all teens the same, without exception. There will always be the teens that love to read and are "as good as gold," but be sure that all rules and expectations apply to everyone.

Be reasonable. Avoid "pouncing" on teens as soon as they come into the library. Is their behavior worth the confrontation? Is their behavior endangering anyone? Is their behavior bothering other patrons? Keep in mind that teens will seem more intimidating to other patrons, so complaints about their behavior should be analyzed before being acted upon.

GET AS MANY TEENS AS POSSIBLE INVOLVED IN PROGRAMMING

As librarians, we would love to have a group of teens who come in, ask for the latest teen books, and sit down to read in the teen area. As with many aspects of life, the reality of the situation is not that simple. In many cases, our teenage patrons struggle in school and have problems at home of which we are unaware. Nevertheless, these patrons are an important constituency of our communities, and one with which the library can have a positive impact. Engaging them with programming is one of the best ways that the library can serve the community.

One of the toughest aspects of developing effective programming for teens is figuring out how to get started. I recommend doing a survey to find out what your teenage patrons do for fun and what kinds of structured activity they might be willing to do at the library. Program for their interests and do not be afraid to think outrageously! Try some programming that is outside of your comfort zone! Programming for teenage patrons requires creativity and flexibility. Teens are, for the most part, too old for crafts and too young for coffeehouse-style book discussions.

I have had some success with programs that centered around life skills. For example, I had a "fast food" program that was well attended. For the teens, of course, the food was the big draw. During the program we prepared foods that required them to follow directions, use the microwave, and work with units of measure. Although this seems like a very basic program, it allowed the teens to learn, taste the food that they had prepared, and socialize. The feedback on the program was very positive. While there was educational content and the program provided structured activity, it did not have the feel of a classroom.

As is the case with adult programming, seeking advice and feedback from the patrons themselves is vital. I always make sure to ask what our teenage patrons would like to do in the future and how we can make the programs more enjoyable.

KNOW WHEN TO LET GO

There will always be one or more teens who are just too "cool" to go to library programs or to get to know the librarian. It may not be possible for you to understand why some teens are more unresponsive than others. It is important to treat each teenage patron the same and be able to let some go. You do not have to reach every teen, but it is important to at least make the effort. It is important not to antagonize or browbeat teens who are not enthusiastic about programming or who give you a hard time when enforcing the rules.

One afternoon in our library, three teenage boys were asked to leave because of their behavior. On their way out of the building, one of the boys smashed a donor plaque near the entrance. Unfortunately, the view of the entrance was obstructed, and we were not sure which of the three boys did the damage. Since we were unable to see exactly what happened, we decided to "let it go," and to allow the boys to go ahead and leave. This allowed the situation to cool off so that we could get the outburst under control and clear the undesirable behavior from the library.

The next day, the boy that I thought had smashed the tile came back to the library. As usual, I asked him how he was doing. After a few minutes of small talk I proceeded to ask him about the incident. He admitted that he was the one who broke the donor plaque, and we talked about why. He was angry that he was asked to leave when it was his friends who were causing all the problems. We then talked about appropriate ways to vent anger. He did have to pay for the damage to the donor plaque, but the next time I had to talk to his group, he quickly got them under control. In the end, the outcome was as positive as we could have hoped. The broken plaque was replaced, and the confrontation was deferred to a time when it could be resolved calmly and more rationally.

KNOW WHEN TO SEEK HELP

Definitely seek help when any patron's behavior is dangerous to other patrons in the library. Fights in libraries are always a good reason to seek help, whether that help comes from your security guards or the police. It is not a good idea to try to break up fights. Whether it is an adult or a teen, fighting has no

place in the library and should be acted on immediately.

Policies and procedures for dealing with dangerous situations vary among library systems, but it is important to understand that your library board or administration has most likely enacted these policies based on advice from experts in risk management, security, or law enforcement. Make sure to learn your library system's protocols for dealing with specific types of dangerous situations so that you are prepared to carry them out when these situations occur.

Seek help from peers if you become frustrated. Engaging teen patrons and developing the kind of rapport it takes to keep bad behaviors in check is a challenging balance that requires much energy. Most of all, it requires a team effort from the entire library staff. You should routinely ask your colleagues to discuss problems that you are encountering. In particular, I sought the help of a clerk who lived in the neighborhood where our library was located. Her relationships with the families and friends of the individuals who used our library were a great resource.

CONCLUSION

The potential positive impact that engaging teenage patrons can have within a community is an aspect of library service that is often overlooked. As librarians, we often have an adult perspective that makes the attitudes of teenagers seem alien at first glance. As a result, we often tend to focus on the "problem" of controlling teenage behavior. Much of the tension that we instinctively feel when teenagers cross into the traditional peace and quiet order of our libraries can be alleviated by consistently applying just a few simple, commonsense principles. While it is our responsibility to maintain order in libraries, regardless of whether the libraries are located in the inner city or a quiet suburb, we must balance that responsibility with the need to serve our teenage patrons. The potential reward for doing so more than repays the effort required.

REFERENCES

Jones, P. (2002). *New directions for library services to young adults*. Chicago: American Library Association.

ABOUT THE AUTHOR

Dawn Savage has a Master of Library Science and is currently employed at Indianapolis-Marion County Public Library.

THERE'S A LIBRARY FOR THAT???

by Lisa Greer Douglass, Rochelle Smith & Beth Hansen

To paraphrase Tolstoy, while public libraries may be alike in most respects, differing mainly in the details, special libraries are different in most respects, alike mainly in the details. The details may be daily tasks such as cataloging a collection or performing research tasks, but the missions, goals, and constituencies of each special library may be quite unique.

This article profiles librarians who work in three types of special libraries in the city of Indianapolis: a sports-based association, a CPA firm, and a grant-giving foundation. There are many others in our city and state, doubtless with far different agendas, but we hope this will give just a small glimpse into the types of libraries available in corporate settings.

LISA GREER DOUGLASS – COORDINATOR OF RESEARCH THE NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) LIBRARY AND ARCHIVES

Yes, indeed there is a library at the National Collegiate Athletic Association (NCAA). Indianapolis was named the new home of the NCAA in beautiful White River State Park in 1999. We're tucked away in 2,500 square feet on the first floor of the National Headquarters building.

It took four semi-trailers to move the library materials and archives from its former home in Kansas City. The NCAA became part of a board-based sports community that includes the Indiana Sports Corporation, National Art Museum of Sport, IU Natatorium, the USA Track & Field, and many more.

We function just like any library, complete with a circulation desk, shelves of books, and a periodicals section. The three-member library staff serves 400 National Office colleagues, the NCAA membership, the media, students, researchers, authors, and the general public. Since 1994, over 12,000 items have been cataloged and two major manuscript collections have been indexed. We processed over 500 reference requests last year and continue to support numerous researchers, both in-house and online, including the staff of the NCAA Hall of Champions.

In 2007, the NCAA Virtual Library made its debut at www.ncaa.org. It continues to evolve and contains several new databases, a document archive of collection finding aids, and NCAA committee minutes plus *The NCAA News* archives. The Championships Results database allows users to search by team, year, and/or student-athlete name for results in Division I baseball, softball, track and field, and all divisions of volleyball and football. More sports should be added to the database this year. The virtual library also links to the NCAA Convention Proceedings database which covers the 1995-2005 annual legislative conventions. Updates to this database are forthcoming this year as well.

Founded in 1906 and originally named the Intercollegiate Athletic Association of the United States, the NCAA grew from the original 39 college and university members to over 1,200 today. The national headquarters was officially formed in 1951 and a formal library established in 1994. Despite the number of years between these corporate milestones, early records do exist and are now housed in the archives.

Historical holdings include 1906-2008 NCAA Convention Proceedings, football guidebooks from 1896, and complete meeting minutes of the NCAA Executive Committee from 1939 to the present day. An extensive paper collection of Championships Records from 88 NCAA sponsored championships in 23 sports are also kept in the library and serve as the foundation of the Championships Results database. Our archives contain the invaluable papers of our former presidents: Walter Byers, Richard Schultz, and Cedric Dempsey. We also hold copies of nearly every NCAA publication as well as rules and records books for the championship sports.

Even though I no longer use the title of "librarian" today, my skills are constantly challenged and enriched. Each day on the job is never the same. As a special librarian and as part of a very small staff, I'm required to wear many different hats. Reference, cataloging, website maintenance, and collection

development may come along every day. Librarianship as a profession is constantly changing and keeps me on my toes. Change can be scary at times, but being a librarian is certainly never dull.

ROCHELLE SMITH – INFORMATION SPECIALIST CLIFTON GUNDERSON CERTIFIED PUBLIC ACCOUNTANTS & CONSULTANTS

My day begins at the strike of 8:00 a.m. The first thing I do after logging into my computer is to "clock in" and open my RSS reader (Google Reader) and e-mail. I start with my priority e-mail (managing partner, partners, team), working my way into other group members and finally into my general inbox. Along the way I answer any quick questions, e.g., where is this located on our drive, what is my password, and the like.


