



INDIANA

Journal of the Indiana Library Federation & the Indiana State Library


LIBRARIES

Volume 24, Number 1, 2005

INDIANA
Journal of the Indiana Library Federation & the Indiana State Library
LIBRARIES

Volume 24 Number 1, 2005

C O N T E N T S

- 
- 1 From the Editor's Desktop
by Jennifer Burek Pierce
 - 2 Indiana Libraries Affected by USA PATRIOT Act
by Steve Cochran
 - 7 A Uniting Force: The One Book, One City Program in Indianapolis
by Patrick Bowron, Katherine Buck, Ryan Micheel and Amanda Mibelich
 - 13 Documents Librarianship in Indiana: A Historical Review
by Lou Malcomb
 - 18 Using Internet Resources of International Governmental Agencies for Research in College, Public and School Libraries
by Andrea M. Morrison
 - 26 A Crash Course in Teen Programming: Hosting Terry Trueman at Anderson Public Library's Read 'N' Feed
by Beth Hull
 - 28 Being a Freshman, Being an Author: An Interview with Teen Author Zoe Trope
by Gregg Nowling
 - 30 Indiana Students Deserve High Rated School Libraries
by Jack W. Humphrey
 - 33 2004 AIME Staff Development Survey: Professional Activities Compared to National Averages
by Daniel Callison and Naomi Patterson
 - 38 Collaboration of Indiana Public School Media Center Youth Services: A Survey Analysis of Current Practices
by Jennifer LaMaster
 - 42 Serving the Religious Information Needs of Our Communities Without Blowing the Budget
by Douglas Archer
 - 47 Managing Student Employees
by Alberta Davis, Emily Okada, Rebecca Stinnett, and Bara Swinson
 - 52 Management Basics: Life as a Library Board Member
by Herbert W. Snyder
 - 54 The Well-Read Librarian: Libraries as Community Centers
by Marissa Priddis



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.

Copyright 2005, The Indiana Library Federation. Except as may be expressly provided elsewhere in this publication, permission is hereby granted to reproduce and distribute copies of individual works from this publication for nonprofit educational purposes, provided that copies are distributed at or below cost, and that the author, source, and copyright notice are included on each copy. This permission is in addition to rights of reproduction granted under Sections 107, 108, and other provision of the U.S. Copyright Act.

Editor:

Jennifer Burek Pierce, Indiana University School of Library and Information Science at Indianapolis

Managing Editor:

Crissy Gallion, Indiana Library Federation

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

ILF Publications Committee

- Jennifer Burek Pierce, (Editor) Indiana University-Purdue University Indianapolis
- Emily Okada, (Associate Editor) Indiana University Bloomington
- Gabrielle Carr, (Committee Chair) Indiana University Southeast
- Wendy Phillips, (ILF President) Carmel Clay Public Library
- Lisa Anderson, Centerville-Center Township Public Library
- Diane Bever, Indiana University Kokomo
- Crissy Gallion, Indiana Library Federation
- jan gillespie, INCOLSA
- William Gresh, Roosevelt High School
- Susie Grover, Avon-Washington Township Public Library
- Martha Jane Ringel, Indiana State Library
- Dee Holiday, Indiana University Bloomington
- Linda Kolb, Indiana Library Federation
- Susan Okey, Carmel Clay Schools
- Marissa Priddis, Alexandrian Public Library
- Steven Schmidt, Indiana University-Purdue University Indianapolis
- Debby Shaw, Plainfield-Guilford Township Public Library
- Tony Stamatoplos, Indiana University-Purdue University Indianapolis

FROM THE EDITOR'S DESKTOP

by Jennifer Burek Pierce



This issue of *Indiana Libraries* returns to the format of the traditional general issue, featuring articles on diverse topics and concerning a range of library environments. Contributors to this issue work in public libraries and in education; they serve in positions ranging from school media specialist to administrator. The differences of experience and perspective represented by their work should offer readers of *Indiana Libraries* not simply ideas for their own libraries but also increased understanding of the matters which concern librarians in venues around the state.

Steve Cochran reports the results of a survey conducted by ILF's Intellectual Freedom Committee. The committee was interested in how public libraries in Indiana prepared to respond to potential threats to patron privacy represented by the PATRIOT Act. While some libraries appear to have enacted measures to ensure patron privacy, Cochran indicates that the vast majority could be doing more to uphold professional ideals.

Patrick Bowron, Katherine Buck, Ryan Micheel, and Amanda Mihelich have explored the development of book clubs in contemporary U.S. culture in order to contextualize the Indianapolis One Book, One City program. Their project includes interview data to bolster their assessment of the success of this program in Indiana's capitol city.

Lou Malcomb and Andrea Morrison provide assessments of government information. Malcomb provides a historical overview of the development of government information sources with attention to how Indiana's libraries have provided access to material that helps citizens participate in self-governance. Morrison offers a list of resources on international government organizations, indicating content now available via the World Wide Web.

In a recent survey of *Indiana Libraries* readers, interest was expressed in the needs of youth services librarians and school media specialists. Consequently, I am pleased to include a cluster of articles on aspects of youth services. Beth Hull and Gregory Nowling offer accounts of interactions with prominent young adult authors. Jack Humphrey presents data on collection impact, while Danny Callison and Naomi Patterson discuss connections between school media specialists' work in Indiana and the nation. Jennifer LaMaster reports the results of a survey of Indiana librarians about collaboration in support of student learning.

Douglas Archer argues the importance of making religious information available and provides a bibliography of resources to ground such information access.

Alberta Davis Comer, Emily Okada, Rebecca Stinnett, Bara Swinson, and Nancy Watkins share their experiences in managing student employees. While these writers focus primarily on students as part-time employees, their ideas have some applicability across employment situations as well.

This issue's management column is authored by Herbert Snyder, former faculty member at IU's School of Library and Information Science and now a member of the faculty at North Dakota State University. He shares his recent experiences as a member of the board for the Fargo Public Library, indicating how library managers can facilitate good work by board members. The Well-Read Librarian, by Marissa Priddis, identifies resources which focus on ways the library can most effectively serve as a community resource.

As always, please feel welcome to contact me about how these and other articles meet (or don't meet) your needs for ideas and information about *Indiana Libraries*. I'd also welcome the opportunity to discuss your ideas for future articles for this publication.

Jennifer Burek Pierce, Editor, *Indiana Libraries*
jenpierc@iupui.edu

INDIANA LIBRARIES AFFECTED BY USA PATRIOT ACT

by Steve Cochran

The Intellectual Freedom Committee of the Indiana Library Federation developed a "Question of the Year" questionnaire in late 2003 to poll Indiana libraries about a) their knowledge of the USA PATRIOT Act, b) whether the USA PATRIOT Act has resulted in any changes in privacy and confidentiality policies and procedures, and c) whether or not national security related inquiries about patron reading & Web browsing habits have been made since passage of the USA PATRIOT Act. (USA PATRIOT Act¹ is capitalized thus because it is an acronym for the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001.)

In January of this year, the questionnaire was sent to all Indiana public libraries to ascertain what impact the passage of the USA PATRIOT Act has had on them, their patrons, and their policies and procedures. Of 238 public libraries, responses were received from 219, a 92% sample, which makes the information it provides highly representative.

The results should be cause for increased concern and caution by librarians in Indiana: Concern for the privacy and confidentiality of library customers, and caution in the development and implementation of policies and procedures to insure that patrons' access to the marketplace of ideas is not curtailed. The results further indicate a need for greater awareness of the requirements imposed on libraries and bookstores by the Act.

Question #1 was very carefully worded: "Since the passage of the USA PATRIOT Act in October of 2001, has your library received a visit from any law enforcement agency/agencies making national security-related inquiries about the reading/web browsing habits of any of your patrons?"² Check boxes provided for answering this question "yes," "no," or "not sure."

It was worded this way so that anyone answering would not be violating any restriction associated with any specific investigation. Section 215 of the USA PATRIOT Act prohibits libraries and librarians served with a Foreign Intelligence Security Act (FISA) warrant

from disclosing the existence of the warrant or the fact that records were produced as a result of the warrant. Answering this question does not require them to do either.

Nevertheless, it is apparent from answers received that the mere existence of the USA PATRIOT Act had a chilling effect on how straightforward the answers were. 1 library out of 219 – or just under one half of one percent – gave an unambiguous "Yes" to this question. Fortunately the responding librarian knew and had informed front-line staff about the gag order associated with Section 215 of the PATRIOT Act and had adjusted library policy as a result to include routinely erasing the history of patron checkouts, not archiving Internet sign-up sheets, and purging the history logs on Internet workstations.

2.75% of libraries surveyed (6 out of 219) answered "not sure," and fully 1/3 of these may have answered this way instead of answering "Yes," since they included comments to the effect that answering "yes" to the question would be in violation of the gag order.

Therefore, it is fair to surmise that at least .5%, and perhaps as many as 3.25% of Indiana libraries have "received a visit" from law enforcement authorities "making national security-related inquiries" into the information-seeking behaviors of library customers.

As would be expected, the vast majority (96%) of libraries have *not* been visited by law enforcement agencies in this regard.

Given the relatively high percentage of libraries experiencing inquiries, the answers to question 2 are cause for great concern. Sixty-four libraries – or 29% of the total – were unaware of the gag order associated with FISA warrants under Section 215 of the USA PATRIOT Act. Naturally, none of these had informed staff about the existence of the gag order, thereby putting their staff at risk of contempt, should a FISA warrant ever be served.

Answers to the 4th question were particularly surprising. This question asked "As a result of the USA PATRIOT Act, has your library made any adjustments in

its policies and procedures in order to minimize the amount of information available about your patrons' reading/Web browsing habits?"

Fully 64% (140) of respondents said they had made *no* adjustments to library policy as a result of the passage of the USA PATRIOT Act. Of these, only 7 (5%) commented that various privacy protection measures were in place prior to the passage of the Act.

The answers to questions about specific measures taken to protect patron confidentiality were also not encouraging:

- Nearly 29% of respondents indicated that they keep no history of patron checkout records once items are returned, but only one library gave a definitive "No" answer to this question. The rest left the question blank. This may come as a surprise to most public librarians, but many ILS systems *do* maintain a history log of patron checkouts, which only trained and knowledgeable IT staff can purge. Therefore, libraries shouldn't assume that a patron checkout history is not there just because it doesn't show up on the patron's record.
- 36% do not archive Internet sign-up sheets longer than necessary to compile statistical information.
- 8.2 % do not keep library card registration forms on file once patron data has been entered into the ILS.
- 25% delete the history logs on public access Internet workstations after each user logs off.
- Only 5% have adopted other privacy protection measures. Some that were mentioned include:
 - no longer retaining children's program registration logs.
 - logs of Internet Access on firewall are now purged every 10 days.
 - overdue notices now sent in envelopes instead of on postcards
 - ILL Forms are cleared out regularly now.
 - backup tapes are destroyed quarterly; current backup is kept in a safe.

The upshot here is that the privacy rights of most library patrons are *not* being adequately protected by Indiana's public libraries. Since they don't actively purge patron checkout histories, the vast majority of public libraries (falsely) make the passive assumption that if they cannot see the history of patron checkouts that history is not there. Most Indiana public libraries archive Internet sign-up sheets for much longer than necessary. Over 90% maintain records of paper library card application forms long after the need for them has

passed and three-fourths of Indiana's public libraries retain the history logs of their public access Internet workstations.

Libraries traditionally value protecting the privacy of their customers' reading and web browsing habits in order to encourage their customers to widely range throughout the spectrum of ideas available. Libraries also have long been guardians of the confidentiality of their customers' personal information; most librarians see it as a trust given them by their customers, which they violate at the risk of losing them. Yet the results of this survey suggest that a majority of Indiana's public libraries are not adequately safeguarding either the confidentiality of their patrons personally identifying information or the privacy of their reading and research habits. Why is this true?

An answer is suggested by one of the comments received: "if there is a suspected terrorist in our area, I wouldn't want to be the one protecting him/her." This respondent knew about the gag order, but *hadn't* informed front line staff about it, had made no adjustments to privacy policies, and didn't want any more information about the USA PATRIOT Act. Many librarians feel that while protecting privacy and confidentiality is a laudable thing, they don't want to be perceived as somehow standing in the way of the prosecution of the war on terror.

Thus, I see the need to offer a brief lesson in Constitutional democracy: a suspected terrorist is not a terrorist. Neither is a suspect in any particular crime a criminal. Our justice system presumes innocence until guilt is proven. Moreover, before anyone's private matters can be searched, an investigator has to show probable cause, or point to the existence of specific facts to support the belief that a crime has been committed or that the items sought are evidence of a crime.

In fact, it is, in part, the violation of this tenet of law by the USA PATRIOT Act that makes it so very objectionable: suspects are treated as if they are guilty. Not only that: we *all* are viewed as if we are potential terrorists. The standard of probable cause is discarded in favor of some vague belief that the materials sought *may* be related to an ongoing investigation related to terrorism.

The Attorney General has suggested that librarians are being "hysterical" in saying that the USA PATRIOT Act threatens traditional library values. Yet the Act is written so that many of the privacy rights of customers that we as librarians protect as a matter of course are indeed threatened. Moreover, the very idea that everything patrons check out or browse on the Internet can be scrutinized could have a chilling effect on their curiosity, if librarians do not act decisively to protect them through the development of appropriate policy and procedural safeguards.

The Intellectual Freedom Committee of the ALA published a paper in August of 2003 entitled *Guidelines for Developing a Library Privacy Policy* which lists several best practices for those libraries in the process of writing such a policy:

When developing and revising policies, librarians need to ensure that they:

- Limit the degree to which personally identifiable information is monitored, collected, disclosed, and distributed.
- Avoid creating unnecessary records.
- Avoid retaining records that are not needed for efficient operation of the library, including data-related logs, digital records, vendor-collected data, and system backups.
- Avoid library practices and procedures that place personally identifiable information on public view.³

The article includes a very useful checklist of questions for those who are developing such policies, which is included as Appendix B to this paper.

ABOUT THE AUTHOR

Steve Cochran (stevecochran@hotmail.com) is Chair of the Indiana Library Federation's Intellectual Freedom Committee and Director of the Alexandrian Public Library in Mt. Vernon, Indiana.

REFERENCES

¹ http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?Dbname=107_cong_bills&docid=f:h3162enr.txt.pdf (accessed September 12th, 2004)

² The first question was actually "What type of library do you represent?" but since all responding libraries were public libraries, this question is ignored. The questionnaire appears as Appendix A to this paper.

³ *Guidelines for Developing a Library Privacy Policy*, ALA Office for Intellectual Freedom, August 2003. <http://www.ala.org/ala/oif/iftoolkits/toolkitsprivacy/guidelineslibraryprivacy.doc> (accessed October 1, 2004)

APPENDIX A

Question of the Year 2003: USA PATRIOT Act

The results of this questionnaire will be analyzed by the Indiana Library Federation Intellectual Freedom Committee, and the general results published as part of the committee's continuing efforts to increase public and professional awareness of the importance of free speech and free access to information. Your participation is voluntary; your cooperation is much appreciated.

Please answer the following questions in the spaces provided below. Make one copy of the completed questionnaire for your records; send the original with your completed annual report to:

Indiana State Library, 140 N. Senate Ave.,
Indianapolis, IN 46204-2296

1. What type of library do you represent? academic public special

2. Since passage of the USA PATRIOT Act in October of 2001, has your library received a visit from any law enforcement agency/agencies making national security-related inquiries about the reading/web browsing habits of any of your patrons?
 yes no not sure

3. Do you know that if you are served with a search warrant under the Foreign Intelligence Surveillance Act (FISA), it comes with an automatic gag order that prohibits your library from notifying the patron under suspicion, the press, or anyone else that an investigation is underway?
 yes no

4. If the answer to question 3 is "yes," have you taken steps to educate and inform your front line staff regarding this gag order, and the proper steps they should take if and when they are presented with such a warrant?
 yes no

5. As a result of the USA PATRIOT Act, has your library made any adjustments in its policies and procedures in order to minimize the amount of information available about your patrons' reading/web browsing habits?
 yes no

6. If the answer to question 5 is "yes," please indicate what steps you have taken.
 do not keep history of patron check-outs
 do not keep/archive Internet sign-up sheets
 do not maintain library card application forms once card is assigned
 computer history logs set to automatically purge after each logoff
 other – please explain _____

7. Would you like more information about the USA PATRIOT Act and how it affects your ability to protect your patrons' privacy and confidentiality?
 yes no

8. If you answered "yes" to question 7, please send your library's name and address to:

Patriot Act Info., Intellectual Freedom Committee, Indiana Library Federation,
941 E. 86th St., Suite 260, Indianapolis, IN 46240

APPENDIX B

Checklist of Basic Questions about Privacy and Confidentiality

Collecting Information

- Do we need to know this to operate the library?
- How long do we need to know it?
- How will we protect what we collect?
- How will we destroy what we collect?
- How will we inform the public about confidentiality?
- How will we give users choices?
- How will we inform/influence government acts that impact confidentiality?

Providing Privacy

- Where do users need privacy to protect their intellectual freedom?
- Where would privacy endanger safety?
- How will we provide privacy where we should?
- How will we ensure safety without being intrusive?
- How will we educate staff about privacy?
- How will we inform the public about privacy in libraries?
- How will we inform the public about library resources on privacy issues?
- How will we give users choices?

Reviewing Your Policy

- Does your policy statement explain the difference between privacy and confidentiality in a library setting?
- Does your statement make clear the role of confidentiality in protecting intellectual freedom?
- Is the information to be protected listed: reference requests, information services, circulation & registration records, server and client computer logs?
- Have you included language to deal with unforeseen circumstances, like "including, but not limited to..."?
- Does your policy require that library users be notified whenever their PII is collected by the library and be told how to correct inaccurate information?
- Do you state who may or may not have access to patron information?
- Do you outline the specific conditions under which access may be granted? i.e., with a court order after good cause has been demonstrated?
- Do you list the procedure for adopting the policy?
- Are there provisions for notifying the public of the policy?
- Are exemptions, exceptions, or special conditions enumerated?
- Do you address needs unique to your library environment?
- If your library is part of a cooperative, automated library system, are there provisions for coordination with the other libraries in your system?
- Is the procedure outlined for responding to court orders of various types?
- Are the Library Bill of Rights, Statement on Professional Ethics, ALA Policy on the Confidentiality of Library Records, and state & local laws (where applicable) mentioned or acknowledged? Does your policy conform to these supporting documents?

**A UNITING FORCE:
THE ONE BOOK, ONE CITY
PROGRAM IN INDIANAPOLIS**

*by Patrick Bowron, Katherine Buck,
Ryan Micheel, and Amanda Mihelich*



One Book, One City is a nation-wide program in which everyone in a community reads the same book. Typically an annual event, the program is intended to foster a sense of community, promote reading among adults, and celebrate literature. This paper evaluates the implementation of Indianapolis's version of this program—One Book, One City: Indy Reads. In order to do this, the paper analyzes Indianapolis's reaction to the program through book circulation, community involvement, and patron response.

According to the Library of Congress's Web site on one-book reading promotion projects, there are forty-eight states (excluding only New Mexico and West Virginia) that are involved in these programs. In the state of Indiana alone, there are nineteen communities that host One Book, One City reading projects. The program is also spreading to Canada, Great Britain, and Australia.

This renewed interest in the book began in 1996 when Oprah Winfrey's staff suggested that she host a book club. In the *Read Aloud Handbook*, Jim Trelease writes: "Oprah's book club was successful because she called it a "book club" not a "book class" and she speaks sincerely and passionately about books she has selected for the program."¹ Not only did Oprah's selected books become instant best sellers, but the number of book clubs in the United States also rose drastically from 250,000 in 1996 to 500,000 in 1999.²

Two years later, in 1998, the Seattle Public Library's Washington Center for the Book initiated "If All of Seattle Read One Book," which has since been renamed "Seattle Reads." This was the first One Book, One City program and sparked the adoption of this theme in communities across the country. The first book chosen was Russell Bank's *The Sweet Hereafter*. Nancy Pearl, the founder of the program, discussed the two main criteria for selection in an interview for *Poets and Writers* magazine:

We look for books that are suitable for discussion, meaning that they are driven by well-developed

characters rather than plot and that they leave room for interpretation. We also look for authors who are comfortable talking about their books with an audience. You'd be surprised how many books get eliminated because the authors don't want to participate.³

The library system developed study guides, started and encouraged participation in discussion groups, held screenings of the film version of the book, broadcast a reading of the book on public radio, and set up promotional spots at local radio stations. In addition to the programs it promoted, the Seattle Public Library also encouraged participation in independent reading and discussion groups. One way in which they did this was to include on their Web site a section on how to conduct one's own book discussion. Some of their tips include "come prepared with ten to fifteen open ended questions" and "don't be afraid to criticize the book."⁴

Two New York Cities, Buffalo and Rochester, were the next cities to implement a One Book, One City program, but the city to take the program to the next level was Chicago. In the fall of 2001, their first book was *To Kill A Mockingbird* by Harper Lee. Along with book discussions and study guides, they also provided an online resource guide containing a biography of the author, information on the historical context of the novel, recommended resources, and a "Chicago's Talking" message to get people involved without having to physically attend a book discussion. Chicago also upped the ante by making the program twice a year, once in the spring and once in the fall, and DePaul University hosts a ten-week, graduate-level course on One Book, One Chicago. This allows interested members of the community to attend a more in-depth study of the book that reaches beyond the limitations of a book discussion group.

According to Melanie Wissel, it was an editorial in the *Indianapolis Star* challenging Indianapolis to follow Chicago's lead by reading one book together that prompted the city's adoption of its own One Book, One City program. Tim Swarens's article, written in August 2001, was met with enthusiasm from Deputy Mayor Jane Henegar and the Indianapolis Marion County

Public Library; together, the library and the mayor's office began organizing a program for Indianapolis, and *One Book, One City: Indy's Choice* was launched a year later in the fall of 2002.

The primary objectives of this paper are to explore *One Book, One City* and to illustrate the program's successes and setbacks. Specifically, it is intended to explore the questions: How was the *One Book, One City* program implemented in Indianapolis? How is the Indianapolis program unique against the backdrop of other well-known programs around the county? and, What were the corporate, media, and general public's responses to the program?

On Wednesday, October 13, 2004, the researchers interviewed Melanie Wissel, Manager of Program and Product Development for the Indianapolis Marion County Public Library (IMCPL); Cory O'Dell of Project Development Services Area; Marilyn Martin of Program Development Services Section; and Raylene Jordan of Community Libraries Services Areas. The interview took place in the IMCPL Library Services Center and lasted approximately two hours. The questions postulated can be found in Appendix A. Following this interview, additional information was sought from various sources, such as newspaper articles and editorials, Web sites, magazines, and journal articles. Each of these sources has been important in ascertaining the success of the program.

The uniqueness of Indianapolis's program—its focus on consensus and inclusion—is evident from the program's inception. The words of Swarsens's editorial convey the idea that a *One Book, One City* program in Indianapolis should be a tool for bringing the community together:

For a city trying to promote its creative community to the world, 'One Book, One Indy' would be a great addition, one that says the arts can still unite rather than divide people, as so often occurs now ... So what do you say, Indianapolis? Can we read and reason together? Do you want to discuss *Season on the Brink* or *War and Peace*? Dostoyevsky or Grisham? Or perhaps (let's pray) something in between that could bring us all together?⁵

The fate of any *One Book, One City* program, Wissel says, hinges on the community's ability to adapt the program to fit its needs, and it is the incorporation of this community-building mindset into the *One Book, One City* idea that has made *Indy's Choice* a success.

An awareness of the importance of making the program fit Indianapolis prompted the Indianapolis Marion County Public Library and the Mayor's Office to plan *One Book, One City: Indy's Choice* without consulting any other city's *One Book, One City* model.

Likewise, Wissel says she advises librarians from other cities who call requesting a blueprint for Indianapolis's program to do the same. This, Wissel says, is the only way to make the program a success.

The two main ways that *Indy's Choice* is tailored to fit the community are in the program's highly developed Web pages and in the community's involvement in choosing the book. When a board chooses a book for the city to read, there can be conflict surrounding which book is chosen, and this is something that the creators of the program in Indianapolis very much wanted to avoid. In New York City, an extreme example, a large group splintered off from the main program in protest of the chosen book, so the city actually reads two books. The name of the program is also debated, with some calling it "*One Book, One City: New York*" and others calling it "*New York Reads!*"⁶ In order to prevent a similar problem in Indianapolis, IMCPL and the mayor's office decided to involve the public in the selection process.

In Indianapolis, the community has a partial role in choosing its book. "We want the focus to be on bringing the community together around the book," says Wissel. The Indianapolis Marion County Public Library takes nominations for books from the public. Next, a board consisting of librarians and representatives from the mayor's office obtains a copy of each book; reads book reviews; divides the books according to genre; talks about and reads the books; and narrows the nominations to a list of the twenty-five top books based on a pre-established set of criteria. This process has been popular with the public. As one *Indianapolis Star* editorial reads:

The beauty of having twenty-five finalists is that no one need wait for the final selection to begin reading. Browse the list, find an intriguing title, and dive in. You might find that you surface with a whole new appreciation of the joy of reading.⁷

Publishing this list also allows people to comment on the books before the final selection is made. The board does not base its selection solely on the number of votes for each book because the anonymous voting process allows for lobbying, but they do consider the community's votes and suggestions when selecting the final book, and every book considered begins as a recommendation from a member of the community.

The Indianapolis Marion County Public Library's Web site is an important catalyst for involving the community in the book-choosing process. People can view all of the titles that have been recommended, as well as others' comments and reviews of the books; comment on or review titles already nominated; and nominate books via the Web.

As mentioned before, the first *Indy's Choice* program met an ambitious timeline. In addition to the

slight year taken to plan it, the program also required quick turnaround with its October 9 launch date, November 15 deadline for nominations, and December 11 book announcement. This short timeframe was successful in sparking intrigue and holding the public's interest in the selection process but also caused some complications for bookstores struggling to keep up with the demand for the book.⁸

In the first year of the program, the city welcomed recommendations of books on any topic. "It can be anything," Heneger said in 2002. "We have no preconceived notions."⁹ Over 800 books were nominated through IMCPL's Web site and in ballot boxes around the city.¹⁰ The inaugural book, Indiana-born Jessamyn West's *The Friendly Persuasion*, was a story focusing on a Quaker family in northern Indiana. It was determined by IMCPL and the mayor's office to be an overwhelming success. In December and January alone, general circulation jumped 11 percent, more than 2,300 copies of the book were sold, and 25 discussion programs were attended by more than 560 people; according to Mayor Bart Peterson, "The program brought together diverse groups of people to discuss issues of complexity found in *The Friendly Persuasion*. It also exposed residents to a less familiar Indiana author and got people reading again."¹¹ In addition, over 75 community partners participated in the program by hosting book discussions, movie showings, or community programs.

With the success of the first volume of the Indianapolis Marion County Library's One Book, One City Program, IMCPL had to switch gears to get things rolling for the next year's addition. *The Friendly Persuasion* had the appeal and emotion of "sweetness," and those behind the One Book, One City project decided to change the genre of the book selected for the 2003 program.

With change in mind, the program set its sights on the high road of adventure and the spirit of survival. The selected book needed to be one that many have not yet read. The reason is obvious: if people have already read the book, then they will not participate; if they do not participate, then the goal of using a book to unite and involve a city has already failed.

The choice for the second book was *Endurance: Shackleton's Incredible Voyage* by Alfred Lansing. A factual adventure story set in Antarctica. *Endurance* brought to the scene a rugged approach of real events and a nugget of history, making it appealing to history buffs, businesspersons, and lovers of the human spirit alike.

IMCPL was also more prepared this time around. The first year's book *The Friendly Persuasion* had not been bar-coded, meaning that the many city library

branches could not track the process of the number of times the book was checked out by library patrons. *Endurance* was processed with a barcode to defeat this mishap. This not only allowed IMCPL to count circulation numbers, but it also allowed them to count how many hits they received at their Web address.

Another advantage with the second book was that IMCPL was prepared to get to work to get the number of copies of the books they would need for distribution. With *The Friendly Persuasion* there were difficulties in getting the involvement IMCPL needed for bringing the books to the potential readers. The book had been out of print, and the library ordered the enormous amount of 5,000 copies with the cooperation of the publisher. The second time around, IMCPL was able to give a warning to the printer that mass quantities of books were to be needed.

Another problem that arose during the first One Book, One City program was getting the local bookstores to get onboard with the library program and sell the book. With the start of the program people naturally went to their bookstores to obtain the book, but the book was often not in stock. This was a major problem since the announcement of the now annual One City book takes place in December, making it an excellent choice for a holiday stocking stuffer.

With year two of the program the bookstores did decide to purchase copies of the book for their stores. Local Borders Book Stores bought around 900 copies, and a partnership was established between B. Dalton Book Store and IMCPL, with ballot boxes were placed in stores. There were disadvantages at purchasing the book at the local bookstore, for the flat price to obtain the book at the library was ten dollars, to buy it at the bookstore cost the reader almost two dollars extra. In addition the books purchased from the libraries had the One Book, One City logos printed on them.

As IMCPL gears up for the third volume of its One Book, One City program they prepare to alter it once again to prevent the program from stagnating. By changing things up the hard workers behind the program hope to continue to gain local media coverage and set examples to other cities wishing to start their own program. For the third year IMCPL has decided to use the theme of the election year to help with the decision of the book. Rather than the sweet community of *The Friendly Persuasion* or the adventurous *Endurance*, the path of the book has been decided to follow two courses.

The choices stem from the overall theme of the Spirit of America, one being the country's finest hour, the other the country's darkest hour. The selections will be limited to 25 choices, with twelve representing each viewpoint, and one mixing the two together. When the

selections are refined down to two, then the election is to commence by ballot and vote.

Another characteristic of Indy's Choice that has been critical to its success in uniting Indianapolis around the chosen book is that it has not been limited to the confines of the libraries in Indianapolis. Many different people and organizations joined together to start a ripple effect into all parts of the city, contributing to the project's success and allowing those who may not have otherwise heard about the program to get involved. First, the last two years of the programs would not have been possible without the interest of the Indianapolis Power and Light Company and the Netherleigh Fund, a fund of the Indianapolis Foundation. This year the Netherleigh Fund has again taken part in the program. They have provided much of the needed funds to hold One Book, One City.

The strong support of Indianapolis Mayor Bart Peterson and Deputy Mayor Jane Henegar has given the program a huge buzz and aided the program's philosophy that Indy's Choice is a city-wide program for all to share. With their support, many other institutions joined in to extend the books beyond their pages. During the volume one season, for example, Conner Prairie, a local open-air historical museum about life in nineteenth century America, opened its doors to people interested in the lives presented in *The Friendly Persuasion*.

The Indiana State Museum also provides support through its IMAX theatre. The theatre has headlined the movie for each year's chosen book. In 2004 they showed *Shackleton's Antarctic Adventure* to coincide with the *Endurance* book choice, and in 2003 they ended the program with a free screening of *The Friendly Persuasion*. The IMAX cooperation is very important to the One Book, One City program in Indianapolis because it provides the story to many who would not otherwise read the book. It gets more people talking about the concepts and plots, generating more of the key goal: to give everyone something in common to share and come together about. The participation of the museums is important because it brings the books to life in unique and concrete ways.

Other organizations that have been involved in Indy's Choice, whether through special exhibits or by holding book discussions, include the Historic Landmarks of Indiana, the Indianapolis Historical Society, the Indiana War Memorials, Martin University, the Peace Learning Center, the Indiana Women's Prison, and the WFYI radio station. Many hospitals, schools, churches, and private book clubs also joined in the One Book, One City program by holding discussion groups.

This list shows that the program has gotten many people interested. It takes the books out of the libraries and into something the whole city can be a part of. A great example of how the books have taken off beyond the libraries can be seen in the second year, when the book *Endurance* was chosen. The book, with its themes on history, adventure, leadership, and survival, caught the eye of the *Indiana Business Journal*. They published an article about the book, generating more interest in the program in the business sector within the city. Cooperation with the libraries has rippled into a life of its own.

The Indianapolis Marion County Public Library has also worked very hard to create good relationships with the publishers involved. When the top twenty-five books are chosen, a letter is written to each of the publishers to see if the numbers of copies that will be needed are available. The working relationship between the Library and the publishing houses has been very positive because of the graciousness and communication that the Library tries to establish before the books are received. The Library has also set up relationships with the bookstores in town, notifying them of the chosen title so that they can stock the item more heavily on their shelves. The first year of the program, the bookstores did not believe that the program was going to be as successful as it turned out to be. They were unprepared for the quantities of books that their customers desired. The next year was different; the bookstores maintained better communication with the IMCPL and were able to provide better service as a result.

The One Book, One City program would not be as successful without this cooperation among people and organizations in the community. Their involvement and cooperation has made it possible for many people to hear about the program and has spurred many to participate. The cooperation with publishers and bookstores, the involvement of museums and other city organizations, and the number of people involved in the program show that the One Book, One City: Indy's Choice is a uniting force in Indianapolis.

In addition to its success in Indianapolis, the One Book, One City program has become an integral part of the library system throughout the United States. To further investigate its impact, one could look at the circulation records, community involvement, and patron response at the national level and could compare the effectiveness of the program in different communities. This would demonstrate the general strengths and weaknesses of the program and illustrate the most effective ways for a community to implement it.

APPENDIX

1. When did the library system decide to do the program?
2. What were the expectations of the program? Did the first two years meet the expectations?
3. What areas of town (or branches) were the most successful in selling or loaning the one city books?
4. What sources were used for funding? Did the project receive what it needed to present the program successfully?
5. What difference was there in success between the first and second years? Did the program do better in either year, or were they similarly received?
6. Who had the idea to do this program? Did this program in Indianapolis work as well as the ones in other cities?
7. Are there other things you would like to change or modify but cannot for certain reasons? Are there things you have modified for the upcoming third book?
8. What type of success do you expect for the third year of the program?
9. What do you do with the extra books that are not sold? Are they sent to the book sale?
10. a) Who comprises the selection committee?
b) What were the criteria for selecting the titles?
11. Did you use any other city as a model?
12. Did you take any measures prior to the beginning of the program, such as ordering extra books?
13. Did you or do you have any way to tell if circulation increased?
14. What did you learn from the first two programs that you have wanted to implement in the current selection process for the third program?
15. What kind of response have you had from the public in terms of comments, letters, etc.?
16. Have there been any problems with people challenging the process/program/book/etc.?
17. Is there any coordination with bookstores for the project? Do you have any knowledge of their success or failure with the program?
18. How did One Book, One City get started in Indianapolis?
19. How has the response been from the library, the patrons, and the citizens who maybe don't use the library?
20. How much time does the program take to plan? The amount of people and resources needed?
21. How do you choose the theme for the books to be picked? How is the book then decided upon? Who designs the discussion questions?
22. Is there an archive with the documentation, data, media, and other information that we could have access to?
23. Do you have a circulation record of how many of the books were checked out or bought during the program?
24. Did library attendance increase?
25. How did you get the IMAX and museums to coordinate with the program? Is it part of the plan to incorporate as much of Indy as possible into the program?

ABOUT THE AUTHORS

Patrick Bowron, Katherine Buck, Ryan Micheel, and Amanda Mihelich are MLS candidates in the Indiana University School of Library and Information Science at Indianapolis.

FOOTNOTES

¹ Trelease, Jim. 2001. "Excerpt From Jim Trelease's *The Read Aloud Handbook* Chapter 7, p.1." http://www.trelease-on-reading.com/rah_chpt7_p1.html

² Trelease, Jim. 2001. http://www.trelease-on-reading.com/rah_chpt7_p1.html

³ Sofer, Dalia. 2001. "Book Clubs Unite Cities of Readers." *Poets and Writers*, November/December.

<http://www.pw.org/mag/newssofer0111.htm>

⁴ Seattle Public Library. "Book Club How-to's." http://www.spl.org/default.asp?pageID=collection_discussiongroup_howtos

⁵ Swarens, Tom. 2001. Uniting a city around a good book. *Indianapolis Star*, 17 August, A18.

⁶ Minzesheimer, Bob. 2002. 'One Book' doesn't suit all in New York. *USA Today*. 7 March.

⁷ Find a title among 25 and dive in. 2002. *Indianapolis Star*, 18 November, A08.

⁸ Davis, Andrea Muirragui. 2003. One Book choice hard to locate: Community reading initiative aims to get city residents on the same page. *Indianapolis Business Journal*, 6 January, vol. 23, no. 44, p. 3A.

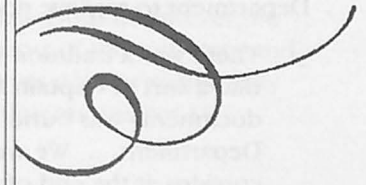
⁹ As quoted in Higgins, Will. 2002. City leaders want residents to be on same page. *Indianapolis Star*, 9 October, E01.

¹⁰ Find a title among 25 and dive in. 2002. *Indianapolis Star*, 18 November, A08.

¹¹ Indianapolis Marion County Public Library. "One Book, One City – Indy's Choice Volume 1 was deemed a success in inaugural year (2002-2003) with an 11 percent jump in circulation and more than 2,300 copies sold." <http://onebook.imcpl.org/vol1>

DOCUMENTS LIBRARIANSHIP IN INDIANA: A HISTORICAL REVIEW

by Lou Malcomb



A

topic of conversation and concern during ALA Midwinter was the announcement by Judith Russell, Superintendent of Documents, that "GPO will produce and distribute *only* 50 titles in print, those listed on the "Essential Titles for Public

Use in Paper Format." Everything else will be distributed to depository libraries in electronic format only.¹ This decision had been mentioned at previous meetings of U.S. Federal Depository Librarians but never with a firm date for implementation, October 1, 2005. With all federal government information available on the Internet, will all librarians become "government information librarians" or will the specialist, "the documents librarian," become even more important within the profession in order to maneuver the maze of our government's actions on the information super-highway? This article provides a preliminary historical overview of how the specialty of government information grew within the profession with emphasis on its development within Indiana. Perhaps understanding its beginnings will assist in assessing future directions for this area of librarianship.

One expects changes, but part of the charm of government information has always been its stability. Budgets are annual. Treasury (or the State Board of Accounts) reports record the expenditures and income. Congress and the Indiana General Assembly consider bills and pass some. Censuses must be done every 10 years for apportionment of the House. Presidential speeches must be recorded, and even some of the Governor's are retained. Laws, as passed, must be available so the citizen can obey them. Patterns of publishing have been amazingly consistent over some 200 years. Quirks and changes have evolved to meet the needs of the government. Even in the Internet age copies can be pulled up in full, once found among the more than 231,000 federal document titles and more than 2400 federal interactive databases now on the Internet.

HASSE AND THE BEGINNING OF DOCUMENTS LIBRARIANSHIP

Our country was barely 25 years old when Congress first realized the usefulness of libraries and the dissemi-

nation of documents to libraries. Following the burning of Washington during the War of 1812, the government realized its losses included numerous documents, so Congress passed the first Depository Library Law in 1813. It mandated the distribution of important documents to libraries, with the primary intent to provide assurance that these documents would be preserved in case of future disasters in the nation's capitol but with a secondary purpose to establish a way for citizens to access this information and thus ensure an informed citizenry. Several articles detail the changes in the law and give the history of government publishing and the development of the U.S. Federal Depository Library Program (FDLP).² I will not duplicate that detail here, but do want to note the importance of the Printing Act of 1895 to the development of documents librarianship.³ It established the Superintendent of Documents office, headed by Mr. F[rancis] A. Crandall, who hired some critical support staff, including John H. Hickcox as Chief of Cataloging. Hickcox's principal task would be the production of the *Monthly Catalog*. At age 63, Hickcox was well suited to the work. He possessed 10 years of editorial experience with his own private bibliographical venture: *U.S. Government Publications; A Monthly Catalogue* (1885-1894). Mr. Crandall also hired Adelaide Hasse as librarian, charged to collect, arrange, and classify the government's vast output.