Rochelle Smith

Then I move onto my RSS reader to see what kind of news has developed since I went home. This is where I get my laugh in the morning (the Shelf Check comic and Overheard in the Office blog), my Lifehacker update, and of course my library blog and news and research feeds. I forward anything interesting to the people in my group that would find them useful. This happens, on average, every other day. My group seems to like these little tidbits of information. I also use my feeds to find sites that can help me in my research. I open those of interest and sometimes add them into my Web research kit.

I wrap up the last of my blog post and move onto my Task List, a one page document organized into daily, weekly, monthly, special projects, research, calls, follow-up, purchases, and meetings. I add new items onto the sheet and figure out what needs to be done today and what has a small window of shelf life.


Clifton Gunderson Library

I start with my research projects. Billable items are first and then I move on to anything miscellaneous, including anything that could be considered a quick reference question. Depending on the project, I may be checking out our new Lexis Nexis product, Due Diligence Dashboard, or just surfing the Web. Billable research can be a compensation analysis, a person search (qualifications, news, associations), a company search (financials, address, management, news, comparable companies), or an industry search (trends, percentages, general information). Our big database is Lexis Nexis, and we have a select few that deal with valuation and financial information.

My miscellaneous projects (non-billable) can be a literature search, a name search, a list, SEC filings, or a case search. These questions may seem easy, but there is usually a piece of information missing. One day (and we all have this story) I was asked to find a U.S. Tax Court case that involved a bank in southern Indiana near Evansville as part of an estate. This bank was named after the town and included People's Bank in the name. The case was some time between 1997 and 2000. I knew one of the expert witnesses and that the bank and person were involved in a divorce prior to this. After some hair pulling, I managed to get a fragment of the town name. Then after about two hours I found the case and moved onto the other work piling up on my task list.

After I finish my research projects, I move on to calls and follow-up. I complete what I can and move smoothly into my purchasing list. There always seems to be something to do in that category; everyone wants to spend a little money on a new book. Once I have moved through those tasks, I check my special projects. These projects are in tandem with other people and some I created to help me in my job. I have a procedures manual I am working on and a content management initiative for which I have been recruited.

Late afternoon arrives and my task list has been chopped down to size. I get my mail and enjoy a cup of tea. At the end of the day, I repeat my morning routine. I check through my e-mail and give my desk a sprucing. I go through the mail and read any association information that comes in. I give my RSS reader one last glance and read one or two more items. I make sure I have all my time entered into our time management system. I double check my inbox. I finally shut down for the day.

I love my job because I do not do the same thing everyday. I also am very free to make decisions and find new ways to provide services not just to my team but to the entire firm. I started in my position as an intern for

just a semester. Within two months I had a full-time job offer which I accepted and began right after I finished with my classes. It has been a very rewarding choice. The company was not completely sure what to make of my position, but I have grown with our group and altered the job description to better fit what I do. I am the only person working within my entire firm with a library background. I get asked many questions, and I still get some strange looks, but I am very excited by what tomorrow holds.

BETH HANSEN – LIBRARIAN LILLY ENDOWMENT INC.

There seems to be a burgeoning interest in philanthropy these days, both worldwide and in this country, perhaps because technology has made the world's disasters seem so close to us. Service projects are popular with high school youth, and corporate matching gifts and volunteer time have become part of employee benefit packages at many companies. While the major philanthropic foundations have all been around for awhile (with the exception of that great behemoth, the Bill and Melinda Gates Foundation), the dot-com years of a decade ago also created a proliferation of funds that many individuals are now using to establish other, newer grant-giving organizations. In fact, philanthropy has grown sideways, as it were, as the Internet has opened up new ways of giving and has brought the creative ideas of small and large entrepreneurs into the field.

All of which is a way to say that foundations, old and new, must and do operate differently these days, and as they differ among themselves, so do their libraries, although to be sure, there are many similarities.

I've been fortunate enough to work in the library of the Lilly Endowment for eighteen years. It's a one-person library, which means I get to do a little bit of everything, allowing me great variety in my weekly tasks. I also work for a relatively small group of people: the Lilly Endowment staff, board, and occasional consultant. It's a constituency of less than fifty people, which allows me personal contact with each of them. Our library is not open to the public. Its mission is to support our staff members in their work, which is giving grants in specific areas of interest such as higher education, religion, youth, and community development. The latter category concerns issues facing Indianapolis and the state of Indiana, and includes projects that can range from homelessness prevention to the support of arts and culture.

I've often found that people assume I do research on potential grantees. I do not, although I cannot speak for other foundation librarians. My research for the staff generally centers on background information relative to the issues that pertain to a grant. For example, a higher education project may need statistics on student dropout and retention rates, or a youth program initiative may require literature on other successful youth service programs. Several years ago I even researched the progress of digital TV conversion in connection with a public television grant. (At that time 2008 and the final scramble to meet digital standards seemed very far away.)

The Internet, with its many education and government Web sites, has broadened the search net considerably, and databases such as INSPIRE (Indiana's virtual library on the Internet) have made the process notably easier. Resources such as Factiva and Google keep me up to date on information regarding the Endowment.

Research can be fun, but hours of online searching can also be eye-straining and frustrating, so I appreciate the fact that major research requests are usually sprinkled throughout the year in a way that allows me time to pursue my own library projects. For example, three years ago I received the go-ahead to automate our collection. With Internet access available on every desktop and Sharepoint installed as an intranet function, there was finally a place to access an online catalog. So I purchased a system that allowed me a convenient way to convert our card catalog and in just over a year had our 3500+ collection available on each staff member's desktop. I realized, however, that the project was not finished at that point, as all well-respected online catalogs must have a name. I asked for suggestions and a staff member quickly came up with ELI after Eli Lilly II, who began the foundation in 1937 and is remembered here fondly as Mr. Eli. With his interest in books, I like to think he'd be pleased.

The Endowment library is also the repository for grant products. These can be anything from a book to a brochure, encompassing a variety of papers, reports, essays, articles, CDs or DVDs. A current project is to get these items cataloged in ELI along with the book collection. They're currently listed in our grant system by grant number, but they also need to be made accessible by subject and keyword.

The library keeps all of our closed grant files on microfiche. Besides being a permanent record, these are primary research sources. Reports and papers funded by the Endowment in past years often make their way out into the community and create interest in scholars of today. It's not odd for us to get a call from someone looking for a paper or report from the 1970's that acknowledges our support. Since we are not the copyright holder for these items, I always direct them to the publisher, which is a lot easier if we have a copy here to peruse. If there is no copy, which is often the case with older items, a search of the microfiche grant file becomes necessary. The Endowment has closed grant files on microfiche from 1939 to the present day

but has also begun scanning grant files beginning from 2000, which allows us to read the file on our online grant system, a much easier proposition!

I still do what used to be called SDI – Selective Dissemination of Information, by supplying staff with articles, reports, and URLs that will assist them in their current grant projects. It also allows me to keep abreast of what's happening in different areas. And I still route the periodicals in person, which gives me the opportunity to see and visit different staff each day — along with checking out the weather, since the Endowment library is located in the basement. Actually the library is an attractive room on the lower level, with a roomy office, some lovely paintings, and what at one time seemed to be plenty of shelving. Space, however, eventually becomes a consideration in every library, and I do my share of prowling about to create more of it. The other day a staff member asked, "What do you do with all those huge reports we send you? Do you stash them under the floor or something?" Actually a hidden room under there wouldn't be a bad idea!

Twenty years ago I went back to school to get my MLS degree in order to start a second career as a librarian, not knowing where I would land. I have often wondered at my great good fortune in acquiring this position at the Lilly Endowment, which allows me variety, intellectual challenge, and a wonderful work environment. For anyone contemplating a library position at a foundation, I can only give it a hearty thumbs-up!

ABOUT THE AUTHORS

Lisa Greer Douglass is one of the librarians at the National Collegiate Athletic Association headquarters in Indianapolis. She has been a member of Indiana Library Federation since 2002 and was honored as the ILF New Outstanding Librarian of 2004 by the Indiana Library Federation. She has also held various positions in the Indiana chapter of the Special Libraries Association.

Rochelle Smith has been a member of the Indiana Library Federation since 2005 and is currently the Chair of the Division on Women in Indiana Libraries. She is also the current President-Elect of the Indiana chapter of Special Libraries Association.

Beth Hansen has been a member of the Indiana Library Federation since 1996 and is currently the Acting Chair of the Indiana Corporate and Network Association. She is also a member of the Special Libraries Association and a representative in the Consortium of Foundation Libraries.

LIBRARIES GET CREATIVE, INVOLVE COMMUNITIES TO RAISE FUNDS

by Denise Canady

Library staff members bank on creative fundraising efforts to raise needed funds from their communities. Special events such as food festivals or silent auctions help bring in money at some libraries, while soup suppers, equipment/yard sales, and even art classes are successful fundraisers at others. In the last few years, libraries have received less funding from property taxes – and more changes are expected with new property tax laws going into effect. Additionally, costs of library materials, like everything else, continue to rise.