Nelson and Richardson note in their article about Adelaide Hasse that "Clearly, Hasse's career coincides with the beginning of documents librarianship."⁴ Ms. Hasse fully describes the early work required of a documents librarian as gathering and distributing documents in a little booklet entitled *The Compensations of Librarianship* in 1919. It provides a description of her responsibilities during those early days: "My duties as librarian were to care for the current documents after they had been recorded by the cataloguers and to collect all other documents. The Richardson Bill gave to the Superintendent of Documents the authority to remove to his custody from all the departments all the accumulations of documents not in use for the business of the departments. The removal of these accumulations fell to me. I dare say never had a young

collector been given such an opportunity to revel in a very orgy of collecting.”⁵

She goes on to describe a trip to the Interior Department to retrieve documents,

There was a tradition in departmental Washington that a sort of Captain Kidd treasure in the way of documents was buried somewhere in the Interior Department. . . . We went down a long, dark, damp corridor at the end of which was said not to have been opened for sixteen years. We could not open it now. The door opened inwards and it was impossible to squeeze in and so much as wink at the treasure. . . . what I saw was a solid wall of books, from floor to ceiling and from side to side of the room—nothing but books.⁶

Hasse is best known in the documents field because she is credited with the creation of the SuDocs Classification System. All librarians who claim or desire to be documents librarians need to read Hasse’s volume. It provides a sense of dedication and persistence that I have always found as characteristics of true documents librarians and is perhaps where the tradition comes from.

This diligent commitment by documents librarians to provide access to public documents (often whether the government wants it or not) is evident in so many stories but is probably best summarized in the history of GODORT.⁷ Another record of this characteristic can be found in the notes and minutes of the Council of Depository Librarians where during various periods of history the documents librarians have insisted on specific actions by the Public Printer and won frequently and consistently.⁸ A most recent example occurred last summer when the Department of Justice tried to “recall” three public documents from federal depositories. While depository library librarians were requested to destroy the documents, one flatly said he would not, protested to Justice and GPO officials, who re-studied the issue and rescinded the order.⁹

DEVELOPMENT OF THE PROGRAM FOR FEDERAL DOCUMENTS DISTRIBUTION

Government publishing and the distribution to citizens and libraries has seen continuous change since Hasse’s day but the one that cannot be overlooked is the quantity. Until the 1940’s, federal documents disseminated to libraries ranged in the five to nine thousand range. For instance, IUB indicated that it received 9359 federal documents in 1949 in its annual report for that year. By 1984 GPO reported that they had cataloged 58,000 documents and for 1994 had distributed 55,000 tangible items to depository libraries.¹⁰

Documents librarianship, in many libraries, grew out of this quantity. Before but especially following World War II, many libraries designated staff to specifically handle the increasing number of documents. Specialized documents staff were designated to handle cataloging or processing as well as public services. *The History of GODORT* notes that “there have been groups and individuals working in the field of government documents since the 1930’s” and summarized the growing interest by the profession.¹¹ There were many librarians that didn’t want to deal with the specialized nature of documents— laws, regulations, military standards, and statistics: “There is a popular belief that public documents are dry and uninteresting. Strangely enough this view is too often held by librarians themselves.”¹² Even documents librarians have often seemed defensive about the value of documents. “While not as fascinating as a novel, a department report has economic and historical value, not merely for the investigator but for the public at large.”¹³

LIBRARIANSHIP IN INDIANA

In Indiana, librarianship as a profession began emerging in the late 1800’s. As of 1899, only one librarian in the state was counted as having graduated from a library school, but by December 1910, “there are 49 librarians who have had a one or two-year course, and 91 who have had a summer school course, making a total of 140. . . .”¹⁴ W. I. Fletcher noted the qualifications of librarians in his January 1907 article: “. . . let me say that I regard the oncoming ‘bull of progress’ with complacency, because it has always seemed to me that in the constructive period of the library movement we have been so occupied with devices and schemes, with the technical side of the work, that we have laid altogether too much stress upon it, and have not realized that our work is essentially professional and not technical. We must know books from the inside and cultivate intellectual relations with our patrons, rather than merely to ‘run’ a library.” Fletcher saw scholarship and intellectual curiosity as essential to the profession: “The librarian should be the philosopher and friend to all who need help. I do not decry professional expertness, but I should like to see every librarian and library attendant first of all as scholar, an ardent seeker after knowledge and wisdom, living among books with delight, content with nothing short of absolute familiarity with them, a linguist in some fair sense of the word, if books other than the vernacular are at hand, and at the same time eager and able to help and guide others. Such a one will use all good apparatus, but will know that the best apparatus is but a clumsy and rough-shod aid in a work which must be, first of all, one of intelligence and scholarship.”¹⁵

In the field of documents librarianship, Indiana appears to have followed the national trends with some consistent tardiness but usually accepting the directions that the federal program was taking, patterning its programs by those in surrounding states. One of the most interesting story lines can be traced in the short articles throughout the *Indiana State Library Bulletin* about the development of state libraries in Iowa, Nebraska, and others until funding was appropriated by the state for the building of the Indiana State Library in 1929.

The Indiana State Library has always played an important role with federal documents and also with distribution of Indiana State Documents.¹⁶ While the history of federal distribution of documents is well known, a program to distribute Indiana State Documents didn't come into formal existence until 1974 when the state passed our current depository law.¹⁷ Even so, it is evident from the numerous articles within the *Indiana State Library Bulletin* and the *Library Occurrent* that state publications were distributed throughout the state to libraries of all sizes by the State Library and at the request of state agencies since the early 1800s. Citizens have placed an importance on the State Library since statehood: "The first official mention of a state library for Indiana is made in the Journal of the Constitutional Convention, when on June 28, 1816, the following resolution was adopted: 'That it be recommended to the general assembly of the state of Indiana, to appropriate the money voluntarily given by the citizens of Harrison County to the state, to purchase books for a library for the use of the legislature and other officers of the government.'"¹⁸ The Kokomo Public Librarian, Eva M. Fitzgerald, noted in January 1906 that "it may be safe in saying that only with the last decade have we really had a 'State Library.' Up to the beginning of 1895 we had a 'State House Library.' The clearing house for magazines, the monthly bulletins, the gathering of materials for an Indiana biography, these all are bringing the State Library into closer touch with the Public Libraries and through them with all the people of the State."¹⁹ As noted above, the year, 1895, also saw the passage by Congress of a renewed depository system within the federal government.

IMPORTANCE OF INDIANA STATE PUBLICATIONS

John A. Lapp, Chief of the Legislative Reference Department at the State Library in Indianapolis, noted in 1910 that "Public documents are issued primarily for public use and their value depends upon the extent to which the public actually uses them. They are issued as official records and for educational purposes." But Lapp gives the librarian the responsibility of measuring their usefulness for their specific library: "careful discrimination must be made by the librarian in selecting documents. Not all are of use in every library. Again

it must be a question of relative values. The limited space in most public libraries prevents the accumulation of more than a small percent, of the documents issued, and it is needless to add that the ones selected should be the best. The librarian should, however, be familiar with all public documents of the city, state and nation in order that these sources of information may be supplied if the desired documents are not at hand."²⁰

Librarians did not always appreciate receiving documents. In fact documents have often carried a negative reputation, as described in June 1910 of the *Indiana State Library Bulletin*: "There has been some complaint that the smaller libraries in the state do not need and cannot give shelf room to all Indiana Documents. This is regrettable... If any of the librarians who now receive all the reports sent in the State Library's distribution believe that they cannot use them and that they would give better service by receiving only those which they are certain they could use."²¹

Another notice in the *Bulletin* scolded librarians for their handling of documents describing the displeasure of state officers when they discover that libraries were not making the documents readily available:

A State official has reported to the State Librarian that he had, on inquiry at a public library, failed to find the report of his office. On investigation, we have found that the library in question had received and receipted for the distribution of the State Documents of the year asked for.

This opens the question of the value and distribution of the State publications to the various town libraries. If they are worth receiving, they are worth cataloging, or at least arranging on the shelves so that they may be easily accessible.²²

The State Library recognized the importance of this cataloging and access and reported in 1905 that "all the public documents have been classified and cataloged according to the decimal classification, and a large portion of the miscellaneous books and pamphlets have been re-classified and re-cataloged according to the same classification. The completion of this work is now in sight and the Indiana State Library will soon be in harmony with all modern libraries. ...Many thousands of copies of valuable State documents have been arranged in chronological order and can be reached in a moment's time."²³

Lapp acknowledged the librarian's importance in the role of educating the public but also in making public officials realize the importance of distributing documents to the public. "The librarian has an important function to fill as an educator in opening up the public documents for wider usefulness. In this way, too, there will be a reaction upon the officials. When

they once know that their reports are of wide interest, and that they are used, commended, and criticized all over the state, there will be a striving for better, more educational reports. The public officer owes it as a duty and will fulfill it if the people show an intelligent interest in his work."²⁴

CHANGES IN THE 20TH CENTURY

In 1962, the depository law was changed to designate some libraries "selective" but also designated at least one library within each state or region as the "regional."²⁵ Regional Depository Libraries assumed significant responsibilities, including agreeing to retain all publications received through the depository system forever while selectives could select to dispose of documents after five years, if the Regional agreed to the disposition. For specifics about the responsibilities of regionals and selectives, see guidelines at: <http://www.gpoaccess.gov>.

The distribution of state and federal documents, the ever increasing quantity of documents, and various political events including World War I, economic depression, World War II (where libraries served official roles for distributing information via "University Key Centers of War Information") required libraries to provide staff that had special knowledge and expertise with public documents.²⁶ The first training of librarians on documents within Indiana seems to have been November 7, 1911 when discussion of the "use of government documents" was given at the 4 p.m. meeting of the Indiana Library Association in Indianapolis.²⁷ For a short time, during the 1970s and 1980s, there was a discussion group within ILA/ILF, the Government Documents Discussion Group, but because of limited membership, this was abandoned in the mid-1980s. In 1976 the Indiana State Library Advisory Committee organized a meeting with the documents librarians around the state (representatives from federal depository libraries), to discuss and develop a state plan for documents, which had been requested of all states by GPO.²⁸ Additionally, the documents librarians formed a small separate organization, INDIGO, which meets biennially to discuss documents issues and to plan programs and actions that they deem needed for continued access to government information.²⁹

CONCLUSION

So how is the specialty, documents librarianship, changing with technology and the Internet? Many of us celebrate the fact that we no longer have to rummage the basements of agencies, as did Adelaide Hasse, to collect the documents. They are all available on the Internet...or many of them are. It is perhaps the quantity of government information going onto the

Internet that will require documents librarians. It is very easy to find OSHA regulations on hazardous chemicals in laboratories on GPOAccess if you know to look for Title 29 of CFR Section 1910.1450 and if you happen to know what OSHA and CFR are. But can every librarian know how to search all aspects of the deep Web especially when everything becomes available full-text on the Internet? Does not the content and depth of information require some specialization so that the occasional user of the information can inquire of librarians who are more aware of the specifics?

Documents librarianship is changing, in some ways more quickly than some other specialties within the profession and in others more slowly. The Internet and other technologies are changing the way we instruct library users to identify and locate information and the way they find it themselves directly, the methods we use to locate answers to reference questions as well as the methods we use to catalog and house the information, and the way information itself is generated and retained. It is critical that all librarians become familiar with basic levels of government information, kind of beginning documents librarian but that we also continue to treasure those few, those brave among us that have chosen and who will choose in the future to specialize in government information. With or without receipt of huge numbers of print publications through depository systems, we need to nurture professionals who are aware of the complexities of statistics, laws, regulations, agency histories and more so that they can open the door to the Internet room where thousands (if not millions) of government documents are hidden.

REFERENCES

- ¹ "Stop GPO's Abrupt Decision to Eliminate Print Distribution of Important Government Information to Our Nation's Federal Depository Libraries". *AALL Action Alert*. January 26, 2005.
- ² Zwirn, Jerrold. "Federal Printing Policies 1789-1861" *Government Publications Review*, 7A, (1980) 177-187. Kessler, Ridley R., Jr. "A Brief History of the Federal Depository Library Program: a personal perspective." *Journal of Government Information*. Vol. 23, No. 4, pp. 393-401. 1996. Stathis, Stephen W. "The Evolution of Government Printing and Publishing in America," *Government Publications Review*, 7A (1980), 377-391. *100 GPO Years 1861-1961: A History of United States Public Printing*, Washington, GPO. 1961.
- ³ "For the printing and distribution of an additional number of the journals of Congress, and of the documents published under their order." 3 Stat. 140.; An Act for the public printing and binding and the distribution of public documents. 28 Stat. 601.

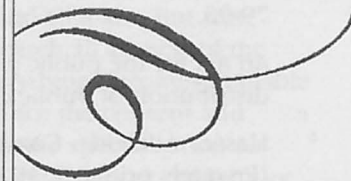
- ⁴ Nelson, G. K. & Richardson, J. V., Jr. (1986). Adelaide Hasse and the early history of the U.S. Superintendent of Documents classification scheme. *Government Publications Review*, 13(1), 79-96.
- ⁵ An Act for the public printing and binding and the distribution of public documents. 28 Stat. 601.
- ⁶ Hasse, Adelaide. *Compensations of Librarianship*. [Privately printed]. 1919. Available at <http://www.indiana.edu/~libgpd/historical/hasse.pdf>
- ⁷ Mills, Lois with Larry Romans and Sandy Peterson (1972-1992), *A History of the Government Documents Round Table of the American Library Association*. Bethesda, MD.: Congressional Information Service. 1999. Accessed 1/25/2005. http://sunsite.berkeley.edu/GODORT/GODORT_history_final.pdf
- ⁸ "Minutes of the Meetings of the Depository Library Council to the Public Printer" Accessed 1/25/2005 http://www.access.gpo.gov/su_docs/fdlp/council/minutes.html
- ⁹ Murphy, Sean P. "Order to Destroy Pamphlets canceled, U.S. Alters Demand to its Libraries", *Boston Globe* July 31, 2004. Access Lexis-Nexis Academic 1/25/2005.
- ¹⁰ U.S. Public Printer. Annual Report of the Public Printer, Fiscal Year. 1973. Washington, D.C.: G.P.O. 1973. U.S. Government Printing Office. Annual Report, Fiscal Year 1984. Washington, D.C.: G.P.O. 1984. U.S. Government Printing Office. Annual Report, Fiscal Year 1993. Washington, D.C.: G.P.O. 1994.
- ¹¹ Mills, Lois with Larry Romans and Sandy Peterson (1972-1992), *A History of the Government Documents Round Table of the American Library Association*. Bethesda, MD.: Congressional Information Service. 1999. Accessed 1/25/2005.
- ¹² Lapp, John A. "The Public Documents of Indiana, [part 1]." *Librarian Occurrent*, v. 2, no.6 March 1910, p. 2-4.
- ¹³ same.
- ¹⁴ "Summary of the Report of the Public Library Commission, 1908-1910" *Library Occurrent* v.2, no. 9, December 1910, p. 167-168.
- ¹⁵ "Qualifications for Librarians," *Indiana State Library Bulletin* v. 2, no. 1. January 1907. p. 2.
- ¹⁶ Swanson, Bryon E. "Indiana State Documents: A History and a Critique." *Indiana Libraries*, v.6, no. 1, 1986, p. 33-40.
- ¹⁷ Public Law No. 27, 1973. *Indiana Acts*.
- ¹⁸ McNutt, Esther U. "Short History of the Indiana State Library" *Library Occurrent*, v.10, no. 1, p. 21, also in *Indiana State Library and Historical Building, ISL*. Indianapolis, IN 1934.
- ¹⁹ Fitzgerald, Eva M. "General Use of the State Library." *Indiana State Library Bulletin*, No. 9, January 1906, p. 2.
- ²⁰ Lapp, John A. "The Public Documents of Indiana, [part 1]." *Librarian Occurrent*, V. 2, no.6 March 1910, p. 2-4.
- ²¹ "Indiana Documents," *Indiana State Library Bulletin* v. 5, no. 4, July, 1910, p.2.
- ²² "State Documents in Public Libraries," *Indiana State Library Bulletin* v. 4, no. 6, November 1909, p.2.
- ²³ "The State Library in Transformation" *Indiana State Library Bulletin*, no. 5 September 1905. p.1.
- ²⁴ Lapp, John A. "The Public Documents of Indiana, [part 1]." *Librarian Occurrent*, v. 2, no.6, March 1910.
- ²⁵ Depository Library Act of 1962. 76 Stat. 352
- ²⁶ "University Key Centers of War Information" *Library Occurrent*, v. 14, no. 3 April-June 1942. p. 63
- ²⁷ "Indiana Library Association," *Library Occurrent*, v. 2, no. 12, p. 227.
- ²⁸ Conrads, Doug. "Brief History of Indiana State/Federal Documents State Plans", Accessed 1/29/2005 <http://www.indiana.edu/~libgpd/indigo/dchistoryipdllsw.doc>
- ²⁹ Indiana Networking for Documents and Information of Government Organizations (A Special Interest Group for State and Federal Government Information). <http://www.lib.purdue.edu/govdocs/indigo.html>

ABOUT THE AUTHOR

Lou Malcomb (malcomb@indiana.edu) is head of Government Information and Microfilm Services at Indiana University's Main Library. This article was written in recognition of all the documents librarians in Indiana, but in special memory of Alice Wickizer, who cataloged many public documents at the Indiana State Library 1957-1968, and served as Head of the IUB Government Documents Department from 1971-1996. Alice willingly talked about her knowledge of the development of documents librarianship during interviews in the Summer of 2004, before her death last fall.

USING INTERNET RESOURCES OF INTERNATIONAL GOVERNMENTAL AGENCIES FOR RESEARCH IN COLLEGE, PUBLIC AND SCHOOL LIBRARIES

by *Andrea M. Morrison*



Information published by international intergovernmental organizations (IGOs) on the Internet is rich, varied, authoritative, and sure to please your library users. These are excellent sources of information on countries and regions of the world. IGOs publish on a broad range of subject areas covered in this article: agriculture and food, business and finance, copyright and intellectual property, culture, economics and economic development, education, energy, environment, foreign affairs, health, labor, law, regional affairs, trade, transportation and much more. The activities of the IGOs are reported in current news and cover hot topics that library users want to know about. The type of information published at no fee on the Internet by IGOs includes current news, online full-text magazines and journals, information on individual countries, statistical data, governmental policy and treaties, research and development, and much more. This article will introduce and describe major Internet subject resources produced by international intergovernmental organizations that supply quality information for librarians.

The electronic government information included in this article is selected based on the criteria of being introductory material, user-friendly for the high school or college age student, no-fee access, and reliability and authority of the publishing organization. A special focus is online no-fee publications, searchable databases, and web sites. All of the resources described are suitable for library web sites and student and research guides. They would also be excellent included in a library's virtual reference shelf on international topics and country information. If not indicated, the resources are no-fee; subscription is noted where applicable. A few selected resources published by the United States Government are included because of their global coverage. Because this is an introduction, there are many organizations not included. The ones selected are respected sources of information about these topics and about specific regions of the world.

The topics are arranged alphabetically by subject and identify significant IGO publishers, resources and

URLs. At the end of the article, to supplement these subjects, a list of comprehensive web sites are described. These will help librarians and users find general resources, indexes, gateways, research assistance, and portals on the web.

IGOs have been carefully improving the delivery of their information via the Internet to improve ease of access, and to make the information delivery user-friendly to the public, students, and the press, as well as to government officials. Some resources are specifically geared to younger students K-12, and others to college students and researchers. Certainly, high school students will find information published by IGOs valuable for working on papers, speeches, country reports, or even on a model United Nations program. This article provides some guidance about the appropriate level of the information described. For junior high level, look for age 10 and older. If not indicated, resources would be most appropriate for college students and older; high school librarians and students may want to try them and judge for themselves.

An international intergovernmental organization (IGO) is defined as an organization that includes many governments as members, and which works on an international level to solve problems of concern to many of the members. This article will focus on those organizations with a worldwide scope, a large number of member governments, and respected providers of information. Only one or two organizations among many were selected to highlight each subject area. Users are encouraged to explore information provided by each Internet site under further links, the search engines, the site indexes, and hot topics.

AGRICULTURE AND FOOD

Food and Agriculture Organization of the United Nations web site

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

This is the main international intergovernmental organization devoted to issues of global food and agriculture. Its publications analyze worldwide conditions of food and agriculture, fisheries, forest and food

security. The following reports provide excellent information global and country information and analysis on each topic. All current issues and executive summaries are available in full-text online at <http://www.fao.org/sof/index_en.htm>.

- *The State of Food and Agriculture* is an annual title focused on a special theme each year in chapters on specific issues. It includes graphics and statistical tables and information by country.
- *The State of the World's Fisheries* is published every two years with a global view of the condition of capture fisheries and farm fisheries (aquaculture), including statistics.
- *The State of the World's Forest* is published every two years on the conditions of the world's forest.
- *The State of Food Insecurity in the World* is an annual report that covers the efforts set by the World Food Summit to reduce malnourishment in the world and food insecurity (defined as people living in hunger and fearing starvation).

BUSINESS AND FINANCE

International Monetary Fund (IMF)

web site <<http://www.imf.org>>

The IMF is an international organization that was formed to promote international economic and financial stability. It addresses monetary problems, economic policy and many other issues of this type. Under the Publications categories, users can link to online full-text country reports from 1997 on. The IMF home page links to student sections for 5th graders on up through high school. Also, its online glossary of financial terms is valuable for students and researchers. The web site is searchable and has a site index.

In addition to no-fee information, there are several excellent references sources from the IMF that are subscription only. Its *International Financial Statistics* would be of great interest to researchers at the college level and beyond and provides historical economic and financials statistics for individual member countries of the IMF. This title is available as CD, print monthly periodical, and online database.

Country Information web site, by the International Monetary Fund (IMF)
<<http://www.imf.org/external/country/index.htm>>

This web site links to individual country pages with text and data reports on economic conditions, financial information, exchange rates, and much more at no fee. It is available on the IMF home page as a Country Info link and an Information by Country A-Z list. Click on "World Economic Outlook" and "Financial Position in the Fund for summary online economic and financial information.

World Economic Outlook, by the International Monetary Fund. <<http://www.imf.org/external/pubs/ft/weo/weorepts.htm>>

This semi-annual reference title provides a summary overview of global economic trends and individual country economies. It discusses major global issues and economic developments with text and data. It is online in PDF format at no charge from 1997, and is also available in print an online subscription database and in print.

ECONOMICS AND ECONOMIC DEVELOPMENT

Organisation for Economic Co-operation and Development (OECD)

web site <<http://www.oecd.org/>>

The OECD is an international global organization of industrialized governments active in economic cooperation and development. It is highly respected for the quality of its publications, its analysis of government policy, and statistical data. Many of its online resources are only available through subscription, however some summary information can also be found at no charge. Users can depend on OECD for reviewing individual country economies and policies, as one of the OECD's key objectives is to help governments by identifying government policies that work in the most current environments. The material is best suited for college-level students who are older, and perhaps some high school students.

- *The Country Information* category from the homepage links users to a directory of hotlinks of OECD information, publications, and statistics on individual countries.
- *The OECD Economic Outlook* is a report issued semiannually since 1967 that covers and analyzes economic trends globally and for countries. Mainly available in print, CD or electronic subscription packages, some summary information and statistical tables from the publication are available online at no charge.
- One of its main series is the OECD Economic Surveys, since 1968 providing regular surveys on individual OECD member countries, and some non-member countries. OECD analyses economic conditions, best practices and policies and makes recommendations for each country. The Country Surveillance page will link users to selected summary information online at no charge. A short version of the survey on each country economic survey page, a Policy Brief gives the executive summary and OECD recommendations, but without the detailed analysis.
<http://www.oecd.org/infobycountry/0,2646,en_2649_34111_1_1_1_1_1,1,00.html> (Link to: OECD home> Economics Dept. > Country Surveillance.)

United Nations Regional Economic Commissions

The Regional Economic Commissions in the United Nations system of organizations each cover a region of the world: Africa, Asia, Europe, Latin America and the Caribbean, and Western Asia. The Commissions collect and disseminate information to promote economic growth in their region by publishing online databases or publications such as economics surveys, economic statistical bulletins, or yearbooks with a variety of current and historical statistical data. They are excellent resources for their region at the college level and beyond. The web sites provide many online full-text publications at no charge. Each provides online publications, databases, speeches, meeting, news, archives and web links. Here are the complete names of these commissions, the city of their main office, and their web site addresses.

- **United Nations Economic Commission for Africa (UNECA)** web site. Addis Ababa, Ethiopia <<http://www.uneca.org/>>
- **United Nations Economic Commission for Asia and the Pacific (UNESCAP)** Bangkok, Thailand. <<http://www.unescap.org/>>
- **United Nations Economic Commission for Europe (UNECE)** web site. Geneva, Switzerland. <<http://www.unece.org/>>
- **United Nations Economic Commission for Latin America and the Caribbean (UNECLAC)** (English) web site. Santiago, Chile. <<http://www.eclac.cl/default.asp?idioma=IN>>
- **United Nations Economic Commission for Western Asia (UNESCWA)** web site. Beirut, Lebanon. <<http://www.escwa.org.lb/>>

ECONOMIC DEVELOPMENT

World Bank Group

web site <<http://www.worldbank.org/>>

The World Bank is a major global development organization and a significant publisher of development information and data. It provides development assistance to countries with finances, expertise, information and services. Most of their publications are available through subscription, but its web site World Bank also provides much information at no fee. A special resource section for kids and schools is appropriate for students 10 years and older and includes games, a glossary, current events such as Tsunami relief, and teachers' guides. Under hot topics from the home page users may find definitions and descriptions of subjects of current interest relating to poverty, reconstruction (Iraq) debt relief for countries, specific countries such as Afghanistan and much more.

The Data and Statistics category on the home page lead users directly to information such as key statistics by country. Also from the home page, the category Reports and Documents provides searching by country and sector (agriculture, education, energy, environment, etc.)

World Development Report, by the World Bank. (print, CD, electronic subscription title **WDI Online**). Available full-text online at no-fee from 2002 at <<http://econ.worldbank.org/wdr/>>

This is an excellent reference title covering economic development of countries of the world. It includes elements that are used to measure development such as demographics, poverty, economic conditions, health, and more. It has been published annually since 1978 and each edition focuses on a specific theme and includes graphics, statistical tables, and a detailed bibliography. Approximately 148 economies and 14 regional groups are covered.

EDUCATION

IBE Databanks: Country Dossiers and World Data on Education, by the International Bureau of Education, UNESCO. <<http://www.ibe.unesco.org/International/Databanks/dba.htm>>

The International Bureau of Education (IBE) is an agency devoted to the promotion of global education since 1929 and organized under UNESCO (The United Nations Educational and Scientific Cooperative Organization). The IBE also sponsors the regularly held International Conference on Education, and the national reports submitted by the countries attending the conference are available under the category "International Activities" on the home page, and at <<http://www.ibe.unesco.org/International/ICE/icehome.htm>>. Since 1934, this conference has been a forum for the Ministers of Education from countries of the world.

- Country Dossiers is a significant online educational databank that contains country profiles and official documents on education.
- World Data on Education is a significant educational databank containing national educational reports and web links for individual countries.

New Courier, by the United Nations Educational, Scientific and Cultural Organization (UNESCO). <<http://www.unesco.org/courier>>

Each issue of this quarterly magazine reports on a major topic in global education, scientific research, communication, and cultural heritage. It also reports on Unesco activities in the world, news and publications. It is searchable online and has been archived since 1998. It was a monthly magazine from 1989-2001

under the title *Unesco Courier*. It has attractive colored photographs and illustrations and is appropriate for high school students and older.

ENERGY

International Energy Agency
web site <<http://www.iaea.org/>>

The comprehensive searchable web site of the International Energy Agency provides access to global energy information, publications, and statistics. News and highlights of current information is featured on the homepage. The organization is active in collecting and disseminating information on energy in many forms such as oil, gas, coal and electricity. Of special note is the IEA's annual publication *World Energy Outlook*, also described here, and "Country Studies" category available from the home page. Country Studies links to summary information free online for individual countries, including a table of contents, executive summary and sample statistical tables (full-text studies are sales publications only). Although many of the IEA's publications are for sale, users will also find much information online at no charge.

The International Energy Agency is an independent agency linked with the Organisation for Economic Cooperation and Development (OECD) and based in Paris, serving as the energy forum for 26 member countries. The IEA is the energy forum for 26 Member countries. Their activities include information and making policies on the worldwide supply of oil and other energy, coping with energy emergencies, and improving the efficiency of energy use and its environmental impacts.

The International Energy Agency home page provides access to energy policies of individual countries of the world under the category Country Studies. Publications are organized alphabetically and by subject. Energy Efficiency Update provides summaries of countries' energy use. Statistics are also available. A searchable database provides information by type of energy (oil, gas, etc.) and by country. It is appropriate for students 10 years and older.

World Energy Outlook, by the Economic Analysis Division, International Energy Agency
<<http://www.worldenergyoutlook.org/weo/pubs/index.asp>> (Print and electronic subscription title, earlier issues free of charge online) 1977-

This title summarizes energy worldwide with projections for approximately 25 years on the supply and demand of oil, gas, coal, renewable energy sources, nuclear power and electricity in text with accompanying statistical tables. World statistics and statistics on 18 major regions are included. Some earlier issues are available online at no charge in PDF format. Historical

data and analysis is appropriate for college students and older.

ENVIRONMENT

Global Environment Outlook, by the United Nations Environment Programme (UNEP) (Free online resource and print reports)
<<http://www.unep.org/GEO/>>

This is a comprehensive report on the state of the environment in regions and countries of the world available in full online at no charge (click on the book covers to access the reports). It also provides quick environmental fact sheets and summaries from the home page. Under the category "GEO Education" are teacher guides for education of primary age students and older, and publications for children on the environment.

Our Planet: the Magazine of the United Nations Environment Programme, by the United Nations Environment Programme (UNEP)
<<http://www.ourplanet.com/>> (print and online resource)

This bimonthly illustrated magazine reports on environmental issues and trends that concern the people of the world. It is appropriate for high school age and older and includes interviews of interesting people on environmental topics. First published in 1989, it particularly focuses on environmentally sustainable development. Each issue is on a special theme, a conference, an event, or issues and it reports, debates, and analyzes many aspects of the topic. Full-text issues are free online since May 1996. Articles are available in HTML, but for full illustrations select the PDF version.

United Nations Environment Programme (UNEP) web site <<http://www.unep.org>>

The major international intergovernmental organization working on global environment concerns, UNEP is in the United Nations system of organizations and has the mission to encourage partnership and caring worldwide for the environment. This organization publishes an annual title, *The State of the Environment*, available only by subscription. However, much information in the form of online publications news, databases, and statistics are available at no charge on its searchable Internet site. Environmental topics covered include biodiversity, atmospheric conditions, marine, freshwater, land, urban issues, environmental treaties, and much more

The category Resources links to special information by user: Children and Youth, Scientists, Government, Civil Society, etc. Under Children are games, stories, environmental activities, publications, and even competitions for primary school-age children. Under Youth are special youth projects sponsored by UNEP, facts

and figures on the state of the environment, photos, and live chat.

FOREIGN AFFAIRS

Chiefs of State and Cabinet Ministers of Foreign Governments, by the U.S. Central Intelligence Agency. Washington, D.C.
<<http://www.odci.gov/cia/publications/chiefs/index.html>>

This resource, previously published in paper, is now regularly updated online by the U.S. Central Intelligence Agency, and is an alphabetical directory by country for the chief heads of governments. It includes the U.S. ambassador to the country. The home page provides a guide to abbreviations and a search engine.

Countries and Regions web site, by the U.S. Department of State
<<http://www.state.gov/countries/>>

This site provides background material for searchers, especially in two titles, *Background Notes* and *World Factbook*. *Background Notes* is a quick snapshot of an individual country's current condition, economically, socially and politically, in a short article, while the *World Factbook* provides several pages of information, history, statistics, and current political status for each country. Both are excellent reference resources for high school students.

HEALTH

World Health Organization (WHO)
web site <<http://www.who.org>>

The objective of WHO as an organization is the attainment by all peoples of the highest possible level of health, as stated in the organization's mission statement. WHO provides much information on disease and the condition of health globally and in specific countries, and works with international health regulation. It reports on health risk related to travel, immunizations required, and issues travel warnings. Under the home page category Traveller's Health users will find the annual reference report *International Travel and Health*.

WHO also collects and publishes health statistical data. An online searchable statistical database named *WHOSIS (WHO Statistical Information System)* <<http://www.who.int/whosis/index.html>> provides access to statistics by health topic, specific disease, and by country and region. Topics covered include HIV/AIDS, drug information, immunization, health personnel, population, micronutrients, alcohol, and immunization. Users will also find an online searchable database, *Core Health Indicators*, and can construct statistical tables for indicators, country and year (from 1997) for WHO

member countries. This database is appropriate for students 10 years and older.

Also of note for bibliographic information, is the library database for general health information, the *WHOLIS Library and Information Networks for Knowledge* database <<http://www.who.int/hlt/virtuallibrary/English/virtuallib.htm>>, linking under the WHO home page category Research Tools. The category Publications, from the home page of WHO, links to major online reports and journals, and a bookshop. WHO has published its scholarly journal, the *Bulletin of the World Health Organization: the International Journal of Public Health*, <<http://www.who.int/bulletin>>, since 1948 when WHO was formed as an organization. The *Bulletin* is online at no fee, searchable, and covers health from a scientific and scholarly perspective.

World Health Report, by the World Health Organization. <<http://www.who.int/homereports.html>>

This illustrated annual report has been published since 1948 and is available full-text on the Internet from 1995, covering specific health topics by chapter. Each issue has a distinctive title, a specific theme important to global health, an overview, and a statistical appendix with country statistics. The purpose of this report is to help policy-makers to make wise choices in the arena of health. Some themes of past issues were global health emergencies, major threats to health such as AIDS and SARS, promoting a healthy lifestyle and mental health. Illustrations include charts, graphs and photographs. This report is appropriate for the high-school level and older.

LABOR

International Labour Organization (ILO)
web site <<http://www.ilo.org/>>

The ILO's home page provides news, publications, statistics, and highlights on current global labor issues and workers concerns, including labor rights, occupational safeties, treaties, regulations, and information. The International Labour Organization (ILO) is a specialized agency within the United Nations system working to promote social justice and internationally recognized human and labor rights and it began prior to the United Nations in 1919. Its searchable web site contains thematic links and information from the yearly ILO conference, as well as publications. Also available are a searchable photo gallery, and videoclips on ILO activities, and reports that are appropriate for students 10 years and older.

Under the home page category Information Resources, users have full access to the ILO's free online scholarly journal, the *International Labour Review; the World of Work: the Magazine of the ILO*, the *World*

Employment Report, and the statistical database *LABORSTA*, <<http://laborsta.ilo.org/>>, which provides statistics by country. Information Resources also links to many other publications and ILO databases.

LAW

EUR-Lex: The Portal to European Union Law web site. Luxembourg: Office for Official Publications of the European Communities. <<http://europa.eu.int/eur-lex/en/>>

This is a single gateway entry to all European Union (EU) legal texts. EUR-Lex explains the EU legal process, and provides a glossary. It links to many years of EU's daily *Official Journal*, which contains legislative information and notices, online documents of public interest, treaties of the EU, proposal law, and searchable case law information.

International Court of Justice web site. The Hague, Netherlands. <<http://www.icj-cij.org/icjwww/icj002.htm>>

The International Court of Justice is the main judicial body of the United Nations and its searchable web sites links to comprehensive information on justice, law and legal materials relating to the United Nations. Information includes news, decisions, dockets, general information, official documents of the Court, and publications. Well-known cases in the news deliberated by the Court concern genocide and human rights violations in Bosnia and Rwanda.

United Nation: International Law Portal web site, by the United Nations. New York. <<http://www.un.org/law/>>

This site is a user-friendly law portal to all law-related websites of the United Nations. A comprehensive portal of relevant law-related websites of the United Nations, this site includes links to the General Assembly's, Office of Legal Affairs, Treaties, Laws of the Sea, International Trade Law, Codification of International Law, International Law Commission, Other Legal Areas, International Court of Justice, International Criminal Court, International Criminal Tribunal for Former Yugoslavia (ICTY), International Criminal Tribunal for Rwanda (ICTR), Documents Research Guide, and Technical Assistance to States.

SCIENCE

CERN (European Organisation for Nuclear Research) web site <<http://public.web.cern.ch/>>

Famous for its connection to the invention of the World Wide Web, this research center for physics features a student education portal, under **Education** on the home page, at <<http://public.web.cern.ch/>

[Public/Content/Chapters/Education/Education-en.html](#)>. Online science resources are available for students and teachers, including an interactive web site, downloadable physics games, posters, experiments, lectures, and links to other science web sites. This information is appropriate for students 10 years and older.

CORDIS, Community Research & Development Information Service web site. <<http://www.cordis.lu/en/home.html>>

This searchable web site provides a comprehensive gateway to the research information of the European Union (EU) and contains thematic and A-Z indexes. It provides searching across the many databases, web sites and publications of the agencies of the European Union.

World Meteorological Organization (WMO) web site, a United Nations Specialized Agency. <<http://www.wmo.ch/index-en.html>>

This is the main international intergovernmental organization on weather and climate. It coordinates scientific activities on weather for public use. Through its online service World Weather Watch (WWW), it provides continually updated worldwide weather information through member-operated observation systems and telecommunication links with four polar-orbiting and five geostationary satellites,

SOCIAL CONDITIONS AND SOCIAL DEVELOPMENT

Report on the World Social Situation, prepared by the Division for Social Policy and Development of the Department of Economic and Social Affairs, United Nations <<http://www.un.org/esa/socdev/rwss/index.html>> 1952- (paper and online)

This series of annual reports each on a special, social theme provide an in-depth discussion of specific worldwide social problems and summarize global developments seen from a social perspective. Introductions, summaries and conclusions are drawn and information is available for individual countries. The Division for Social Policy and Development, Department of Economic and Social Affairs, United Nations, also provides a research web portal on government social policy and development in its *Gateway to Social Policy and Development* web site, <<http://www.un.org/esa/socdev/index.html>>. This is an Internet gateway leading to comprehensive electronic information in the United Nations system published in on social concerns.

World Economic and Social Survey: Trends and Policies in the World Economy, by the United Nations Department of Economic and Social Affairs. 1949- (various titles) <<http://www.un.org/esa/analysis/>

wess/> (Selected sections online, including Chapter 1 "The State of the World Economy")

This annual reference title is an analysis of current developments in the world economy and in emerging social and development policy issues. This title also covers major developments in international trade and financial resources of developing countries. It contains a forecast of short-term global and regional economic trends. Statistical tables give standardized data on macroeconomic, international trade and finance. Although the current title is subscription only, some sections are available online at no charge since 1994. The first chapter is a summary of the state of the global economy and is particularly useful as an overview for high school students and older.

Human Development Report, by the United Nations Development Programme (UNDP) <<http://hdr.undp.org/reports/>> (Under the category "Global")

This annual report provides an independent, critical analysis of global human development with the purpose of assisting the growth of human development. It includes detailed country data on human social conditions and economics conditions. Each report has a specific theme concerning the topic of development and is illustrated with boxes, figures, along with a separate section of statistical tables.