FOOD EVENTS

At Culver-Union Township Public Library in Culver, staff members work to coordinate a "Taste of Culver" event each year. The event earns about $4,500 each year, said director Carol Jackson. Culver-Union serves 3,100 patrons. It seemed like a natural fund-raising idea, Jackson said, with the town of Culver on a lake packed with restaurants. For the event, held the second week in July, the street in front of the library is blocked off to make way for restaurants featuring food specials under canopied tents. People use pre-paid tickets to buy the food. A jazz band has performed during the event the last few years, and this year a different variety of music is planned, she said. Coca-Cola products and ice are donated for the event, and a local printing company used scrap paper to make the Taste of Culver tickets for a nominal printing fee, Jackson said.

Meanwhile, the Ladoga-Clark Township Library in Ladoga, and the Boswell Public Library in Boswell, boast successful soup suppers. Everything is donated for each library's event except paper goods and plasticware. The Ladoga Library makes about $1,000 from an annual Souper Bowl soup supper in the library's community room. "It's a big social event for the people of Ladoga," said library director Wanda Bennett. Souper Bowl goers receive soup, crackers, a dessert and a beverage for a donation. There's also a children's meal: hot dog, chips, cookie and a drink. "One year, there were 22 different kinds of soup or chili," Bennett said. The library's Friends group donates desserts, crackers and other fixings. The Souper Bowl usually starts at 5 p.m., and "we go until it's gone," Bennett said. The second year of the Souper Bowl, a cookbook of the previous year's entrees was sold for under $5. About 25 cookbooks were available at the fundraiser, and a waiting list was generated so that library staff members could make more copies. The Boswell Public Library makes about $1,500 each October for the summer reading program from its chili and vegetable soup supper at the local senior center. The menu features the soup and chili, and includes peanut butter sandwiches, hot dogs, desserts, tea, lemonade, and water. The six-member Friends of the Library group has "regulars" donate food – but as it gets closer to time for the fundraiser, others always offer to donate items as well, said director Andrea Bowman. To get ready for the event, library staff members prepare mailings for support and make follow-up calls. A Rotary group sets up tables, and library staff members work the event along with the Friends of the Library members.

SILENT AUCTIONS

At North Madison County Public Library in Elwood, computer and other office supply sales regularly bring in a sizeable dollar amount. "It's really helped us a lot — especially when the budget is tight," said Sarah McElfresh, the library's information technology man-

Taste of Culver Event

ager. The staff sells outdated computer and related equipment in public silent auctions. People put in silent bids on items, and may leave at the end of the one-day sale with a 4-year-old computer for $150, McElfresh said. There are no minimum or maximum bids. But McElfresh declares that people haven't taken advantage of that. "Let's just say I've never been disappointed in the dollar amount bid for an item," she said. The desktop computers go for as little as $20 but may bring as much as $250. The sales, held in the library's meeting room, occur during regular hours and coincide with the area's annual glass festival in August. "We set up all the computers so they're working and people can test them," McElfresh said. The library serves 21,000 patrons. And at the Culver-Union library, staff members are gearing up for a new fund-raising event — an ABC Auction — planned for the first weekend of August. At the black-tie affair, people will be able to place silent bids on favorite books that are Autographed By Celebrities, Carol Jackson said.

YARD SALES

The Ladoga-Clark Township Public Library receives about $850 each year from a yard sale its Friends group coordinates the first weekend in June, said director Wanda Bennett. "We put the word out and people in the community bring items in without fail. My community room is a wreck for about a month," she said. "Folks ask about it as early as January!"

A RUSHVILLE TRADITION

The Rushville Public Library in Rushville, raises from $2,200 to $2,300 for its summer reading program from area business and organization donations, said director Sue Otte. Early each year, the staff sends out a letter asking for support. Soon after, checks come in to the library in the self-addressed, stamped envelopes that were part of the original mailing. In addition, the library receives an estimated $500 in donated prizes from area merchants, Otte said. Rushville's library serves about 6,200 patrons. For the summer reading program, every adult gets a donated door prize, and all children who complete the program earn a $10 department store gift card. A party at the conclusion of the program is geared for adults and the door prizes are awarded at the event, which is held at the school administration building, Otte said.

Taste of Culver Event

ARTIST GIVES BACK

To help raise funds for the summer reading program at the Henry Henley Public Library in Carthage, Denise Akers gives part of the earnings from her popular china painting classes to the library. Akers hosts the 6-week classes at the library for adults and children to paint pre-glazed teapots or other china. Akers fires the pieces at her home office. The class brings in at least $50 a year to the library, said library assistant Denise Walker. The Henry Henley Library serves about 1,000 patrons.

BOOK AND BAKE SALES

Twice a year, the Ladoga Library coordinates book and bake sales that benefit the adult and summer reading programs, Wanda Bennett said. Proceeds from the book sales go to the Friends group, and the bake funds go to the adult book discussion group. "If our little town can do it, anyone can!"

CONCLUSION

With a little creativity, your library can earn needed funds while offering events that community members can't wait to participate in. The ideas are endless, but experienced library staff members say that organization is the key to successful fundraisers — and getting community buy-in helps events "sell" themselves while fostering library pride.

ABOUT THE AUTHOR

Denise Canady is the new children's librarian at Cambridge City Public Library. Her skills from past posts in the public relations and journalism fields qualify her to wear several hats on the library's small staff. And she can't think of anything better to surround herself with than books! When not at the library, Denise is a freelance writer, wife, mother, and community volunteer.

STRATEGIC PLANNING FOR YOUR DISTRICT OR SCHOOL LIBRARY

by Lisa Anderson

In this era of school improvement plans, the school library or those in the district are also being asked to develop a strategy for long-term planning. Sometimes having a long term planning strategy is also a requirement for grant funding. This type of long-term planning will help school media personnel determine where their program is and where it should be headed in the immediate future.

Planning is necessary to determine where you are presently, where you want to go, and how to get there in the near future. At the foundation of strategic planning for a school media center is the school library program and how it engages the school curriculum and student learning.

Other reasons to engage in strategic planning include providing

- accountability,
- a sense of purpose,
- a plan for future considerations,
- help with budget development,
- correlation with the school's mission,
- identification of weaknesses, strengths, and goals,
- and an explanation of your programs.

Those who should be involved in the long-term planning process include individuals, the school district, and groups of schools within a region or district. Involving this many stakeholders takes at least three to six months or more, but is well worth the effort. By involving stakeholders from the beginning, you will gain more buy-in from those who are involved with making and carrying through plans.

There is a difference between a *strategic* versus an *operational* plan. An operational plan is more detailed with specific school goals described on a year-by-year basis and which contains staffing configurations and who will meet them. These result in program objectives and goals statements within a certain time frame. The strategic plan, on the other hand, defines your school library over a longer period of time and tells why, not just what, you are carrying forward a particular set of goals. Both plans provide a way to pinpoint and describe the major goals you intend to achieve within one to five years and how you will accomplish the task. The school library plan can provide a district-wide program framework. Individual schools' plans can flow from the district-wide strategy with different goals and objectives.

Preliminary steps include securing permission, putting a committee together, determining directions and work to be accomplished, deciding how communication will be conducted, and establishing a timetable. Those involved also need to assess where the program is currently and its effectiveness, what local, state, regional, national documents need to be examined for required inclusions, the service role to all those served, and the impact the school library has on learning and teaching. Vision and mission statements also need to be developed that support the school's mission as well as say who is affected.

The difference between the goals and objectives is that goals are broad statements that tell the desired outcome of the library media program and where it will go over the course of the plan. The goals should flow from the vision and mission statements. The objectives tell the specific steps personnel will take to reach the goals. The action planning process should include an annual update and guide that tells step-by-step how the school library or district is progressing towards its goals/objectives. Evaluation assessments should include questioning the progress made to date, what still needs to be done, and ways to move forward.

You might wish to start with a patron/student/staff survey with questions particular to your school library situation. This will help to determine goals as well as provide feedback as to what patrons are satisfied with and what they would like to have. A needs assessment is also helpful for each school library involved. Leaders of this process can include the school library media specialist, district library coordinator, and assistant superintendent or other administrator at the central office level. The planning committee may include only library personnel or also teachers, parents, library volunteers, technology personnel, students, curriculum supervisors, or department heads. Ideally, those

selected should have knowledge of the school and its library program or be willing to learn it and commit to the process, as well as interest in long-term planning and time to devote to the planning process. It is important that those involved take ownership of the plan through the planning phase and also once it is completed. Planning templates may be obtained from *Strategic Planning for School Library Media Centers* by May Francis Zilonis, et.al. You will need to review and perhaps study the district's technology and any other related plans already in place to determine how your needs will correlate or fit in.

Once you have administered any related surveys and the results, you can begin meeting to develop your Strategic Plan. The first step is to write mission and vision statements if they are not already in place. Once these are completed or reviewed, it is helpful for a leader of the process to develop a working outline of broad categories that are to be included. The planning committee should be provided copies to list their ideas as to what specific goals should be within each of the categories. Plan to meet as often as necessary to establish these. Once your goals are determined, list as step-by-step objectives how they will be accomplished. You may want to include the exact timeframe within the total years of the Plan itself. There are other templates in the previously mentioned book for the total process that are quite helpful. This will also assist in maintaining harmony within the committee throughout the planning process.

If desired, individual and district demographic information along with the most recent standardized test scores can be included with the overall Plan. A description of each school involved in the Strategic Plan can be included. A page for signatures of the committee members, administrators, and school board can be added once the Plan is officially adopted.