The United Nations Development Programme (UNDP), <<http://www.undp.org/>>, is the United Nations global development network, an international intergovernmental organization which advocates for change through knowledge, information and resources to help people lead a better life. The UNDP works in approximately 166 countries with activities mainly in these areas: democratic governance; poverty reduction; crisis prevention and recovery; energy and environment; and information and communications. Its web site provides much more additional information on development.

TRADE

UNCTAD Handbook of Statistics, by the United Nations Conference on Trade and Development (UNCTAD) <<http://www.unctad.org/>> (print, CD- and no-fee Internet)

This annual report provides statistical data for analysis on international trade, investment and development for individual country and trade groups. It is appropriate for college age students and older. For younger students, or for access to quick statistics, the online database *GLOBSTAT* <<http://globstat.unctad.org/>> provides free access to key statistics presented in easy-to-read tables and charts with accompanying, concise explanations.

UNCTAD also publishes other reference titles annually on its web site which discuss world trade issues and provide comparative trade statistics. For example, its *Trade and Development Report* specifically discusses trade strategies and policies issues for developing countries.

World Trade Organization (WTO) web site. <<http://www.wto.org/>>

WTO is the foremost worldwide international intergovernmental organization active in trade, and its web site is an excellent beginning resource for trade information. It provides information for a wide range of users, from students, to general users, to researchers. Its home page features an A-Z section of subjects organized alphabetically and it is searchable, with a site map and links to news, resources, documents, data, and trade topics. The A-Z lists publication titles, trade subjects, and general topics, such as speeches and FAQs. One of its main statistical titles is the annual *International Trade Statistics*, by the World Trade Organization's Statistics Division. <http://www.wto.org/english/res_e/statis_e/statis_e.htm> Current issues are online in PDF format and as a searchable database and include world comparative trade statistics by country, along with imports and exports.

OTHER COMPREHENSIVE LINKS:

Europa: European Union Online web site. Publications Office. Brussels, Belgium. <<http://www.europa.eu.int/>>

From 1995 the web site of the European Union online, named *Europa* serves as a gateway to online information gathered and disseminated by the many bodies within the European Union system. The themes covered by the activities of this organization are very broad, including information about the European member countries of the organizations and also about countries worldwide. The site covers news, activities, and basic facts about the EU; official documents; and information sources. The category Information Sources links to an alphabetical list of information, publications, and databases by name and type, along with a general guide to finding information on Europa. EU at a Glance is a good starting place for a beginning user because it gives background on EU activities and organization. The Activities category links to information on specific subjects in the European Union.

INDIGO (Indiana Networking for Documents and Information of Government Organizations) <<http://www.lib.purdue.edu/govdocs/indigo.html>>

This organization links to libraries around the state which provide further assistance with international and foreign government information or will connect users with government information specialists who can make

referrals. In particular, the **Indiana University Bloomington, GIMSS: Government Information, Microforms and Statistical Services Department** <<http://www.libraries.iub.edu/index.php?pageId=285>> is a European Union depository library and a United Nations depository library and provides reference assistance for international government information. Other libraries also provides links to Internet resources and government specialists, among them Ball State, IUPUI, Indiana University Purdue University Fort Wayne, Notre Dame, and Purdue University.

International Documents Task Force web site, by GODORT (Government Documents Round Table of the American Library Association) <<http://www.library.uiuc.edu/doc/idthf/home.htm>>

This organization links to selected, high quality sites indexing and providing access to international intergovernmental organizations. It links to online indexes for the organizations themselves, and also for library sites organizing this type of information. It also features a Cataloging Toolbox for international documents, which annotates resources available on the web for library catalogers.

United Nations web site. New York. <<http://www.un.org>>

The home page of the United Nations (UN) links to information about the United Nations and its main bodies, general documentation, maps, publications, databases, and issues on the UN agenda. A search engine and a site index are available. Of particular note for K-12 users are the United Nations **Cyberschoolbus** resources <<http://www.un.org/Pubs/CyberSchoolBus/index.html>>. It contains online searchable databases such as **InfoNation** and **Country at a Glance** which permit users to quickly find information and statistics on United Nations member nations, as well as an introduction to the United Nations and much more.

ABOUT THE AUTHOR

Andrea M. Morrison (amorriso@indiana.edu) is Associate Librarian at Indiana University Libraries in Bloomington. She is author, with Barbara J. Mann, of *International Government Information and Country Information: A Subject Guide* published by Greenwood Press.

**A CRASH COURSE IN TEEN PROGRAMMING:
HOSTING TERRY TRUEMAN AT ANDERSON
PUBLIC LIBRARY'S READ 'N' FEED**

by Beth Hull



"You know, our Teen Librarian hosts a READ 'N' FEED every year. You up for it?" Those were the words of my manager shortly after I was hired as the new Teen Librarian. READ 'N' FEED? What the heck was that? Soon enough, I discovered *exactly* what a READ 'N' FEED was, but before I had any idea of the adventure I was embarking upon, I replied, "Sure!" Ah, the enthusiasm of the ignorant.

A READ 'N' FEED is defined as a "unique book discussion experience that features fiction, food, fun and fellowship." This definition is found in *Fiction, Food, and Fun: The Original Recipe for the READ 'N' FEED Program* by Kathryn Closter, Karen Sipes, and Vickie Thomas, all fabulous Anderson area teachers. These amazing ladies began the READ 'N' FEED in Anderson, Indiana, and created a book based on their experiences. In the forward, author Caroline Cooney (yes, *that* Caroline Cooney) recalls, "...having visited many more schools, I wrote, 'Anderson was a hard act to follow, and sure enough, nobody else measured up.'" Oh boy, what had I gotten myself into? I asked the former Teen Librarian, Brad Howell, for a list of authors that had already visited and was reduced to near tears. The previous guests included Sonya Sones, Meg Cabot, Sharon Draper, Pete Hautman, and Margaret Peterson Haddix, just to name a few. It became very clear that planning my first READ 'N' FEED was not going to be a cakewalk. Where did I even begin with something like this?

After a lot of deep breathing and talking to myself, I decided the starting point was to find an author. In my searches, I discovered some great resources, one being a database called Authors 4 Teens.¹ While there is a cost for subscribing to this great resource, Greenwood Electronic Media does offer a free twenty-four hour trial. This award-winning database offers interviews, insights and, most importantly, contact information, of a number of well-regarded and popular teen authors. There were also listservs, publishers and authors' websites, all with lots of information about young adult authors. It was a combination of all of those resources that led me to Terry Trueman, author of Printz honor book, *Stuck in Neutral*. First, he came recommended

on a listserv to which I subscribed. Next, I checked out his website² and found enormous amounts of helpful information. I emailed his contact listed online and, to my amazement, found myself on the phone with Terry three days later. An hour after that, I had a faxed contract speeding its way to Washington.

Next came the nuts and bolts of the program itself. To be successful, I would have to promote like mad. I managed to squeeze into the local middle schools as much as possible and booktalk *Stuck in Neutral*. Why middle schools? Experience has taught us that sixth graders are by far the most enthusiastic participants for events like this one. I hyped it up to the kids that came to the library on a regular basis. I distributed flyers in the schools and throughout the library. I ordered copies of *Stuck in Neutral* for the kids to read and bring to the program. Note: these were not loaners. These were the students' personal copies to be autographed. Our deal is that a copy of the book is a contract—if a teen receives a book, he or she is obligated to attend the program. The kids take this very seriously and as I handed out more books, my heart began to feel lighter.

Now for the FEED: Do not take this lightly. Food is nearly as vital as the rest of the program when working with teens. In years past, the READ 'N' FEED meant pizza and an author. This year would be no different. I called the local Domino's in Anderson and, with mostly educated guessing, ordered 100 pizzas ahead of time. So I had the food. I had the books. I had the author. I had the promotions. I had scheduled the room and assembled an army of good-natured volunteers. It was game time.

I picked Terry up from the National Council of Teachers of English (NCTE) conference at the Omni Hotel in Indianapolis. Through rush hour, we sped back to Anderson and once there, I took him to a local restaurant for dinner. Then it was back to the library for introductions and a speech from me about appropriate behavior during a live performance. Once Terry got to the podium, he *owned* that room. Over 100 teens were spellbound for nearly 40 minutes. After that were

questions and, more often than not, hilarious answers and, finally, autographs. The teens were delighted with the signed books, the pizza and the very real and honest author. Terry was pretty happy with the turnout. My colleagues were happy with the success of the program. And I was happy because it was over.

I am now planning another READ 'N' FEED and have a much better handle on the process. Despite all the stress, this program is well worth the effort for many reasons. But there are some advantages to my situation. I work in a very supportive library system that firmly believes in promoting literacy through programs like the READ 'N' FEED. From recent experience, I know that not all systems are this supportive or willing to host such a large program. I'm one of the lucky ones. If you are too, you might remember some of the following advice. And good luck!

- Get your library behind it. I had great administrative support as well as support from everyone else, in and out of the library. My volunteer force that evening consisted of Teen Advisory Board members, circulation staff, the head of human resources as well as the former teen librarian.
- Plan as far in advance as possible. This was something I learned the hard way. I had about eight weeks to pull off a successful program. While that worked, I am currently planning for the READ 'N' FEED scheduled nine months away and am much more at ease.
- Promote like mad. Without the support of the area schools, there would have been a rousing crowd of twelve at the program. With the backing of enthusiastic reading and English teachers, it was smooth sailing. These wonderful resources invited me to classes to speak as well as promoted the program when I was not present.
- Investigate and "piggyback" whenever possible. It was sheer luck that Terry, who lives in Spokane, Washington, was going to be in the area exactly when I needed. Because HarperCollins was paying for him to speak at the NCTE Conference, we were paying for his meals and additional night at a hotel, which is much less expensive than airfare!
- Keep your ears open and check every resource available. I heard Terry was a great speaker from his website and from librarians and media specialists on a list-serv. But before I nabbed him, I was checking out websites, databases, and other librarians. No stone left unturned.
- Remember: this will be fun. This will be fun. This will be fun.

FOOTNOTES

¹ Located at http://www.gem.greenwood.com/products/prod_auth4teen.asp

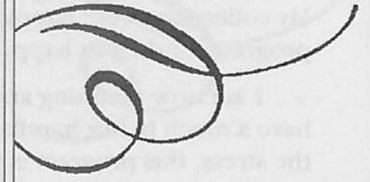
² <http://www.terrytrueman.com>

About the Author

Beth Hull is a young adult services librarian at the Anderson Public Library.

**BEING A FRESHMAN, BEING AN AUTHOR:
AN INTERVIEW WITH TEEN AUTHOR ZOE TROPE**

by Gregg Nowling



While most fourteen year old girls are hanging out at the mall spending their hard-earned allowance on new clothes and quarters for an all-day marathon of Dance Dance Revolution at the video arcade, Portland-based author Zoe Trope was muddling through her freshman year of high school and composing a diary, which would later be turned into a much praised work of young adult literature, *Please Don't Kill the Freshman: A Memoir*. In the opening pages of the book, Trope displays her rare and witty teenage insight into the world of librarianship, insisting of the school media specialist, "You're the one got stuck working in a high school library. No one chooses that profession, I'm sure."

Today at the age of 18, the irony of that statement is not lost on Trope as she begins her college career and considers the possibility of becoming a librarian in the future, even asking for a pin with the word "librarian" as a Valentine's Day present via her online journal. At the beginning of her second semester at a small Midwestern liberal arts college, Trope talked about her life, young adult books, and of course, libraries.

ZOE: THEN AND NOW

For most kids going into college, the biggest claim to fame they might have is that they were on a state championship team or that they scored high on the SAT's. For Trope it was that she was a published author even before she graduated a year early from high school. Still, most students she goes to school with don't know her as the girl that wrote a book; they only know her as Zoe, the girl in their French class, the girl in the dorm room down the hall, or maybe the girl with the great fashion sense. Until recently, not even her college roommate knew that she had written a book. It may sound like she is avoiding the spotlight, but Trope sees it as being true to herself, and that's not drawing attention. She doesn't take creative writing courses, and she is strongly considering majoring in art history. When it comes to her day-to-day academic life, she says that "I want to write papers and work get good grades

and make cookies for my friends and just...get away." By all accounts on her journal, Trope has managed to maintain an excellent grade point average and make some phenomenal baked goods.

At the age of fourteen, Trope began writing her incredibly insightful memoir of what it's like not only to be a freshman in high school, but the journal offers more than that. It also shows how she deals with the ideas of love and friendship, addressing the issue of her bisexuality and spooning with her gay male friend on her bed at home. Most parents would flip out if they read the diary they found hidden under their child's mattress dealing with these issues, but Trope's was published for the world to see. The one condition that Trope placed on her parents before letting them read the book was that they weren't allowed to comment on it. Her father yet has to read the book, and by all indications, her mother has yet to comment on it. When asked about where her parents were in all this, Trope explained that her "parents always respected my sexuality and privacy, but were more concerned with my safety." She also explained that her mother was very liberal yet had typical expectations of Trope like the fact that she wasn't allowed to have piercings or to dye her hair until she was 18.

To this day, the author still uses the name Zoe Trope as a pseudonym. Originally it was taken so that people wouldn't be able to trace her to the high school she writes about so candidly. As she explained in choosing the name, "Zoe Trope seemed like a good idea because both of those words are Greek roots, and 'Zoe' means life and 'Trope' means turning or turning to, and a zoetrope is an animation device, buuuuuut now everyone asks me if I was [in] *Lost In Translation*, because it was produced by Francis Ford Coppola's Zoetrope company, and there's Zoetrope magazine....People just get easily confused I think." By retaining the use of the pseudonym, Trope finds that she is able to keep her real life separate from that of the life she put down in words some four years ago, also allowing herself to be a typical college student.

WRITING RATHER THAN READING YOUNG ADULT LITERATURE

No one was more surprised than Trope when Harper Collins developed the diary she started at 14 into a full-fledged young adult paperback, with a \$100,000 advance. What seemed most surprising to the author was that it would be classified a Young Adult book; it "seems odd that it's a YA novel" she comments "because I don't read those books." The book however has been published in English, Swedish, Japanese, Dutch and Italian to the delight of readers all over the world.

For many, reading *Freshman* the writing style at times is reminiscent of random poetry with no order to its finely tuned chaos. Trope explains that "(the) book should have been written linear, but being a young adult is not linear" which could lead to the widespread appeal to young adult readers from one side of the globe to another. Trope also explains that she doesn't consider herself a writer, but cannot argue that she is an author.

Trope offers some fairly direct criticism of the young adult authors who write for teens, commenting, "A lot of YA novels center on trivial conflicts." Adding "the majority of YA lit is written by adults.... (and) adults tend to write overly bleak or overly happy."

TO INFINITY AND BEYOND....

As Trope works through round two of her freshman year, she looks back at the young girl who wrote a diary that changed her world forever and at the same time forward to finishing her bachelor's degree in Art History and the possibility of beginning an MLS program.

ABOUT THE AUTHOR

Gregg Nowling (info@protowerks.com) is a student in the Indiana University School of Library and Information Science at Indianapolis.

INDIANA STUDENTS DESERVE HIGH-RATED SCHOOL LIBRARIES

by Jack W. Humphrey



According to William Bainbridge, president of School Match, a firm that helps individuals and corporations evaluate 15,892 public school systems and 14,855 private schools; the level of expenditures for library and media services has the highest correlation with student achievement (*New Jersey School Board Association Newsletter*, 1995). Keith Curry Lance (2004) of the Colorado State Library found that schools with higher rated libraries have 10 to 18 percent better test scores than schools with lower rated libraries.

The Middle Grades Reading Network's stakeholder group drafted an action plan for the state concerning school libraries. In that plan, *Becoming a Community of Readers: A Blueprint for Indiana* (1995) they argued for important actions that would vastly improve school libraries. These actions were that the state should provide categorical funds for books, that the state should allow and encourage the use of the Capital Projects Fund to purchase books, that school libraries should purchase two books per student per year, and that Performance-Based Accreditation should include school library staffing, book acquisition rate, and circulation of library materials.

The Indiana Administrative Code, 511 IAC 6.1-5-6 Media Program states that each school shall spend at least eight dollars (\$8) per student per year from its 22200 account to maintain its media program. This was set in 1989 when the average cost of a book was around \$9 compared to the present average cost of \$19.31 (St. Lifer, 2004). For example, according to the administrative Code, a school of 500 students should be purchasing \$4000 worth of books, or 207 books. This is less than one half book per student. Schools should be purchasing two books per student per year (Middle Grades Reading Network, 1994).

Holland and Humphrey (2004) found that the per student circulation of middle, junior, and high school library books was lower in 2003 than in 1992 while the average book expenditures per student were about the same in 1992 and 2003 despite the fact that book costs increased over 100 percent during that time.

Plucker (2004) of the Indiana Education Policy Center reported that 13.9 % of schools that responded to a survey from the Middle Grades Reading Network had no budget at all for books in 2004. Were these schools and their school corporations breaking Indiana state law? Unfortunately, they were not, for salaries of library media personnel can also be taken from the 22200 account.

The Indiana State Reading Association Board of Directors (2004) passed a resolution in support of funds for school library books. They support efforts to increase the minimum annual spending required for school library media collections in each school building from \$8 to \$16 per student and restoration of the Library Materials Grant Program. This requirement would exclude taking salaries from the 22200 account so that such funds would be spend on materials to support the idea that reading is a skill that requires practice for both maintenance and improvement.

Everhart (2000) ranked states by the number of students per school librarian. With 1512 students per school librarian, Indiana ranked 47th. The median for all states was 766 indicating that Indiana would need to double the number of school librarians available to students just to be average for the nation.

The Indiana General Assembly recognized the importance of updating school library book collections by appropriating \$4 million for K-8 schools during the 1997-1999 school years, \$6 million for K-12 schools during the 1999-2001 school years, and \$6 million for K-12 schools for the 2001-2003 school years. Regrettably, only \$3 million was provided in the 2001-2002 school year and no funds have been provided since that time.

Plucker (2002) provided the following conclusions and policy implications concerning the K-12 School Library Printed Materials Grant:

1. State funding for school libraries from 1998 -2001 resulted in a substantial increase in book purchases and circulation. The Library Materials Grant Program had a quick and direct impact on the availabil-

ity and quality of materials available to Indiana students, resulting in greater levels of circulation and independent reading.

2. Book purchasing appears to have a cumulative but potentially short-lived effect on circulation: The reduced level of state funding for school libraries in 2001-2002 resulted in a decline in book purchasing. This decline may explain the relatively small increase in circulation during the most recent school year, 2001-2002. Lack of targeted funding may erode circulation numbers, eventually impacting reading achievement.
3. The library materials program appears to be associated with a number of positive student outcomes, including increased use of library materials, increased student ownership of school libraries, higher levels of independent reading, and higher reading achievement. Despite the state's considerable financial constraints, the role of library materials should be considered in any comprehensive plan to increase the literacy of Indiana's students.
4. The range of books purchased across all K-8 schools during 2002 is large: some school purchased no books, while others purchased many books per student. Were the program to continue, greater resources should be devoted to program oversight to ensure that the funding is being used to put books in the hands of Indiana's students.

Plucker (2004) of the Indiana University Center for Evaluation & Education Policy examined the grant's impact on K-8 schools and issued a report entitled *Trend Analysis of Indiana K-12 Library services Since the School Library Printed Materials Grant*. The report provides the following conclusions and policy implications:

1. State funding for school libraries from 1997-2001 resulted in substantial increases in book purchases and circulation that were reflected in the 2000 data on the number of books purchased per school and per student. Subsequently, with a new pool of printed materials available to students, book circulation per school rose substantially as reflected in 2002 data. Book purchases per school and per student declined dramatically from 2000 to 2002, reflecting the consequences of the exhaustion of state funding for printed materials, the rising costs of books, and increasing school enrollment that reduces purchases per student.
2. The data collected in 2004 reveal that book purchases per school and per student remained relatively flat compared to 2002 figures. This finding suggests that schools have been unable to rebound from the loss of state resources for printed

materials first evident in the 2002 figures. However, with the elimination in state funding from the Printed Materials Grant, librarians have been extremely resourceful in identifying alternative sources of funding, apparently preventing further decline in the number of book purchases per school and per student. These funding sources are not necessarily stable or long-term, however, and many librarians report compromising their services to maintain essential book purchases (i.e., purchasing paperback rather than hardback materials, dropping periodicals, etc.). The nature of current funding suggests that book purchases may decline significantly in the future as short-term funding solutions end and attention is diverted back to essential library services.

3. After a surge in circulation in 2002 associated with book purchases from the Printed Materials Grant, circulation dropped off dramatically in 2004 to per-student levels that were even slightly below 2000 levels. Declines in circulation may be expected when purchases of library books decrease, as students lack library access to new reading materials.
4. Literacy continues to be a central focus of educational initiatives in Indiana schools, and librarians report increasing difficulty in meeting student needs and educational goals related to literacy. In order to support programs such as accelerated reading and other literacy initiatives, librarians have been forced to submit grant proposals, collect pull tabs, host book fair, and sponsor candy sales. Whether these types of efforts will be sustainable is questionable.
5. Despite the state's considerable financial challenges, the role of library materials should be considered in any comprehensive plan to increase the literacy of Indiana's students. Resources for the support of school libraries are increasingly strained, making it difficult to support critical academic and student needs. The long-term impact of budget cuts may have negative outcomes on student reading levels and achievement.

Excellent school libraries are essential if we are to ensure that all Indiana students have access to the reading resources that will help them to gain high levels of reading achievement. Excellent school libraries employ licensed school library media specialists and have enough funds to purchase two books per student per year, along with an appropriate supply of current magazines and newspapers. Any serious strategy to combat the failure to support Indiana school libraries will require more resources and thought than the problem is currently receiving. Taking on these challenges will not be easy, but attention to school libraries

must be at the heart of any comprehensive plan for improving reading skills.

REFERENCES

Becoming a community of readers: a blueprint for Indiana. (1995). Middle Grades Reading Network, University of Evansville (accessed at <http://www2.evansville.edu/mgrnweb/assreading.htm>)

Holland, E and Humphrey, J. (2004). *Study of reading in Indiana middle, junior, and senior high schools*, Middle Grades Reading Network, University of Evansville (accessed at <http://www2.evansville.edu/mgrnweb/study2004.htm>)

Lance, K. C. (2004, Winter). Libraries and student achievement: The importance of school libraries for improving student test scores. *Threshold*. (Accessed at ciconline.com/AboutCIC/Publications)

Libraries and reading: Indispensable partners. (1994). Middle Grades Reading Network, University of Evansville.

New Jersey School Board Association Newsletter. (March 21, 1995)

Plucker, J. A., Humphrey, J., Kearns, A. M., & Walter, C. N. (2002) *Improving school libraries and independent reading: 1997-2002 impact evaluation of the K-12 school library printed materials grant*, Indiana Education Policy Center (accessed at <http://www2.evansville.edu/mgrnweb/new2002readingsurvey.htm>)

Plucker, J. A., Humphrey, J., Simmons, A., Ravert, R., Kohler, K., & Hansen, J. (2004) *Trend analysis of Indiana K-12 library services since the school library printed materials grant*, Center for Evaluation and Education Policy (accessed at <http://newsinfo.iu.edu/news/page/normal/1682.html>)

St. Lifer, E. (2004). Stop the insanity. *School Library Journal*, March 1, 2004 (accessed at <http://www.schoollibraryjournal.com/article/CA386702?display=searchResults&stt=001&te>)

Resolution in Support of Funds for School Library Books (2004). Indiana State Reading Association (accessed at <http://www2.evansville.edu/mgrnweb/isra.htm>)

ABOUT THE AUTHOR

Jack W. Humphrey (jh25@evansville.edu) is Director, Middle Grades Reading Network, at the University of Evansville.

2004 AIME STAFF DEVELOPMENT SURVEY: PROFESSIONAL ACTIVITIES COMPARED TO NATIONAL AVERAGES

by Daniel Callison and Naomi Patterson



In 2004 the Association of Indiana Media Educators (AIME) sent out the AIME Professional Development survey. Subjects covered staffing and professional development in the school library media center. A series of charts highlights the results of this survey and indicates how Indiana averages compare to national ones.

Of the 501 media specialists who responded to the AIME Professional Development survey, approximately 72% are full-time and 28% are part-time. All respondents held school library media certification. The typical Indiana School Library Media Specialist (SLMS) has served in the library profession for 17 years, working in his or her current position for 12 years, and has ten years of teaching experience. The national average of service as an SLMS is also 12 years (Miller, 2003).

Of those responding, 35% of part-time SLMSs hold masters degrees in library science and 32% hold masters degrees in education. While 45% of the responding full-time-SLMSs hold masters degrees in library science, 35% hold masters degrees in education.

Half of the responding population of both full-time and part-time 250 SLMSs indicated that they will retire by 2011.

PROFESSIONAL DEVELOPMENT

Slightly more than half, or 55% of those responding, hold membership in AIME, and on average, have held membership for 14 years. Twenty-two percent of part-time SLMSs hold membership in the American Association of School Librarians (AASL) and have for 11 years on average. In comparison, 38% of full-time SLMSs hold membership in AASL, and have, on average, for 8 years.

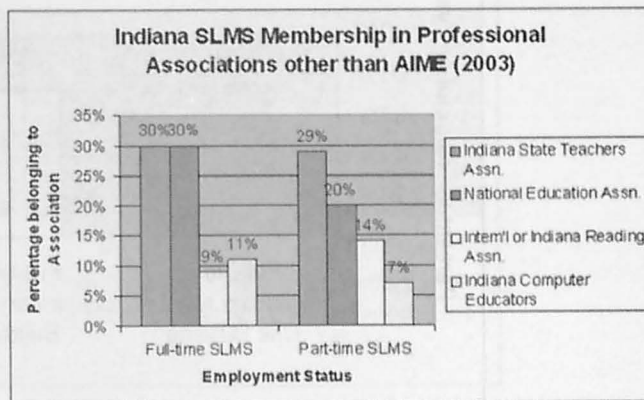


FIGURE 2

When asked if the following activity has been performed over the previous 12 months, the following percentage of part-time and full-time Indiana SLMSs responded "yes" compared to a national average reported in School Library Journal (Miller, 2003).