The last part of the Strategic or Operational Plan should include a summary stating the time frame for review within the years the Plan is to be in effect. Any goals and objectives not accomplished at the end can be continued and necessary updates made.

ABOUT THE AUTHOR

Lisa Anderson is currently media specialist at Hartford City Middle School and Director of Media Services at Hartford City, Indiana. She has served as media specialist at the elementary level multiple times as well as held other positions at various east central Indiana school corporations in addition to two public libraries for brief periods. She holds a Bachelor degree in Elementary Education with an endorsement in School Library/AV, a Master of Library Science, and a Master in School Administration/Supervision from Ball State University, Muncie, Indiana.

SIMPLE AS A PENNY PICNIC

by Jane M. Myers

My neighbors tell stories about the lady who used to live down the street. I didn't have the pleasure of getting to know her; my husband and I didn't settle into the neighborhood until after she had moved. Her personality, however, remained a constant in the neighborhood through the stories she left behind.

One of my favorite stories was the adventure she created with her grandchildren. It is told that she took the children on a "Penny Picnic" whenever they visited. After a picnic basket had been prepared, grandmother and grandchildren headed out the door with a penny. They decided on the direction of their journey with the flip of a coin. One side indicated a left turn and the other side of the coin meant a right turn. Each crossroad obligated the children to stop and flip the coin to establish their route. When their adventure led them to a good spot, or they tired, they sat and enjoyed their picnic. They could end up in the middle of the park or on the front steps of the high school. I would guess that the enjoyment of the adventure with their grandmother had to be what they most remembered.

Ruby K. Payne's (1996) book, *A Framework for Understanding Poverty*, states simply, "No significant learning occurs without a significant relationship" (p. 9). Payne emphasizes that the key to achievement with students is creating a relationship with them. While we may not be able to create a familial relationship with adult students, like that of grandmother with her grandchildren, we do have an opportunity to create a significant bond resulting in successful education.

For the last two years a small group of literacy advocates, the Indiana Literary Association (ILA), has been meeting with the plan of expanding adult volunteer literacy tutoring to every county in the state. Tutoring, by its nature, is successful when student and tutor develop a sincere working relationship. Acknowledging that each community has a different approach with different neighborhood dynamics, these literacy advocates developed a goal, formed a non-profit corporation, and set out to assist those who need help forming a literacy program. A clear message of the ILA is that "Children Need Parents Who Read." This motto indicates that the relationship between parent and child leads to life-long practices.

Many volunteer literacy tutoring programs are housed in public libraries. Most libraries have different names for their adult literacy programs, which is great for individuality, but a bit mind-boggling for someone exploring what might be best for his or her community. That is why the ILA has created a professional organization for Indiana literacy volunteers. The ILA trains volunteers who can then help extend the literacy boundaries of their residents. Adult literacy is different from preschool literacy. By the time we have moved into our adult bodies, we carry physical and emotional baggage. Those extra "pounds" show up in dependencies, defensiveness, and defeat. The ILA indicates that about 62 counties in Indiana have volunteer literacy programs (http://www.indianaliteracy.org/index.php?p=search&sub=litinfo). The other thirty Hoosier counties may offer adult programming, but the opportunity to work with a trained volunteer tutor is only available in about two-thirds of our state.

The truth of the matter is that we have a silent crisis. Successful companies are at a loss to hire or promote local residents because of Hoosier literacy issues. The Workforce Literacy Summit held in Indianapolis in 2005 offered some disappointing facts: The Indiana Chamber's Economic Vision 2010 report had a 2004-2005 Report Card that indicated that Indiana received a grade of "F" in the workforce category ("Economic Vision"). Several key factors contributed to this grade: according to data from the 2000 census, only 19.4% of Indiana residents age 25 years and older hold a bachelors degree; that is significantly lower than the U.S. population average of 24.4% (U.S. Census Bureau). Additionally, a study shows that, in 2002, between 960,000 and 1.23 million employed Hoosiers had literacy skills below minimum standards (FutureWorks, 2005, p.5). Further exacerbating the problem, only 20% of adults in the two lowest literacy levels saw an immediate need for remediation (FutureWorks, p. 24).

An effort has been implemented to help Indiana businesses address and work toward improving their workers' skills. *Ready Indiana*, a program to educate business employers in preparing their workforce for higher skill level literacy employment, was established as a direct result of the 2005 workforce literacy study. This program offers a concierge to assist employers by making it easier for employers to 1) identify the basic skill needs of their workers and 2) provide or obtain training to improve those basic skills (Ready Indiana). This personal assistance is another form of tutoring and will also create a relationship and better result with the education of the employer. A follow-up survey will be available this summer.

Indiana businesses and agencies, including the Indiana State Library and the Department of Education, have reacted to the literacy skill deficit in our population. The Indiana State Library commissioned a 2007 Economic Impact study by the Indiana Business Research Center that found that, on average, Indiana communities "received $2.38 in direct benefits for each dollar of cost"(Indiana, p. 10). Some of the factors for this figure include the impact that staffing the library has on the economy of that community and purchases of goods and services. Libraries are good for the economy and good for the residents. Not only are libraries valuable for their economic impact in a community, they serve as a venue for equalizing racial, cultural, and socio-economic diversities through literacy services. Could they be even more valuable? Obviously, libraries could have a tremendous impact on the community by offering various types of adult literacy programming. The library will always have an intrinsic value, but the added combination of the literacy figures for workforce development could create more substantive value.

The Indianapolis Star recently received many letters to the editor for the January 18, 2008, front page headline, "I Ain't Kill Them Kids!" (Ryckaert, 2008, page A1). People complained that there was prejudice shown by printing it. The complaints prompted a response from Dennis Ryerson, *Star* editor. He stated, "We typically would paraphrase a quote to avoid repeating poor grammar. Likewise, had we quoted a child (sic). But in this case the individual contacted us. His language reflects a level of education and perhaps other life skills commonly associated with crime, no matter a person's race" (Ryerson, 2008, p. E1). Nothing screamed of prejudice in the headline more than a community unable to meet adult literacy needs. Prejudice, due to race or socio-economic standing, was not the issue in this article. Certainly a component of the uneasiness that people felt as they read the headline was the devastating handicap of illiteracy.

Communities can engage in bridging literacy gaps if residents are willing to commit to taking time to step into another person's life. Members of organizations, faith communities, and most residents can become volunteer literacy tutors. The response to this need could be surprisingly favorable if it was understood that literacy impacts families...not just adults. In time, our workforce literacy statistics could improve, our communities could enjoy better neighborhood relationships, and children's educational experiences could be enhanced. Literacy will not guarantee success but never will it inhibit it.

Improved literacy skills could positively impact every part of an adult's life. The thrill and adventure of seeking literacy tutoring could cause some to wonder what is inside the picnic "basket." The picnic will come. Just as the children anticipated the coin flipped at each crossroad, so may an adult student feel anxious and challenged. Once the adult student crosses the literacy road, however, he may enjoy more of the treats inside the picnic basket of life.

Wouldn't life be different if adult literacy tutoring opportunities were as simple as a penny picnic?

Flip a coin!
Heads...an adult learns to read!
Tails...a family moves toward success!

Children *deserve* parents who read!

REFERENCES

Economic Vision 2010 Report Card. (2004, November/December). *BizVoice*. Retrieved June 30, 2008, from http://www.bizvoicemagazine.com/archives/04novdec/EconomicVision 2010.pdf

FutureWorks. (2005, January). A demand-side strategy to meet Indiana's workforce basic skills challenge. Retrieved March 3, 2008, from http://www.futureworksweb.com/pdf/indiana/Workforce%20Literacy%20Full%20Report.pdf.

Indiana Business Research Center. (2007, November). The economic impact of libraries in Indiana. Retrieved March 4, 2008, from http://www.ibrc.indiana.edu/studies/EconomicImpactOfLibraries_2007.pdf

Payne, R. K. (1996). *A framework for understanding poverty*. Highlands, TX: aha! Process, Inc.

Ready Indiana. Retrieved June 30, 2008, from http://www.readyindiana.org/

Ryckaert, V. (2008, January 18). I ain't kill them kids! *Indianapolis Star*, p. A1.

Ryerson, D. (2008, January 20). Rare call played a major role in big story. *Indianapolis Star*, p. E1.

U.S. Census Bureau, State & County Quickfacts. Retrieved June 30, 2008, from http://quickfacts.gov/qfd/states/18000.html

ABOUT THE AUTHOR

Jane M. Myers is a trustee at Lebanon Public Library in Lebanon, Indiana, and a board member for the Indiana Library Federation and Indiana Literacy Association. She has served as president of Indiana Library Federation and the Indiana Library Trustee Association. Ms. Myers helped develop the LINK Trustee Recognition Program supporting continuing education and recognition for Indiana Library Trustees. She was recognized as the 2006 Outstanding Indiana Library Trustee.

She and her husband are parents of three children and reside in Lebanon, Indiana where they own Myers Mortuary, a second generation family business. Ms. Myers holds a B.S. and M.S. in Education from Indiana University, Indianapolis.

A LOOK AT TODAY'S LIBRARY STUDENTS AND FACULTY: IU

by Ryan O. Weir

CAROL CHOKSY

Name: Carol Choksy
Title: CEO, IRAD Strategic Consulting, Inc. and Adjunct Professor, School of Library and Information Science, Indiana University, Bloomington

Carol Choksy is President of ARMA, International, a 10,000 member association dedicated to the profession of records management. She is a records management consultant, as well as an adjunct professor at the School of Library and Information Science at Indiana University, Bloomington. She has more than 30 years experience with records management in every phase of the records life cycle and in nearly every industry, including federal, state, and local government. She has a B.A., M.A., and Ph.D. from the University of Chicago. Her focus on taxonomies and classification in her Ph.D. studies continues through her research and consulting.

Recent clients include: Rolls-Royce, GE Commercial Finance, OneAmerica Financial Partners, CPG (the primary insurance company for Episcopal Church clergy). All recent work has involved creating taxonomies to marry business processes to the retention schedule and to ensure success in the management of electronic records using a content management systems.

How have things changed in library schools over the time you have been associated with them?

SLIS has become more focused on library studies over the past 10 years. Rob Kling died about the same time there were several library science retirements. The replacements were library science appointments. I believe this makes SLIS stronger because library science is more focused on the user getting the information required. Information science can become as abstract in its quest for information in culture as computer science.

The other recognition many library schools have made in the past 10 year is a recognition that archives and records management contribute significantly to our understanding of user-focused information seeking. The component of records management that has not made it into schools of library and information science is its focus on business information rather than cultural information—the focus for library, archives, and information science.

How have library students changed?

Library students see the benefit in being information management generalists. Very few want to be librarians and nothing else. Even those that want to be reference librarians see that greater variety of classes taken and experience in other information management areas is a benefit to their end goals. This makes teaching a lot more fun!

How have library teaching faculty changed?

Library faculty also encourage a broader variety of classes and experience among students. They still do not read as broadly as they should, focusing on a narrow set of "classics," but they are more open to works in the social sciences. They still eschew the idea that they are humanists and do not read humanist literature, which would broaden their social science perspectives.

In your experience, are there differences between public and private academic libraries?

Definitely. The "patron" for each is quite different. The private university library is truly focused on the faculty and Ph.D. students, whereas the public university library has a great deal of generalist literature. This means you can get a better grounding in a public university library, but you can specialize more in a private university library.

In your opinion, what are some of the most pressing issues facing the library community?

I believe the library community undervalues itself. Library students and librarians should understand that

they are the vanguard of our society. They have the voice and the opportunity to provide the "information age" with the tools it needs. For example, how many library students have gone to Google Books and really looked at what is there and estimated its value? I believe this stems from the narrow range of "classics" read and the emphasis on social sciences. A good dose of W.J.T. Mitchell and some linguistic pragmatics would go a long way towards understanding how important they are. For example, how are you going to check out an e-book? Should we even worry about e-books?

In your opinion, what are some of the most pressing issues facing library administration?

The same as the above, not valuing itself enough. Library administrators need to get a leg up on all the different opportunities presented to patrons and users and then educate the library trustees about what is hitting now and what will be hitting in the near future.

What role do management skills play in the modern academic library environment?

Management skills, not supervisory skills, are key to getting where you need to go, most particularly understanding strategic planning. A well-phrased vision, something different from "serving our patrons really well," would go a long way toward getting the attention of trustees and patrons that there is an avalanche of information and access methods coming and not all of them are good.

Has this changed over time?

I don't believe so. The past 100 years has seen a explosion of media and methods for delivering information. If anyone had asked a question about checking out the original radio version of "War of the Worlds" we might be a lot further than we are now in terms of organization, delivery, and preservation.

How does this differ from the corporate environment?

I believe there are more pressures in a library environment than in a business environment. The need to answer to so many different masters in the library environment as well as strategize and execute means juggling many more balls. Again, I believe librarians and library administrators often undervalue themselves and what they do.

Has this change over time?

No, when we look back at censorship, segregation, funding problems, the view of the role of the library and librarian, you see the same challenges. The difference now is that I believe librarians and library administrators see this as well.

How have experiences in the profession attributed to your teaching of SLIS classes?

Records managers have viewed themselves in the same limited way as librarians and library administrators, pointing people at a file or a document and believing their role ended there. Records managers saw themselves as supervisors rather than managers and certainly not as leaders. This is changing as corporations and even government agencies are going to their records managers for answers to thorny and complex questions. I have been fortunate to work in situations where I was asked to manage and lead rather than supervise and point. Knowing that my colleagues did not have these opportunities makes it easy to explain the difference and why it is important to lead and manage.

What advice would you give to current library students or students considering attaining an MLS degree?

Take the time to understand that the fate of the world is in the hands of your profession. You have the skills that every organization needs and will depend upon until our civilization dies because you can sort, find, deliver, and preserve what will make change for good or for bad.

Is there anything else you would like to share with us?

Only that it is a great privilege to be a part of the library and information science community. I find it stimulating and very enjoyable to teach students at IUB and IUPUI. Every student is like a gem that only needs a little polishing for one to say, "Kohinoor!" which translates loosely as, "What brilliant light!"

ANDREA FALCONE

Andrea Falcone earned her MA in English from the University of Toledo in 2004 and will graduate in December with her MLS from Indiana University's School of Library and Information Science. In addition to being a Merit Scholarship Recipient, she is a part-time Bibliographic Instruction Assistant and works in the English and American Literature Collection Department. Andrea also is the editorial assistant for the *Journal of Computer-Mediated Communication* and the copy editor for the forthcoming volume of the *Annual Review of Information Science and Technology*. She plans to pursue a career in academic librarianship.

Why did you decide to go to library school? Why did you choose IU SLIS?

My commitment to information fluency is what initially attracted me to library and information science,

and it continues to be my primary professional focus. As a university composition instructor, I realized that students needed to be taught the skills for accessing, evaluating, and using information early in their academic careers. As a result, I began collaborating with librarians and was exposed to their important roles in academia. This exposure inspired me to enroll in the MLS degree program at Indiana University where I have focused on instruction and the evaluation of user-centered services. I chose to attend IU SLIS because of its reputation as one of the top library science programs, the year-round curriculum (which supports the completion of an internship), and the great number of opportunities available to gain professional experience through the IU Libraries.

Has your current perception of libraries changed from your perception before you started your graduate degree with SLIS?

As I started my degree at SLIS, I was unaware of the issues facing most libraries. I have since realized that libraries are challenging environments that deal with rapidly-changing technologies and diverse patron needs in addition to budget and space restrictions. As a result, I have developed a greater understanding of the responsibilities held by library administrators, librarians, and staff.

Tell me about some your experiences while going to SLIS. What has been a surprise?

Some of the most important experiences I have had at SLIS involve gaining hands-on experience. My internship in the English and American Literature Collection Department, teaching bibliographic instruction sessions in the Information Commons, and working as the editorial assistant for the *Journal of Computer-Mediated Communication* are all experiences that have prepared me for joining the profession. Through these experiences, I have been surprised by the wealth of information and insight provided by faculty and practicing librarians.

What do you see as the current role(s) of a librarian at an academic institution?

We always hear about librarians wearing multiple hats, and that is, indeed, their role. They should serve as leaders in the institution, teachers to students, and facilitators of change. Fortunately, librarians have a unique opportunity to shape the experiences of students in higher education.

What do you see as the current role(s) of academic libraries?

Academic libraries continue to be the hub of their respective academic communities, but the way in which libraries fulfill that role is changing. The sources and services provided by academic libraries have moved beyond the physical building, and the library has expanded its role to virtual spaces. Libraries will need to strengthen their virtual presence in order to provide services to the growing number of distance education learners and patrons seeking services and resources while outside the physical library.

What are you future plans? Where do you see yourself in 5 years/ 10 years?

I hope to work in an academic library where I can promote information literacy standards for both on-site and distance education learners. In five to ten years I hope to work more closely in collection development, manage student employees, and serve as a mentor to beginning librarians.

ABOUT THE AUTHOR

Ryan Weir is currently employed at Indiana State University in the Electronic Resources Department. He graduated from IUPUI SLIS in June with his Master in Library Science.

I HEARD IT THROUGH THE GRAPEVINE: COMMUNICATION IN THE WORKPLACE

by Mary J. Stanley

The following article is the last in a series written by Mary Stanley. The series, an outcome of her recent sabbatical, focuses on HR issues in libraries.

Editor

When I have conducted surveys among staff members in our organization (IUPUI University Library) asking what is the one thing that you would like most to see improved, the answer most often received is communication. Even though we work continuously on improving the networks for communication, this still seems to be one of the greatest concerns among staffers within the organization. We have invited consultants who specialize in the communication issues to address this in the organization as well has providing numerous workshops centered on the topic of communication and yet, this still seems to be an issue in the organization. I do not believe that we are alone in this among libraries.

How often have you heard some of the following comments from members within your organization?

- They aren't telling us everything. I know that they are going to let some of us go.
- They won't listen to me; I am just a peon in the organization.
- I'm the middleman in all of this, and I have no authority.
- Why do I have to tell them they have done a good job? I am not complaining am I?
- They don't need to be burdened with all of the details. I will just tell them the bottom line.