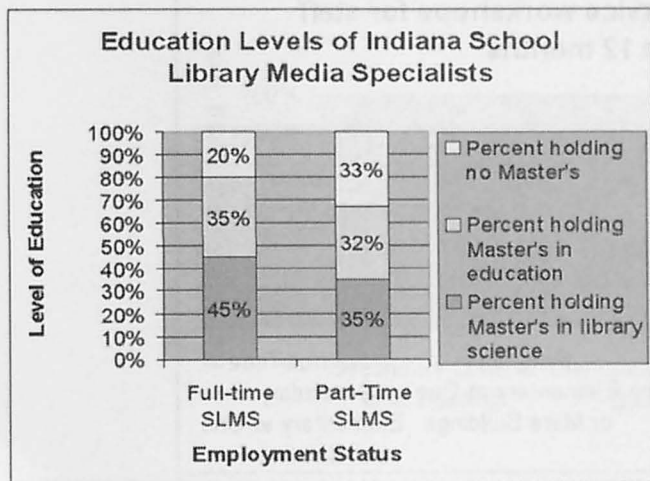


FIGURE 1

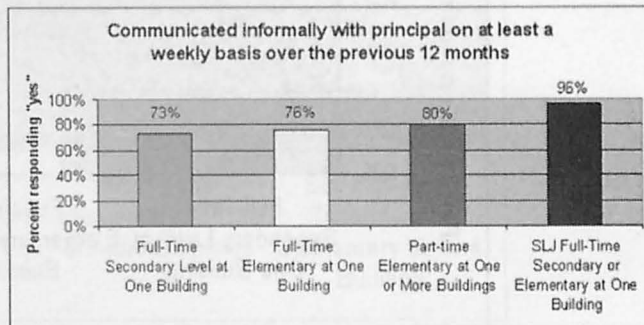


FIGURE 3

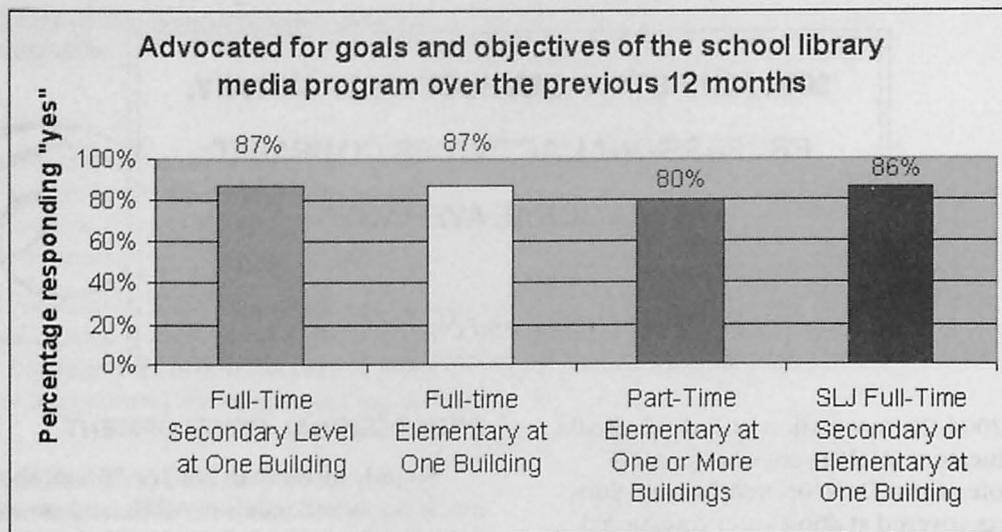


FIGURE 4

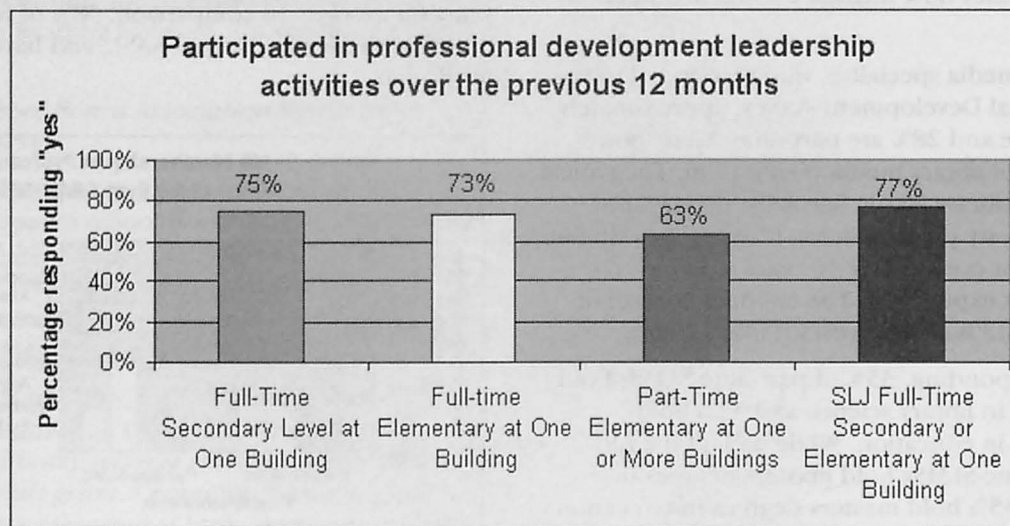


FIGURE 5

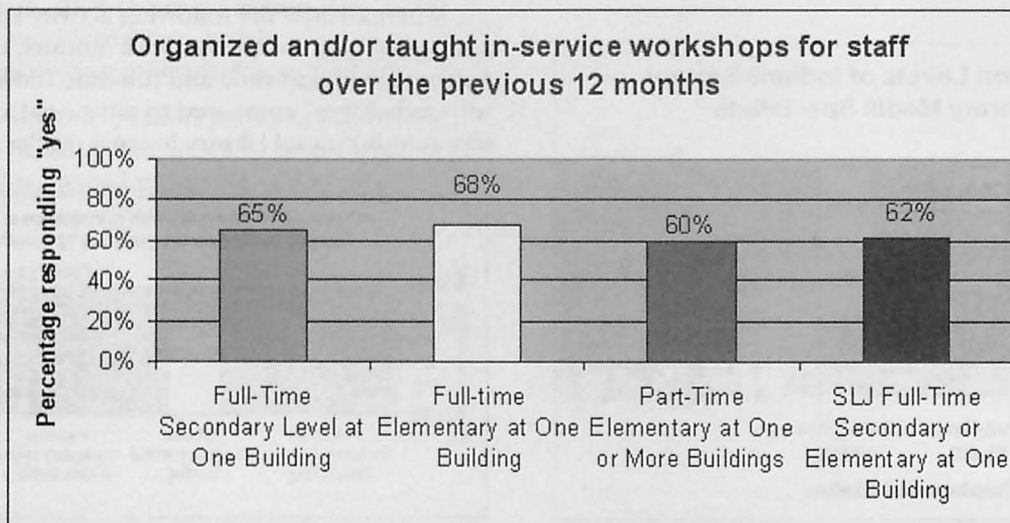


FIGURE 6

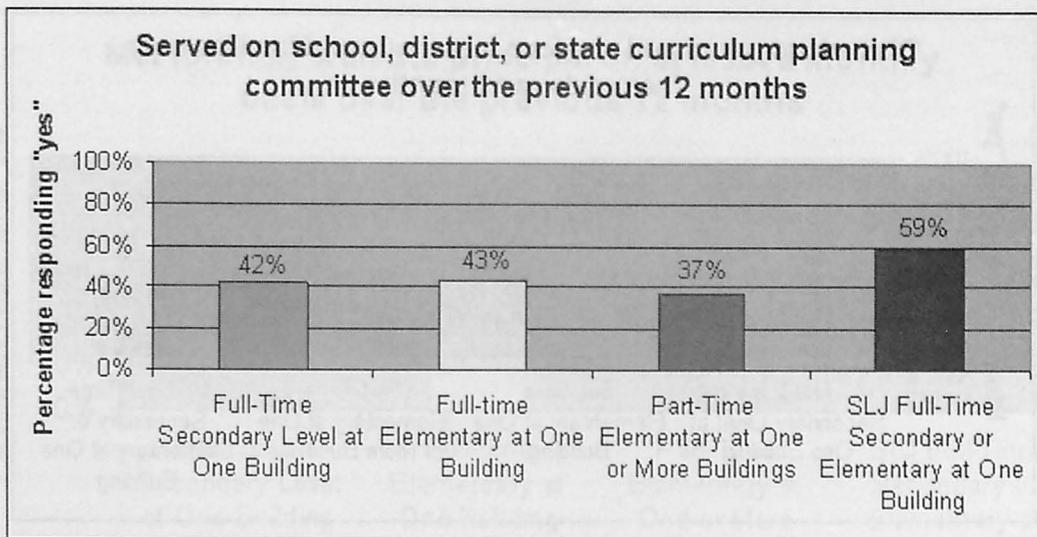


FIGURE 7

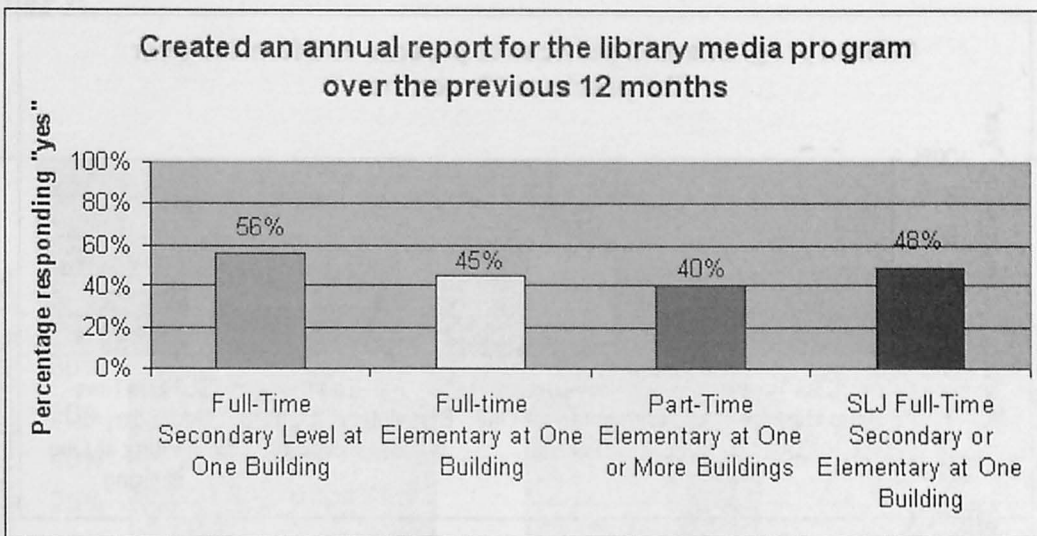


FIGURE 8

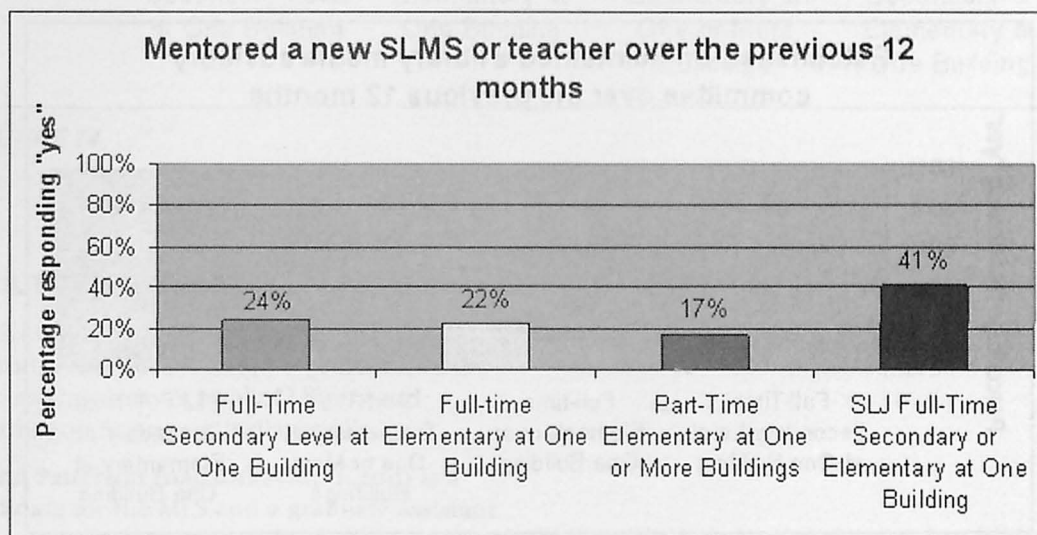


FIGURE 9

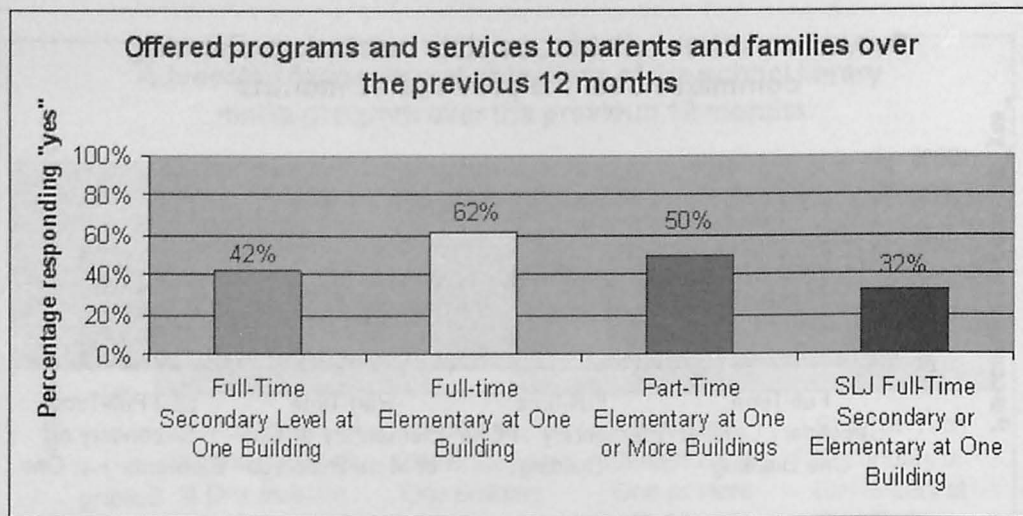


FIGURE 10

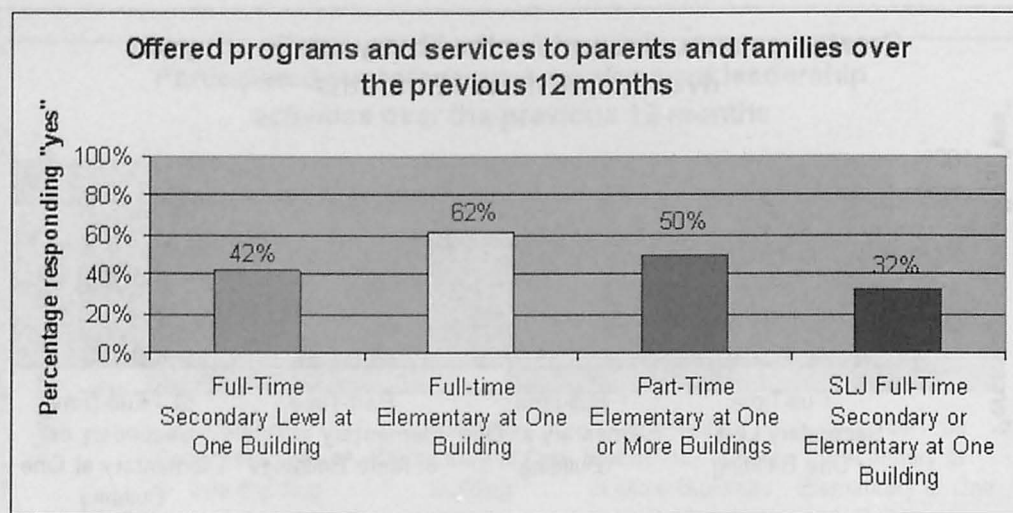


FIGURE 11

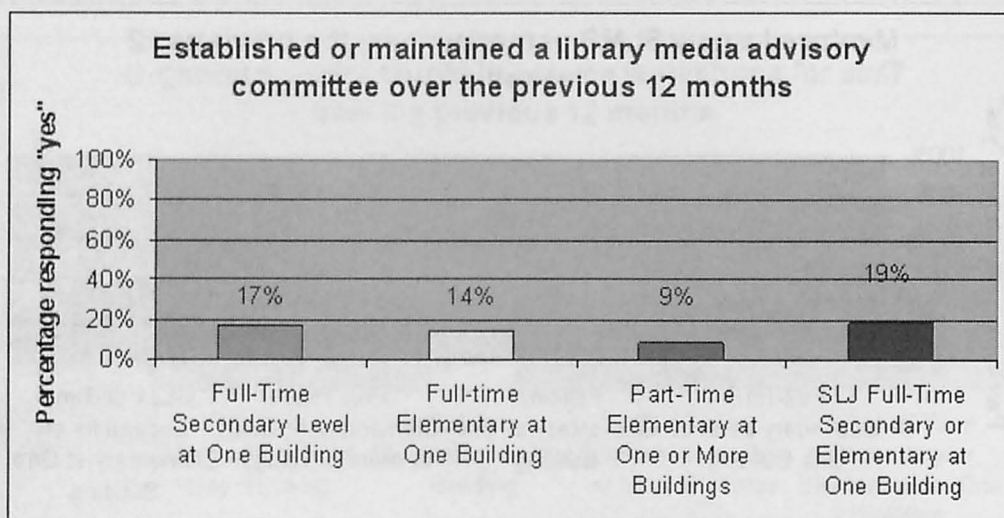


FIGURE 12

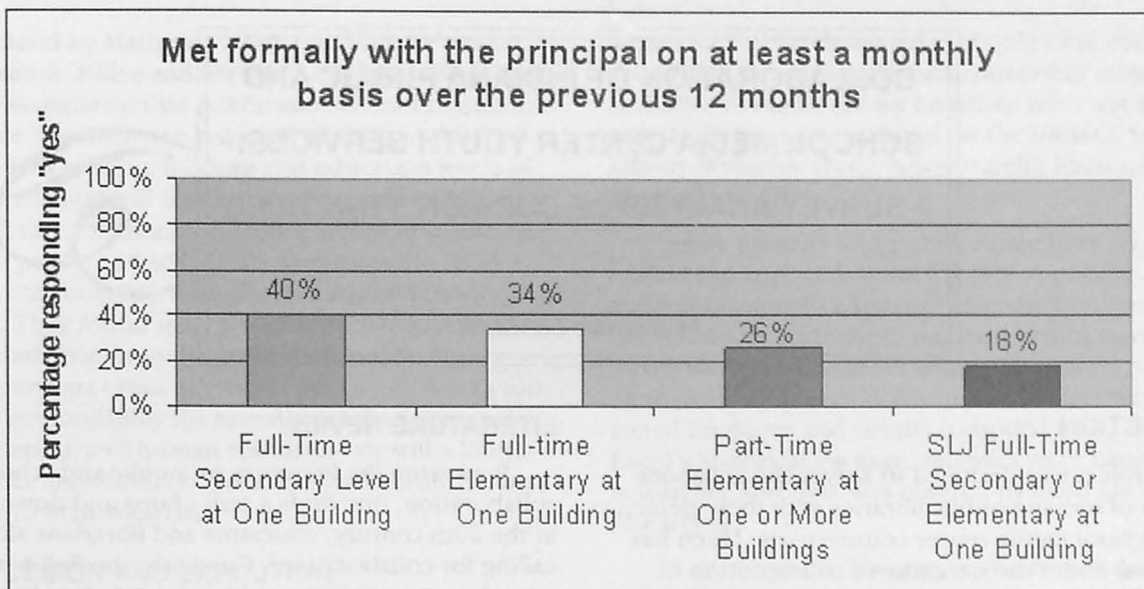


FIGURE 13

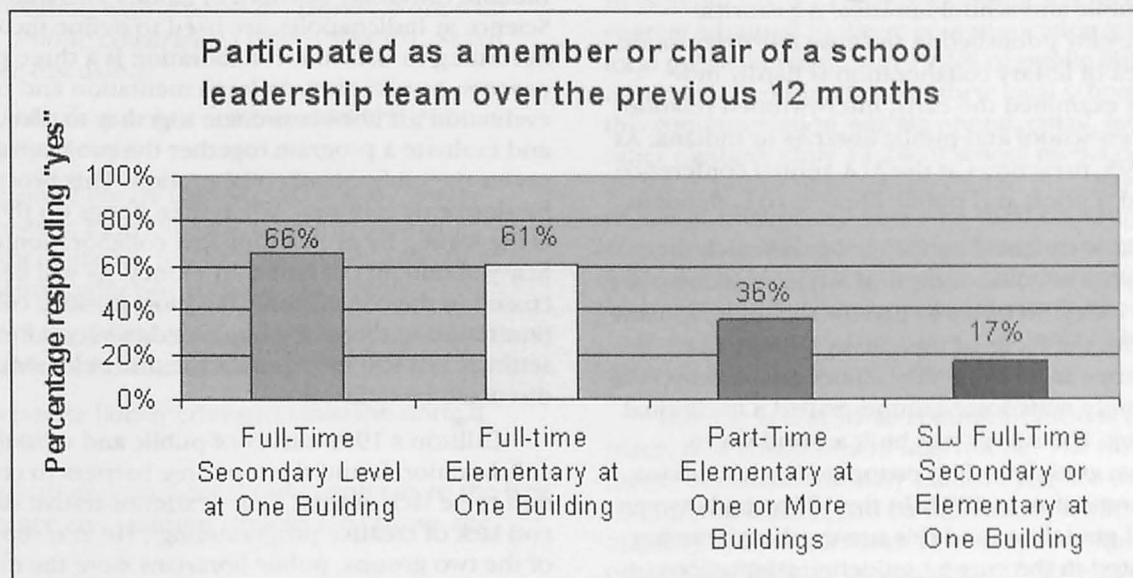


FIGURE 14

ABOUT THE AUTHORS

Daniel Callison (callison@iupui.edu) is Executive Associate Dean and professor in the Indiana University School of Library and Information Science at Indianapolis.

Naomi Patterson (napatter@iupui.edu) is a candidate for the MLS and a graduate assistant in the Indiana University School of Library and Information Science at Indianapolis.

COLLABORATION OF INDIANA PUBLIC AND SCHOOL MEDIA CENTER YOUTH SERVICES: A SURVEY ANALYSIS OF CURRENT PRACTICES

by Jennifer LaMaster



INTRODUCTION

This project was designed to survey the collaborative efforts of Indiana public libraries with their elementary level school media center counterparts. Much has been written about the necessity of collaboration between entities providing children's services – particularly agencies traditionally charged with reading and literacy skills.

The first question addressed in previous historical research was how new is the push for collaboration between public and school libraries? A historical literature review published in *Indiana Libraries* found that the idea of library collaboration is hardly new¹. That article examined the early, inter-twinned relationship between school and public libraries in Indiana. As early as 1895, presenters at the ALA annual conference encouraged schools and public libraries to collaborate.

The follow-up question for further research then was what types of collaboration (if any) are taking place in libraries today? In order to narrow the topic, Indiana libraries were the focus of this survey. Ninety-one public libraries and elementary school media centers in Indiana county seats were ground mailed a traditional paper survey. The survey was built around seven collaborative guidelines first proposed by the Indiana Library Commission in 1904. In the 100 years between the original guidelines and this survey, the researcher was interested in the current guideline adaptations.

The results were not as promising as predicted. Although continual discussion of the topic has gone on in library schools, conferences and local workshops, Indiana public libraries and elementary school media centers are not collaborating in large numbers. Forty-seven public libraries (79%) reported collaboration while twenty-four elementary school media centers (57%) reported collaborative efforts. However, most of these collaborations were via email, letter or phone. Only seventeen (29%) public libraries and six (14%) elementary school media centers reported face-to-face interaction.

This paper will further discuss the survey vehicle, results and implications of the project.

LITERATURE REVIEW

Reviewing the literature on public and school collaboration, one finds a trail of ups and downs. Early in the 20th century, educators and librarians alike were calling for collaboration². Currently, the link between school success and strong libraries is being discussed by both educators and librarians³.

The concept of collaboration can be a complex one. For the purpose of this project, three elements brought to focus by Daniel Callison, Executive Associate Dean of Indiana University's School of Library and Information Science at Indianapolis, are used to define the concept. According to Callison, collaboration is a three part process: co-planning, co-implementation and co-evaluation⁴. If librarians come together to plan, start and evaluate a program together the project easily falls under the umbrella of collaboration. This process may be simple or complex. What often hangs up the process is the feeling by professions that collaboration requires heavy allotments of time and money. As will be discussed in the conclusions, the most positive collaboration found in this study happened in very informal settings, but still incorporate the three elements discussed by Callison.

Callison's 1989 survey of public and school library collaboration found the top three barriers to collaboration to be lack of time, lack of administrative support and lack of creative programming⁵. He also reports that of the two groups, public librarians were the most hesitant to embrace the idea of collaboration⁶. Callison did find though that most public and school librarians felt strongly that the two units should work together to serve their common patron base, children and young adults.

Another strong voice in the study of children's services in Indiana is Shirley Fitzgibbons⁷. Fitzgibbons' findings also strongly support the need for collaboration among bodies serving children and young adults. Among her recommendations for successful cooperation are a shared vision and common goals, ongoing evaluation, commitment to the process, adequate funding and staffing⁸.

Similar themes of both the barriers and successes found locally in Indiana have been discussed on a

national level by Mathews, Flum and Whitney⁹ and more recently Miller and Shontz¹⁰. Mathews, Flum and Whitney summarize that public and school libraries are not up for the challenge required of them in the 21st century. Low staffing, funding and education levels of library personnel will hinder the success of public and school library collaboration. Miller and Shontz's annual survey of public and school libraries found in 2003 a growing collaboration between public and school libraries. They found that 50% of school media specialists regularly communicate with their public library counterparts via email, phone or fax and 60% promote or share responsibility for summer reading programs¹¹. While financial and human resources are still a limitation, Miller and Shontz conclude shared resources may be a way to help shortfalls.

STUDY DESIGN AND EXECUTION

As early as 1879, ALA and the various national teachers' associations were encouraging public libraries and school libraries (or classroom teachers in smaller communities) to collaborate together. In 1904, the Public Library Commission of Indiana outlined plans for collaboration with schools in "Library Work with Schools." *Public Libraries* 9 (1904): 500-501. Seven goals were discussed:

1. Create healthy public sentiment favoring library work in schools.
2. Creation of library institutes to discuss library interests in individual communities bringing together citizens, teachers, librarians and superintendents under one roof for discussion.
3. Publish book lists of suggested reading materials monthly to the community.
4. Incorporate library education into the normal schools.
5. Librarians and teachers should confer as to the best reference and children's books for various age levels.
6. For library instruction for school librarians.
7. Encouragement of "child study and psychology" by parents, teachers and librarians as a selection tool for school collections.

The survey was constructed with these seven goals in mind. The purpose was an exploratory survey to see if Indiana public and school libraries still practice the 1904 guidelines.

I decided to sample one public library and one public elementary school from each of the county seats in Indiana. One county did not have a public library and school within the same city (according to mailing address) so it was excluded from the sample. This left us with 91 counties in which a public library and an elementary school fell within the boundaries of the

same city. Public elementary schools were chosen by random in those county seats containing more than one school. Public library branches were not included, only main branches as listed on the Indiana State Library Webpage (<http://www.statelib.lib.in.us/www/isl/ldo/libdir.html>).

Public libraries and public elementary schools were mailed the appropriate survey (see appendix A for survey) along with a letter of introduction (see appendix B) and an addressed, stamped return envelope. Three weeks after initial mailing, all non-respondents were mailed a postcard reminder. Surveys were collected on paper and results compiled using Microsoft Excel's Statistical Package. Answers were hand coded by researcher and data was entered by hand also by researcher.

In all, 59 public libraries (64%) responded as well as 46 (51%) school media centers.

ANALYSIS AND INTERPRETATION

Are public libraries and school media centers in Indiana collaborating according to the 1904 guidelines? In general, yes. 57.1% of responding school media centers admitted to direct communication with their local public libraries, and 79.6% of public libraries communicated directly with their local schools. Most of this communication was via phone, email, letter, or other method. Only 14.2% of school media centers and 28.8% of public libraries responded that they met face-to-face at least once a year with their counterparts. By comparison, Miller and Shontz found nationally that 50% of school media specialists communicate regularly with their public counterparts via email, phone or fax. Indiana public and school libraries seem to be communicating better than the national average.

The fear is that while communication is taking place, true collaboration may not be. The three elements of collaboration by Callison require co-planning, co-implementation and co-evaluation. While the majority of libraries admit to communicating with each other, their feelings on actual past collaboration is not so positive. When asked to rate their feelings of past collaborative efforts with public libraries, school media respondents averaged a 2.5 on a 0 to 5 point rating continuum. Conversely, public libraries gave past collaborative efforts a 2.7 average on a 5 point scale. Both units had a much more positive outlook on community feelings toward library service to children in the community. School media personnel gave community feeling an average 3.5 rating on a 5.0 scale. Public library personnel reported a 4.0 rating. Clearly the interest in children's services is present, but the collaborative efforts are not working for the adult professionals.

Other areas analyzed by this study included reading list creation, parenting collections, community forums to discuss children's services and school librarian

education. Of respondents, 66% of public libraries and 42% of school libraries report creating suggested reading lists for their patrons. Unfortunately few reported making lists with the frequency of the 1904 suggestions: 16 public libraries and three school libraries report creating lists more than three times a year. Parenting collections are more often found in public libraries (83% of respondents claim a parenting collection) than school libraries (21% maintain parenting collections). Community forums are rare in both settings: 27% of public libraries report a public forum in the last year while no school libraries reported a public forum taking place. Finally, of survey respondents, over half the school library respondents (55%) had at least a bachelor's teaching degree and license with school media certification.

So what is hindering collaboration? Both groups were asked open ended questions regarding roadblocks and aides to collaboration. Much like Callison's 1989 findings, the highest response of both groups was time. School media staffs are often responsible for multiple buildings and multiple assignments. One respondent reported being responsible for both K-12 library services and K-12 counseling services. Both groups also report lack of training and education of the other group and themselves. While as a whole the school media personnel report higher levels of education (averaging education at the bachelor's degree level plus hours in school media), 10 respondents answered that their school district has eliminated professional librarian positions in the schools and fill the position with under-trained paraprofessional. In one case, the school staffs the library with parents only. Public libraries also have trouble staffing professional librarians in children's services. The average reported education level was a bachelor's degree for children's services librarians. Both groups considered their lack of pay, lack of professional training and lack of flexibility in job hours as major hindrances to collaboration.

While professional staffing is one element of the problems, enough staffing is also mentioned frequently. Multiple building school media specialists have counterparts on the public library side. Some public libraries only support one children's services librarian for the entire county.

Most disappointing was the roadblock of ownership or territorialism. Both public and school media respondents rate "turf wars" in their top five roadblocks to collaboration. It is a shame that working together for a joint clientele created this type of tension. Perhaps more needs to be done in library schools or staff development to address this issue.

Generally, although only two school media and two public library respondents directly address the issue, the main roadblock seems to be a lack of common goal in collaboration. The four respondents to directly address the issue speak of a shared commitment to

community literacy and children's love of reading. The lack of a shared goal makes it appear that neither group knows why they are collaborating. Maybe they just were told to work together. By creating joint mission statements, perhaps collaboration could move forward.

So what is working? While it is easy to bog down in the negative, some very positive collaborative efforts are happening in Indiana. Both school media and public library personnel report summer reading programs developed and marketed collaboratively have been successful. Others report shared document delivery services with the school and public collections. Some share responsibilities in Accelerated Reader programs. In more rural communities, simple proximity of the school building and the public library make for easy joint participation. Others share OPAC systems and collaborate via collaborative websites and homework hotlines.

How does success happen? Respondents point most often to persistence, direct contact with the other agency, administrative support and committed personal relationships. Five public library respondents directly address that they live in a small community and know the school personnel as friends outside of the workplace. This commitment to the relationship and the community shows in the amount and quality of collaborative efforts. In larger communities, respondents claim to coffee shop meetings, breakfast meetings and a great deal of email. As Fitzgibbons pointed out, commitment to collaboration and open channels of communication are key.

CONCLUSIONS

Successful collaboration between public and school libraries is key. This study was based on guidelines that are over 100 years old. One respondent criticized the study stating that school libraries stand on their own more now and do not require the assistance of public libraries as they did in 1904. Most of the literature would disagree. Mathews, Flum and Whitney, as well as Callison directly address the need now more than ever for public and school libraries to collaborate to give children and young adults the reading literacy and information literacy skills required to succeed in the 21st century.

So what can be done to improve collaboration? The findings of this survey point to three key elements: the creation of informal networks, lessening of territorialism, and the development of shared goals.