This is just a sampling of some of the conversations that I have heard in my many years of working in libraries. They come from all ranks and all types of individuals, but the message is the same. Something is lacking in the communication among staff members at all levels in the organization.

If you do a literature search on communication, you will find there is a wealth of information out there. The secret is getting individuals to believe and use this information. Findings from one survey indicate that the majority of workplaces have given increased information to the workforce (Beardwell & Britton, 2003). While this is good news, there is still much to be done in the area of communication in the workplace.

Communication has been called "the lifeblood of a library" (Manley, 1998). What does this mean? In one respect, it means that for a library or any organization to be successful, communication must flow freely through the organization, both upward and downward, allowing all involved to ask and respond to questions and information received. This requires a certain level of trust within the organization as well. Open communication also helps in building morale among the staff and as a result, good performance is visible. Research indicates that employees who are updated frequently feel more motivated to add value (Ingala & Hill, 2001). Tied into this motivation is the clarity of instruction that employees receive. Individuals who receive clear instructions are more apt to be motivated to perform well than those who feel confused about what they are supposed to be doing and the value that it brings to the organization. In most of the research, the communication between the supervisor and employee is key to the success of the individual's performance and ultimately staying with the organization. This puts a great responsibility on the part of the supervisor to learn to communicate in the most appropriate manner with his or her staff. All of the weight should not be placed on the supervisor though. It is also the responsibility of the employee to ask appropriate questions and to ask for clarity if confused by the instructions received. Communication is a two-way street and is the responsibility of all who engage in the process.

Non-formal communication networks such as the grapevine exist in nearly every organization. Employees in one survey rated the grapevine as the second most-often used source for information in their organization (Whitworth & Riccomi, 2005). These same employees did rate this source with very low marks for preference and credibility however. How about the grapevine network within your organization? How reliable is the information that is received through this method of

communication? The grapevine isn't merely used to fill the gap created by inefficient formal communication in an organization. It is often a valuable support system and can be helpful in facilitating organizational goals. Despite the predominately negative view of the grapevine often held by management, it does play a role in socializing employees, initiating change, and providing information. Often, the information through the grapevine comes via a work colleague or friend and this aids in the fulfilling of affiliation needs of an employee. Friendship has the tendency to generate a belief in the honesty and integrity of the information being received from that source. One researcher feels that integrating the grapevine within the communication methodologies is useful if not necessary for effective communication within the organization (Nicoll, 1994). He cautions too, that management should not assume that by using this grapevine they do not need to keep employees informed. Official information or knowledge should be imparted in formal communication methods with the grapevine serving as a secondary or supportive source. Employees consider the informal staff "grapevine" a somewhat or very reliable source of information according to a survey conducted by *Communication Briefings*, a newsletter published in Blackwood, NJ. ("Executives evaluate," 1994). Bagin, the newsletter's publisher goes on to say that if employees think that they are not getting the whole story from management, they will seek it from among the resources that they do trust.

While word of mouth is undoubtedly a powerful tool, the grapevine should always remain just one of the many sources that employees can turn to for information. In a survey conducted by Towers Perrin a few years ago, when ask how employees preferred to receive credible information, 86 percent responded that they would prefer hearing it from the supervisor or manager (Thatcher, 2003). Organizations should communicate regularly and honestly with their employees including the bad news with the good. When employees receive clear and reliable information about concerning issues, they are less likely to be involved in the spread of damaging rumors around the organization. As soon as the formal communication courses show distrust, the grapevine tends to bear its sour grapes.

Communication is conducted in several ways. Most often when we hear the word communication, we think of the oral dialogue between at least two individuals. However, communication is also conducted through written or electronic means as well as nonverbal communication. It has been said that 65 percent of communication is done through nonverbal communication. One research contends that 93% of what we communicate to others is through nonverbal communication (Rosenthal, 2006). There are at least three forms of nonverbal communication: kinesics, paralanguage, and proxemics (Kello, 2007).

Kinesics in communication refers to standing versus sitting, arms folded or open, hands in pockets or hands on hips, facing or turning away, and smiling versus frowning as examples. Cues such as shaking your head in disagreement or nodding in approval to what one hears are both kinesics communication. Eye contact is one of the most powerful kinesics cues used in nonverbal communication. When someone doesn't look us in the eye when we are talking with them, we might think that they are either bored or hiding something from us. On another level, when someone makes strong eye contact (stares), we can feel either threatened or uncomfortable. In some cultures, eye contact is considered rude. Cultural considerations must be taken into account when discussing communication as well.

Paralanguage cues can be the tone and volume of your voice, pausing, laughing, and crying. Think about how we feel when we hear someone's voice over the telephone. A simple hello from an unseen individual can convey a great message by the tone and volume spoken. Tone can convey confidence, encouragement, disinterest, or doubt and is a powerful tool in communication.

Proxemics is the use of space and distance in communication. In western culture, one-on-one dialogue takes place at approximately two feet from one another (Kello, 2007). Any closer and you are considered invading one's space. Any further away and you might appear as distant or not connected to the discussion. At the organization level, when a supervisor stays behind the desk in communication sessions, a barrier is set between the supervisor and the employee. Unless showing authority, such as in a discipline transaction, the supervisor may want to move from behind the desk and sit with the employee at a table. Nonverbal communication occurs whether or not a person realizes it.

Have you ever found yourself in a situation where someone misinterpreted your actions or nonverbal communication? This type of misunderstanding is common in the workplace, but it does not have to become major problems. You just need to know how to identify, acknowledge, and resolve them. Whether you are dealing with a misconception held by your supervisor or co-worker, it is best to act upon this misconception privately. Sharing your concerns this way will help prevent the issue from expanding and creating additional challenges. Try to stay calm and objective as emotionally charged reactions will do more harm than good. As an example, colleagues may mistakenly think that you do not wish to have contact with them because you unconsciously sigh whenever they interrupt your work. You may be unintentionally

developing a pattern that is sending the wrong message at work. Image problems need to be addressed but be cautious about becoming overly concerned with them, especially those that are largely unsubstantiated.

In today's workplace, one of the most common methods of communication that is being used is e-mail. Electronic communication has become the main avenue for communication that was at one time done either face-to-face or over the telephone. While this electronic means of communicating has saved an enormous amount of time, it also has its drawbacks. The main one is the loss of the nonverbal communication cues. This new mode of communication allows for instantaneous communication with anyone who is online. In 1998, 3.4 trillion e-mail messages were exchanged in the United States (Sloboda, 1999). This translates into over 12,000 e-mails for every individual. That was nearly a decade ago. Can you imagine what the figures would reveal today? With this explosion of communication, it would be very easy to make mistakes or violate the 'netiquette' of the electronic world. Emotions that we convey in face-to-face conversation are not as easily conveyed in the electronic format. And many times, what we write and send off immediately might be perceived in a totally different tone and manner than we intended. One "emotion" typically conveyed in e-mail is use of "all caps" which in electronic communication sends a very negative message as if one were yelling. Once you have hit that send button, it is very difficult to retrieve your message without the receiver knowing that you sent it.

Another typical mistake in electronic communication is the matter of "jokes" or "chain mail." It is not necessary to forward every one of these messages that you receive. On that same note, pictures sent might fall into this category as well. These types of messages take space on the computer network and can often overload one's mailbox. Also remember that when you forward or send something, your name is attached to it forever. You have no control over who will be the next person to receive it after it has left your computer. You should never send something that could bring you regrets later.

Similar to the e-mail method of communication are chat rooms. Chat rooms are designed to allow interested participants to have real-time discussions via the computer. While this is a most intriguing form of communication, be careful what message that you send to a group. You want to ensure your credibility, and you would not want something inflammatory or incorrect connected to your name. Chat Reference provides a new way for libraries to interact with their clients. Words such as "thanks" aid in building trust between two people engaged in a remote but serious interaction. Positive opening and closing rituals also express courtesy or respect for the engaged client. Clarity is especially important in these types of interactions as the library is doing a service that is normally done in a face-to-face situation. It is important to understand what the client needs and be able to translate the information found in a manner that the client will understand as well.

Listservs are another popular method of communication especially in libraries. A listserv is an automated e-mail system that is organized by subject matter. When one person sends a message, it is routed to the e-mail addresses of all the other subscribers to that particular listserv. Many of these are moderated to protect people from flame wars and messages that are off topic. Typical listservs for libraries include reference, instruction, circulation, interlibrary loan, and technical services types.

Effective communication also includes active listening. Real communication is two-way with information, reactions, and feedback flowing in both directions. Listening is not waiting for your turn to talk. It is taking time to really hear what the other individual is saying. Ask questions to gain a good understanding of what is being said. Make a conscious effort to really listen and block out distracting thoughts. Focus your total attention on the speaker and pause before responding to carefully consider their comments or statements. Paraphrase or restate the main points in your own words to demonstrate that you have heard what they have said and to ensure that you have correctly understood their statements. If you need clarification, ask questions in a non-threatening manner and stay emotionally unattached. Emotions can trigger a non-objective viewpoint which you want to avoid.

Too often when we engaged in conversation, we are busily thinking of our response to an individual rather than really listening to what they have to say. We are so focused on our own answer that we haven't heard the message that is being said by the other participant. This happens often in reference interviews as well. We don't take the time to really listen and hear what our clients are asking. Instead, our mind is busily thinking of which source, database, etc., might fulfill their needs according to what we first heard them say. That may account for some of the low ratings librarians have received from their clients when asked if the library provided what they needed. It is a challenge to learn to actively listen, but it is something that we need to really attempt to do if want to successfully interact with clients.

Another consideration in communication is the culture of the individuals involved. Different cultures like to receive information in different ways (Ribbink, 2002). Unfortunately, most of us judge other cultures by our own standards of what is right or wrong,

appropriate or inappropriate. The likelihood of misunderstanding is much higher in a workforce that is multicultural. Just because someone can speak English doesn't mean that the cultural differences are removed. An example would be in today's world, much of our communication in the workplace is done through e-mail. Cultures like those found in Latin America, South Europe and the Middle East are more likely to recognize the importance of decisions or urgency of communication when they receive it face-to-face (Tokarek, 2006). As noted earlier in the section on nonverbal communication, gestures, eye contact, and many other modes of communication mean different things to individuals depending on their culture and background. It is easy to misinterpret or misunderstand the meaning of the communication because of these barriers. It is especially important to be cognizant of these differences in libraries as many of our clients may be from a different culture, and we would not want to offend them by our actions or words.

How do you handle or avoid embarrassing situations? Keep your communication clear and simple, and avoid using slang or jargons. Ask and encourage questions throughout the interaction. Use open-ended questions and watch for nonverbal communication cues. Respect cross-cultural rules and taboos, such as those regarding personal space. For instance, do not touch or tap individuals on the shoulder, back, arms, or lap, or sit or stand too close to them. Paraphrase to make sure that you have understood. Be open-minded, patient, and flexible. As you grow more sensitive to the varied backgrounds and the communication differences that exist, you will learn to appreciate their norms and the values of different cultures. Many of the pitfalls of misunderstanding and cultural confusion can be prevented with early and ongoing training.

Another barrier to effective communication that is often neglected or misunderstood is the differences in gender communication. In one study on gender communication, women expressed concerns regarding feeling ignored and having a difficult time making their opinions heard in the workplace (Hale, 1999). Men expressed a lack of trust with women and a sense of competitiveness. Women in the study also noted that they were more likely to be interrupted during discussions than were the men. One great difference that is indicated in much of the research stems around humor in the workplace. The differences in how men and women sometimes interpret humor can affect how each chooses to exert power at work. Rapport is significantly more important to women and helps establish their base of power and influence (Weinstein, 2006). For men, the sense of hierarchy and status is more important while women seem more comfortable in flattening out the organization. Studies also show that women are more likely to change the topic of conversation when a male co-worker joins them to make him feel part of the group. Connie Glaser (2007), author of the book, *GenderTalk Works (If you do it right): 7 Steps for Cracking the Gender Code at Work*, suggests that organizations should plan programs where gender issues can be discussed to minimize conflict and misunderstandings from these gender differences. This emphasis on gender communication is not new. The book, *Men are from Mars, Women are from Venus* by John Gray, whose topic was improving communication between the genders, became a bestseller over a decade ago. An understanding that these differences exist and a willingness to learn and appreciate these differences will go a long way in improving workplace relations and establishing a congenial work environment.

Meetings in the workplace are another example of a powerful communication tool. A critical challenge for organizations is to find ways to make meetings more productive and useful for those who attend them. Below is a list of common complaints about the organizational meeting:

- Meetings are boring
- They are a waste of time
- Many are poorly organized, unstructured and chaotic
- They last too long
- We have them too often, or we don't have enough of them
- Nothing is ever decided in meetings
- People aren't asked for input and no one will speak up

Do these sound familiar? Unfortunately, I know that I have heard all of these at one time or another when individuals discuss their workplace meetings. How do we circumvent this from happening? Successful meetings don't just happen. They are the result of careful planning and effective facilitation.

There are basically two types of workplace meetings. One type is help do inform the participants regarding work-related matters. Content includes announcements, updates, and reports. Participants are expected to listen and understand, and to ask questions if they don't. The second type of meeting is held to reach a conclusion on agenda topics. The conclusion may be a solution to a problem or the details of a new activity. Here, participants are expected to understand the issues, evaluate the suggestions, and then participate in the choice of one of these. Other terms to identify these meetings are an information sharing meeting and a decision making meeting.

One of the most common causes for a meeting to fail to produce desired results and waste participants' time is the lack of time spent by the convener on

planning. Successful meetings are planned in detail and in advance. Background materials are provided to attendees in advance so that they can be prepared for discussion. A detailed agenda with location and time is distributed before the meeting. All agenda items should be given a specified time for discussion, and the facilitator should ensure that these timelines are kept. All meetings should begin and end on time.

The most effective means to achieve desired meeting behavior is accomplished by setting ground rules that govern meeting conduct as well as meeting management and should be created and agreed upon by the participants.

The meeting should not end until decisions have been documented and individuals identified to be responsible for action items. A review of these items should be discussed before the meeting ends. This will also ensure that understanding and clarity of the decisions has been reached by the participants. If minutes are part of an organization's meeting process, they should be distributed as soon as possible after the meeting ends. Some organizations do a plus/delta (a simple way to get feedback by encouraging everyone to consider what went well, the pluses, and what should be improved, the deltas) at the end of their meeting to evaluate its success. This provides a means for improvement for ensuing meetings.

Summing it up, the communications loop consists of four parts: sender, message, receiver, and feedback. The sender issues the message in an attempt to pass along, impart, or transmit information. The message may consist of words, expressions, or gestures, or a combination of the three. The receiver is the audience to whom the message is directed. To make the loop complete, the receiver provides feedback or acknowledgement to the sender. To communicate effectively, the sender's message must mean the same thing to the receiver as it does to the sender. When a breakdown occurs, communication doesn't work as well as anticipated.

Developing effective communication skills helps an organization achieve its goals as all organizations depend on communication to survive. It is worth the effort to work on establishing these skills within the workplace. Communication builds relations, allows cooperation and generally fosters a pleasant working environment. The quality of communication in the workplace contributes to the level of employee commitment.

REFERENCES

Beardwell, J. & Britton, C. (2003). Look who's talking: The impact of HR on workplace communication. *People Management, 9 (20)*, 56.

Executives evaluate the importance of grapevine communication. (1994). *Communication World, 11 (3)*, 17.

Glaser, C. (2007). *GenderTalk works(If you do it right): 7 steps for cracking the gender code at work*. New York: Windsor Hall Press.

Hale, M. (1999). He says, she says: Gender and worklife. *Public Administration Review, 59 (5)*, 410- 424.

Ingala, J. & Hill, K. (2001). Building two-way streets. *Nursing Management, 32 (5)*, 34.

Kello, J. (2007). Package & market your message. *Industrial Safety & Hygiene News, 41 (2)*, 16.

Manley, W. (1998). Are you a good communicator? *American Libraries, 29 (10)*, 104.

Nicoll, D. C. (1994). Acknowledge and use your grapevine. *Management Decision, 32 (6)*: 25-30.

Ribbink, K. (2002). Seven ways to bettercommunicate in today's diverse workplace. *Harvard Management Communication Letter, 5 (11)*, 3-5.

Rosenthal, R. (2006). Stand and think tall: 93% of communication is non-verbal and other convention highlights from the higher ed division. *Illinois Music Educator, 66 (3)*, 58-59

Sloboda, B. (1999). Netiquette—New rules and policies for the information age. *Management Quarterly, 40 (4)*, 9 -33.

Thatcher, M. (2003). The grapevine: communication tool or thorn in your side? *SCM, 7* (5), 30-33.

Tokarek, M. (2006)....manage intercultural communication. *People Management, 12 (21)*, 66-67.

Weinstein, M. (2006). The differences between boys and girls...at the office. *Training, 43 (11)*, 8.

Whitworth, B. & Riccomini, B. (2005). Unlocking higher employee performance. *Communication World, 22 (2)*, 18-22.

ABOUT THE AUTHOR

Mary Stanley will be retiring in November 2008 from her position as associate dean of the IUPUI University Library. She has been with University Library since 1986 and her major responsibilities include being director of Human Resources. She is certified as a Birkman Consultant and a trainer for the Franklin Covey Company. One of her major accomplishments is her book, *Managing Library Employees*, published by Neal-Schuman Publishers in 2008. She has served as chair of the Social Work Librarian's Interest Group, a national organization affiliated with the Council on

Social Work Education. She was instrumental in the formation of the Human Resources section of the Indiana Library Federation and has served as chair of the group. Mary has taught for the IU School of Library and Information Science and the IUPUI School of Liberal Arts.

THE WELL-READ LIBRARIAN: FUNDRAISING RESOURCES

by Marissa Priddis

ARTICLES:

Albanese, Andrew Richard. (2002). Foundations for the future. *Library Journal. 127(8)*, 40.

This article details several "success stories" of private fundraising through the establishment of library foundations, often run by full time, non-library staff. While several of the libraries mentioned are in larger, urban areas, many of the same philosophies about private fundraising can apply to smaller libraries through outreach and partnerships.

Alexander, Johanna Olson. (1998). Fundraising for the evolving academic library: The strategic small shop advantage. *Journal of Academic Librarianship, 24(2)*, 131.

This article focuses on the unique challenges and advantages that academic institutions have over public libraries in terms of fundraising. It includes strategies for working within the campus structure, defining the evolving academic library, and includes information on other literature or sources to investigate.

Balas, Janet L. (2000). Fundraising beyond book sales and bake sales. *Computers in Libraries, 20(5)*, 53.

This article covers both the efforts of various state libraries as well as ALA to assist libraries in raising funds in frugal times. The article also presents specific fundraising efforts by both public and academic libraries to finance proposed projects.

Collings, Terry R. (1998). Books, bytes & believers: Seattle's grassroots fundraising campaign. *American Libraries, 29(8)*, 40.

This article details the "Books, Bytes & Believers" campaign the Seattle Public Library undertook to raise funds for a capital campaign. The author describes what worked - and what didn't - in terms of various aspects of the campaign from flyers to door hangers to cold calling and the success that the campaign enjoyed.

Dembowski, Sheila. (2005). Read-A-Thons: A new fundraising opportunity. *Library Media Connection, 24(3)*, 33.

This article provides guidance to library media specialists in creating and administering a read-a-thon to raise funds. The article includes incentive suggestions, recommended length of programs, and the creation of packets for participants.

Mates, Barbara T. (2004) Funding the project. *Library Technology Reports, 40(3)*, 71.

This article focuses primarily on grant opportunities for libraries - preparing the grant, knowing what questions to ask, and making sure the application is noticed. Mates also includes a number of "funders" (and their websites) to approach for grants, including Wal-Mart, Newman's Own, and the Magic Johnson Foundation.

McDermott, Irene E (2006). Get Outta Here and Get Me Some Money, Too: Web Resources for Public Library Fundraising. *Searcher, 14(7)*, 13.

This article is packed with Web resources to consult when trying to fundraise for a public library. The author has links to everything from the IRS to grant opportunities for non-profits (not exclusively libraries) and various foundations, as well as links to sites providing advice, book sale locations, and even recycling opportunities.

BOOKS:

Reed, Sally Gardner, Nawalinski, Beth, and Patterson, Alexander. (2004). *101+ great ideas for libraries and friends: Marketing, fundraising, friends development and more*. New York: Neal-Schuman Publishers.

This book covers a range of topics, particularly geared towards Friends groups, including membership campaigns, advocacy, and contains over 100 tried and tested fundraising ideas culled from nationwide Friends groups. The guide also contains forms, logos, and graphics for use.

Swan, James. (2002). *Fundraising for libraries: 25 proven ways to get more money for your library*. New York: Neal-Schuman Publishers.

This title was lauded as "indispensable" for libraries seeking funding by *Booklist*. Designed to assist libraries in financial difficulty, the guide contains advice, tips, and ideas for fundraising. The book includes guidance on grants, endowments, mailings, book sales, memorial gifts, and many more. Swan's title expands on his 1990 manual, *Fundraising for the Small Public Library*.

WEBSITES:

WebJunction: Funding.

http://webjunction.org/do/Navigation?category=392

LibrarySupportStaff.com's Fundraising for Libraries.
http://www.librarysupportstaff.com/find$.html

Friends of Libraries USA: Fundraising.
http://www.folusa.org/sharing/fundraising.php

Library Grants blog.
http://librarygrants.blogspot.com/

ABOUT THE AUTHOR

Marissa Priddis (theloudlibrarian@yahoo.com) is the director of the Alexandrian Public Library in Mount Vernon.

Forthcoming Issues of *Indiana Libraries*

General Issues
To contribute an article, contact the editor
(Karen Evans/kevans4@isugw.indstate.edu)
General Winter and Summer issues will be published January and July of each year.

Guest-Edited Issues

Special Issue: Archives, Archivists, and Archival Practice
(October 2008)
Guest Editor: Alison Stankrauff
Franklin D. Schurz Library
Indiana University South Bend
P.O. Box 7111
South Bend, IN 46634
astankra@iusb.edu

Special Issue:
Library Job Searching
(March 2009)
Guest Editor: Karen Evans
Indiana State University
Cunningham Memorial Library
650 Sycamore Street
Terre Haute, IN 47809
kevans4@isugw.indstate.edu

Indiana Libraries

Submission Guidelines

Indiana Libraries is a professional journal for librarians and media specialists. Published twice a year, it is a joint publication of the Indiana Library Federation and the Indiana State Library.

Practitioners, educators, researchers, and library users are invited to submit manuscripts for publication. Manuscripts may concern a current practice, policy, or general aspect of the operation of a library.

For information and to discuss ideas for article topics, contact the *Indiana Libraries* editors:

Editor:

Alberta Davis Comer, Interim Dean
Indiana State University
Cunningham Memorial Library
650 Sycamore St.
Terre Haute, IN 47809
Email: acomer@isugw.indstate.edu (preferred)
Phone: (812) 237-2649
FAX: (812) 237-3376

Assistant editors:

Emily Okada
Associate Head & Reference Services Librarian
Information Commons Undergraduate Services
IU Wells Library W121
1320 E. Tenth Street
Bloomington, IN 47405
Email: okada@Indiana.edu (preferred)
Phone: (812) 855-9857
FAX: (812) 855-9857

Marissa Priddis
Director/Webmistress
Alexandrian Public Library
115 W. Fifth Street
Mount Vernon, IN 47620
Email: theloudlibrarian@yahoo.com (preferred)
Phone: (812) 838-3286
FAX: (812) 838-9639

Julie Moline
Library Media Specialist
Kitley Intermediate School
8735 East Indian Creek
Indianapolis, IN 46259
E-mail: julie.moline@ftcsc.k12.in.us
Phone: (317) 803-5918
FAX: (317) 803-5982

Instructions to Authors

Style. Manuscripts should follow the parenthetic citation style of documentation modeled by the American Psychological Association (APA). The Publication Manual of the American Psychological Association: Fifth Edition

was most recently updated in 2001; some online information on using the APA Manual is available at http://www.apastyle.org/. The article should be double-spaced throughout with one-inch margins on all sides. Pages should be unnumbered. Manuscripts should be original and not published elsewhere. Authors are responsible for the accuracy of all materials including quotations, references, etc.

Length. Contributions of major importance should be 10-15 pages double-spaced. Rebuttals, whimsical pieces and short essays should be 2-7 pages, double-spaced. However, articles of any length may be submitted. (Graphics, charts, and tables are not included in the page count.) Charts and tables should be submitted separately from text.

Graphics. Authors are responsible for obtaining permission to use graphic materials (illustrations, images, photographs, screen captures, etc.). Submit camera-ready artwork for all illustrations, black and white only.

Photos: Authors may submit photos of themselves and photos that illustrate the manuscript. Photos should be submitted electronically as a jpeg or a tif at 300 dpi or higher resolution. Photos may also be sent by mail to the editor (see address above).

Submitting manuscripts. Authors should be identified by a cover sheet that contains the author's name, position, address, and email address. Identifying information should not appear on the manuscript. Manuscripts should be submitted electronically in one of two ways:

1. Microsoft Word (preferred), WordPerfect or plain ASCII text file on a PC-compatible disk, accompanied by a paper copy. (See editor's address above.)

OR

2. Microsoft Word (preferred), WordPerfect or plain ASCII text file (PC compatible) attached to an email message addressed to acomer@isugw.indstate.edu

Manuscripts will be acknowledged upon receipt and a decision concerning use will be made within thirty days after the date of receipt. The editor reserves the right to revise all accepted manuscripts for clarity and style. Edited articles will be returned to the authors for review. Those articles not returned to the editor within 5 days will be published as revised by the editor or assistant editors. Upon publication, the author will receive two complimentary copies.

Order of Information in Submission

1. Title of article

2. Name of author(s).

3. Text of article with references to source material in APA parenthetic notes

4. References for source material in APA format

5. Institutional affiliation, job title, and contact information for author(s) including phone number, email address, and work address.

6. Short bio of author(s), about 3-4 lines for each author.

Text Format Requirements

1. Use 12-point Times New Roman for all text.

2. Submit files as Word (.doc) or Rich Text File (.rtf) documents, either as attachments or on disk if sending via USPS.

3. Save files with distinctive names (i.e., your last name, or a word or phrase specific to the article content) rather than with generic ones which anyone might use (i.e., indianalibrariesarticle.doc or reference.doc).

See Also:

1. The Librarian's Guide to Writing for Publication (Scarecrow Press, 2004)

2. APA Style Home at www.apastyle.org

INDIANA LIBRARY FEDERATION
941E. 86th Street, Suite 260
Indianapolis, Indiana 46240
Phone: (317) 257-2040
Fax: (317) 257-1389
E-Mail: ilf@indy.net
Web: www.ilfonline.org

NON-PROFIT ORG.
U.S. POSTAGE
PAID
GREENFIELD, IN
Permit No. 498