First, the most positive respondents relied on informal collaborative networks. Successful collaboration was reported by professionals whose children were on the same sports teams, went to the same church, and attended the same exercise classes. The respondents often stressed that they were friends with their counterparts or at least friendly with each other. Collaboration does not require meeting rooms and set

times. One community reported the success of coffee hour at a local coffee shop. Co-planning, co-implementation and co-evaluation can take place in an informal setting.

Additionally, this researcher was dismayed at the responses regarding territorialism. Both public and school media personnel reported in their top five roadblocks that the other unit wouldn't collaborate due to some invisible line of yours and mine. Considering both bodies share the joint mission of providing services to the same population and considering both bodies complain of a lack of resources, it would stand to reason that pulling resources and collaborating would be a benefit to all. Several successful programs of summer reading programs, shared OPACs and simple interlibrary loan point to the benefits of collaboration for the children and adults involved in providing services.

The main factor that umbrellas all these issues is the need to develop shared goals. Fitzgibbons strongly argues for an educational focus of resources for both units. Several respondents of this survey point to shared mission statements and goals as being the backbone of successful collaboration. Once the players assemble and agree that reading and information literacy for children and young adults is the goal (or something similar) then collaboration is self-generating. Community members should also be brought into these goals discussions. Having all parties agree on the importance of children and youth services is the first step.

For over 100 years, Indiana has struggled with the practice of collaboration among public and school libraries. While the literature agrees of the importance of collaboration, the actual practice has been above the national average, but still not enough. What will it take to provide the necessary service to children and young adults in the 21st century? The development of informal networks, elimination of territorialism and development of shared goals will certainly start Indiana libraries on the right path.

REFERENCES

ALA 2004 Annual Conference Electronic Program <http://www.ala.org/Template.cfm?Section=annualconference&Template=TaggedPageTaggedPageDisplay.cfm&TPLID=11&ContentID=18126>

Callison, Daniel (Fall 1997). Expanding Collaboration for Literacy Promotion in Public and School Libraries. *Youth Services in Libraries*, 11, 37-48.

Cole, George Watson (1895). How Teachers Should Co-Operate with Librarians. *Library Journal*, 115-118.

Fitzgibbons, Shirley (Spring 1991). School and Public Library Relationship: Déjà vu or New Beginnings. *Journal of Youth Services in Libraries*, 14, 3-7.

Indiana State Board of Education Webpage School Search feature <http://mustang.doe.state.in.us/SEARCH/search.cfm>

Indiana State Library Webpage (<http://www.statelib.lib.in.us/www/isl/ldo/libdir.html>).

International Reading Association. Libraries called key. *Reading Today* retrieved Feb. 18, 2004. www.reading.org/publications/rty/0402_libraries.html

LaMaster, Jennifer (2004). The Roots of Collaboration. *Indiana Libraries*, 22, 3-6.

Mathews, Virginia, Judith Flum and Karen Whitney (Spring 1990). Kids Need Libraries: School and Public Libraries Preparing the Youth of Today for the World of Tomorrow. *Youth Services in Libraries*, 3, 197-207.

Miller, Marilyn and Marilyn Shontz (2003). The SLJ Spending Survey. *School Library Journal*, 49, 52-59.

Survey approved by Indiana University Bloomington Campus Committee for the Protection of Human Subject (Protocol # 04-8768), January 23, 2004.

FOOTNOTES

¹ LaMaster, Jennifer (2004). The Roots of Collaboration. *Indiana Libraries*, 22, 3-6.

² Cole, George Watson (1895). How Teachers Should Co-Operate with Librarians. *Library Journal*, 115-118.

³ International Reading Association. Libraries called key. *Reading Today* retrieved Feb. 18, 2004. www.reading.org/publications/rty/0402_libraries.html

⁴ Callison, Daniel (Fall 1997). Expanding Collaboration for Literacy Promotion in Public and School Libraries. *Youth Services in Libraries*, 11, 37-48.

⁵ Ibid., 43.

⁶ Ibid., 44.

⁷ Fitzgibbons, Shirley (Spring 1991). School and Public Library Relationship: Déjà vu or New Beginnings. *Journal of Youth Services in Libraries*, 14, 3-7.

⁸ Ibid., 5.

⁹ Mathews, Virginia, Judith Flum and Karen Whitney (Spring 1990). Kids Need Libraries: School and Public Libraries Preparing the Youth of Today for the World of Tomorrow. *Youth Services in Libraries*, 3, 197-207.

¹⁰ Miller, Marilyn and Marilyn Shontz (2003). The SLJ Spending Survey. *School Library Journal*, 49, 52-59.

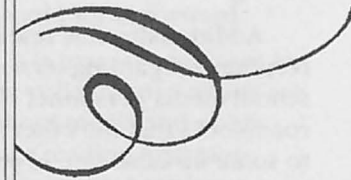
¹¹ Ibid., 55.

ABOUT THE AUTHOR

Jennifer LaMaster (jlamaste@indiana.edu) is a school media specialist with Indianapolis Public Schools.

**SERVING THE RELIGIOUS INFORMATION
NEEDS OF OUR COMMUNITIES
WITHOUT BLOWING THE BUDGET**

by Douglas Archer



INTRODUCTION

Anecdotal evidence suggests that some Indiana public libraries are hesitant to purchase religious materials, especially small and medium sized libraries. The most frequently cited reasons are a potentially high demand upon a limited budget, the enormous pool of materials from which to select and the sometimes controversial nature of religious materials. Yet religious information needs are as real as any other need for information and, within the context of the current war, are of special importance for American citizens. After first addressing these hesitations in more detail, this article will offer practical suggestions for building a modest collection of religious reference materials for small Indiana public libraries.

THINKING ABOUT THE PLACE OF RELIGIOUS MATERIALS IN THE PUBLIC LIBRARY

Arguments against selecting religious materials for public libraries because they might be controversial are for the most part no different from the arguments advanced against collecting materials on every other sensitive issue. They deserve the same response, sensitively but firmly put, that librarians give to any such objection. Librarians collect materials of interest to the public at large and to segments of the public representing all (or at least most) viewpoints on a topic. As the bumper sticker says, "My library has something to offend everybody."

However, some individuals will point out that the First Amendment to the Constitution sets up a wall of separation between church and state. Since public libraries are governmental bodies, religion has no place in public libraries. This argument ignores the difference between promoting religion or and providing information about religion. Even public schools may teach about religion as long as they do not promote a specific religion or religions (Teaching About Religion, 1995).

The library profession, through the American Library Association's Library Bill of Rights, recognizes that religion should be treated as any other topic is treated:

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval. (American Library Association, 1996, p. 57)

Religion is mentioned as a clear and explicit example of censorship in the interpretative document titled "Diversity in Collection Development" (American Library Association, 1996).

Arguments based on limited budgets and the vast pool of available materials have also been advanced as secondary reasons for avoiding controversial issues. The solution in the case of religious materials is again no different than that for any other controversial issue. Librarians fulfill their professional responsibilities to select the best material at the lowest cost which will meet identified local needs within the context of other worthy, competing needs. It is their professional obligation to make such tough decisions.

Since many religious people tend to feel strongly about issues and are generally well organized, citizens with a right to have their legitimate information needs met, anticipating their needs builds bridges to important (and often vocal) segments of local communities. The efforts needed and the contacts made in the process of discovering and meeting their needs will, at a minimum, create valuable channels of communications (if not potential allies) long before the next library controversy erupts.

If one knows of people who wonder about the presence of items about religion in a library, give them the same advice one would give to anyone else who objected to books on the shelf. Remind the concerned citizen that in order to assure that his or her point of

view is represented in the collection, other viewpoints must be represented. Ask the person to suggest books that interest him or her.

AUDIENCE ANALYSIS AS A PRECURSOR TO COLLECTION DEVELOPMENT

Assuming then that it is appropriate to address religious information needs and that small public libraries are working with very limited budgets, what are the dozen or so nearly indispensable books that will provide a solid basis for meeting these needs? Before answering that question, it is necessary to point out that these needs will vary from community to community and that the first task is to identify potential elements of interest to your local community. The religious composition of the community might be one measure of potential interest.

While statistics indicate that the predominant religion in America is still Christianity, it no longer occupies the position of dominance it once held. It should also be noted that no one Christian denomination has ever held such a nationally dominant position though regional influences have been great (e.g. Baptists in the South, Lutherans in the upper Midwest, Congregationalists in New England). In addition, in some cases these patterns of influence have shifted over time. While New England was originally Puritan (Congregationalist) it is now heavily Roman Catholic.

In addition, there have always been a variety of traditions present in America. Jewish congregations were established in the 17th and 18th centuries along the Atlantic seaboard. Native Americans had and have maintained their traditional religions. Asian faiths did not arrive in the 1960's; they have been here from at least the mid-1800s. Finally, one must not ignore the fact that there has always been a relatively large unchurched population: those people who, while nominal members of some group, participated in no organized religion — not to mention others, including free thinkers who did not belong to any group.

Not surprisingly given Indiana's image of cultural conservatism, on first glance it tends to reflect these older patterns. Yet, it too is undergoing major transformation. The following titles covering the United States as a whole give a helpful start in the identification process. They will be helpful to the librarian and the average citizen alike.

DEMOGRAPHIC RESOURCES

ARDA (American Religious Data Archive).
<<http://www.thearda.com/>>

ARDA (funded by the Lily Foundation) provides free access to numerous quantitative data sets related to American religion. Some of the files are easier to use

and interpret than others but, on the whole, ARDA contains a wealth of information of potential value for both the librarian and the average citizen.

Bradley, Martin B. et al (2002). *Religious Congregations & Membership in the United States*. Atlanta: Glenmary Research Center.

The only county-by-county statistical source available. A decennial study, the 2002 edition is the first to include non-Christian groups. It is limited to participating organizations. Many but not all Christian denominations took part. The percentage of non-Christian groups was considerably smaller. Its preface is clear about who was included and who was not included and how they were counted. The work is well done within its stated parameters and is continually moving toward greater inclusiveness.

Gaustad, Edwin Scott and Philip L. Barlow (2001). *New Historical Atlas of Religion in America*. New York: Oxford University Press.

This is a new edition of a classic title completely revamped from its earlier incarnations. Of particular note are the extensive color coded maps indicating not only the historical religious composition of each state but the contemporary situation of each county (primary and secondary dominance or plurality). While it does not indicate every group, its coverage is extensive enough to make it the best single volume for becoming acquainted with regional patterns of religious membership through the United States.

The next best tools are local Yellow Pages and the weekly religion section of the local newspaper. While there are groups which are so quiet, low key or adverse to technology that they will not be listed, most groups want interested parties, if only their own members, to be able to find them. No matter how small a community, one will likely be surprised by its diversity once research has begun.

The purpose then of this article is to affirm intellectual freedom as a basic responsibility of librarianship and to facilitate the task of building a collection of reference materials on religions. Since religion touches all elements of life including politics, social issues and the arts, it is impossible within it to address all of the potential religious information needs of any community. Instead, this article will focus on the most obvious topics of beliefs or religious tenets and historical or biographical information.

SELECTING RESOURCES THAT WILL ANSWER QUESTIONS ABOUT BELIEFS AND TENETS

No single title will answer questions regarding every possible religion. Many of these titles will provide contact information and brief bibliographies in addition to short descriptions of the history and beliefs of each

group represented. From such bibliographies one may begin the process of selection of other reference tools and non-fiction titles for the circulating collection.

Magida, Arthur J. (2003). *How to be a Perfect Stranger: A Guide to Etiquette in Other People's Religious Ceremonies*. 3rd ed. Woodstock, VT: SkyLight Paths Publishing.

An excellent, practical guide to the ceremonial aspect of a wide variety of world religions including Native Americans. While the other titles listed in this section stress history and beliefs, this work emphasizes what people do during worship and other communal events and each group's expectations for visitors. For instance, at most mosques visitors are welcome to observe, seated separately and praying silently, but may not join the *Umma* (congregation) in the prayer line. Each chapter contains a description of that group's basic worship service, holy days and anniversaries, life cycle ceremonies (birth, marriage and funerals) and home celebrations.

Mead, Frank Spencer (2001). *Handbook of Denominations in the United States*. 11th ed, revised by Samuel S. Hill. Nashville: Abingdon Press. The classic handbook, now in its eleventh edition, contains descriptions of major religions and their subdivisions. Proportionally, it gives more space to Christian denominations than the other publications cited here, though it does include many world religions. For example, Judaism, Islam, Hinduism, and Baha'i are included but Buddhism and the Sikhs are not. Unfortunately, it is also weak with regard to newer "alternative religions" such as Wicca. Updated approximately every five years, it contains helpful, reasonably current bibliographies, contact information including websites and indexes. If price is the final determining factor, this is the title to buy.

Melton, J. Gordon (2003). *Encyclopedia of American Religions*. 7th ed. Detroit: Gale.

The most ambitious guide to American religious groups yet published. The entries are divided into three sections offering a very brief unit of general introduction, a somewhat longer collection of historical essays for each family of religions or denominations and an extensive directory of each family and its major subdivisions. Within each subdivision there are individual numbered entries for every group which could be identified, whether active or defunct. If the information was available, each entry contains a current address, a brief history and description of beliefs, membership figures, a list of educational facilities, periodicals published by the group, brief remarks about any recent changes in the groups membership (divisions, splits, etc.), and a short list of sources. There are 2630 entries and three indexes. Though much more expensive than Mead (see below), it may be the title to buy if one can

only have a single such title. Given its value in relation to its price it is still a bargain.

Melton, J. Gordon (1994). *Encyclopedia of American Religions: Religious Creed*. 2nd ed. Detroit: Gale. This work follows an organizational principle similar to that of the *Encyclopedia of American Religions* (7th ed. Detroit: Gale, 2003) documenting creeds, confessions of faith and other statements of belief by specific denominations within larger "families." With the general exception of multiple entries for these families, only one document is included for each denomination represented. In many cases where there is a specific, officially approved statement this presentation may be adequate.

However, for non-creedal bodies the selection of one statement from the many available might be misleading. For instance, for this author's particular tradition, Melton has chosen a statement which is, while authentic, less than representative. In spite of this limitation, this volume does what no other single title does in letting a large number of traditions speak for themselves.

Rosten, Leo (1975). *Religions of America: Ferment and Faith in an Age of Crisis, a New Guide and Almanac*. New York: Simon and Schuster.

Rosten's work is dated but still helpful. The first 300 page section of the book is composed of twenty-one chapters with "what is" titles: "What is a Baptist?," "What is a Catholic?," etc. Each chapter is a question-and-answer dialogue with standard question slightly modified to fit each group. The respondents are representatives of major elements within each tradition as they existed in the early 1970's. Other than chapters for the unchurched, agnostics and Jews, the book covers only groups with Christian origins.

Rudolph, L. C. (1995). *Hoosier Faiths: A History of Indiana Churches and Religious Groups*. Bloomington, IN: Indiana University Press.

The treatment is historical and heavily referenced. The focus is upon each tradition's experience in Indiana. Therefore, it is the tool to use if one wants information about Muslims in Indiana. See also his *Religion in Indiana: A Guide to Historical Resources*. Bloomington, IN: Indiana University Press, 1986. In addition to a 2866-entry bibliography, it contains a directory of document repositories and congregational or parish histories.

Shulman, Albert M. (1981). *The Religious Heritage of America: One Hundred Religious Groups Speak for Themselves*. San Diego: A.S. Barnes & Company.

This title contains responses to a standard survey by official (or quasi-official) spokespersons for each tradition. It is particularly helpful for new religions such

as Eckankar, Scientology and the Unification Church and for major subgroups within non-Christian religions. For instance, there are three entries each for Islam and Hinduism, though again the Sikhs are left out. While this work does not begin to cover everyone, it does allow groups representing a large portion of the American population to speak for themselves in a format convenient and accessible to the average citizen.

Yearbook of American & Canadian Churches. Nashville: Abingdon Press (for the National Council of the Churches of Christ in the United States of America. Office of Research, Evaluation and Planning). Annual.

Limited to Christian groups, this title attempts to include all groups whether members of the NCCC or not. The most up-to-date source for current, detailed contact information for Christian denominations of any size. Each entry contains a brief historical sketch. If a community is heavily Christian, this relatively inexpensive title might be worth acquiring.

SELECTING RESOURCES THAT ANSWER HISTORICAL AND BIOGRAPHICAL RELIGIOUS QUESTIONS

One volume dictionaries of religion and religions abound. Below is a list of major one volume works currently in print. Multi-volume dictionaries and encyclopedias have been excluded for the purposes of this article since their costs are prohibitive, often costing over \$1,000.

Encyclopedia of American Religious History (2001). Rev. ed. New York, NY: Facts on File, Inc. (2 vols.)

Religion and American Cultures: an Encyclopedia of Traditions, Diversity, and Popular Expressions (2003). Gary Laderman and Luis León, Eds. Santa Barbara, CA: ABC-CLIO. (3 vols.)

There are several dictionary or encyclopedia type reference tools available which specifically target religion in America. While many of them address the relationship of religion and some other theme such politics, ethnicity, etc., these are two which address religion in general. While they are each multi-volume and therefore a bit more expensive, they are still reasonably priced and provide more detail on religion in America than any of the one volume tools listed earlier.

HarperCollins Dictionary of Religion (1995). Jonathan Z. Smith, ed. San Francisco: Harper San Francisco.

Merriam-Webster's Encyclopedia of World Religions (1999). Wendy Doniger, ed. Springfield, MA.: Merriam-Webster.

Oxford Dictionary of World Religions (1997). John Bowker, ed. Oxford, Eng.: Oxford University Press.

Penguin Dictionary of Religions (1997). New ed. John R. Hinnells. NY: Penguin Books.

Perennial Dictionary of World Religions (1989). San Francisco: HarperSanFrancisco. (originally Abingdon Dictionary of Living Religions, 1981)

All five of these titles are worthy of consideration. The Oxford, Perennial and Penguin dictionaries offer relatively brief entries (Perennial has a few longer, feature articles). All but the Oxford and Penguin provide illustrations. Penguin, though remarkably thorough in its coverage for such a small book, has quite terse entries. At the other extreme, the HarperCollins and Merriam-Webster titles offer numerous feature lengthy, encyclopedia-like entries along with the usual short treatments. Merriam-Webster has the added advantage of color images accompanying treatment of the major world religions. If only one such dictionary could be purchased, the latter is recommended. But if this is the title which is preferred, speed is necessary; it is often found in remainder sales. It might be best to pick two, one with a brief entries and one with a long entries.

HarperCollins Encyclopedia of Catholicism (1995). Richard P. McBrien, ed. Harold W. [San Francisco]: HarperSanFrancisco.

An excellent example of the one-volume dictionary devoted to a specific group.

New International Dictionary of the Christian Church (1978). Rev. ed. J. D. Douglas, Ed. Grand Rapids, Zondervan Pub. Co.

This title is less comprehensive than Oxford but also less expensive. Douglas gives emphasis to evangelical Protestantism.

Oxford Dictionary of the Christian Church (1997). 3rd Ed. F. L. Cross. New York: Oxford University Press.

Anglican in origin and emphasis, it is nevertheless astonishingly comprehensive and authoritative in its coverage of all facets of Christianity. If one could buy only one reference tool for Christianity, this would be the title.

Westminster Dictionary of Church History (1971). Jerald C. Brauer. ed. Philadelphia, Westminster Press.

This title is also less comprehensive than Oxford but also less expensive and emphasizes mainline Protestantism.

CONCLUSION

A final consideration for the selector is Johnston's *Recent Reference Books in Religion*. It is an excellent guide to recent (1970 to 1995) works but with references to earlier classics. This is the first source to consult when expanding a specific portion of a reli-

gious reference collection. Each entry follows a standard pattern providing the scope, strengths, weaknesses, competitors and a summary of content.

This guidance in building an adequate collection of religious reference tools at a minimal cost for the small Indiana public library. By purchasing just a few titles in each category listed above, the librarian should be able to begin the process of building a practical, balanced, wide-ranging but relatively inexpensive reference collection which will meet the religious information needs of his or her community. The librarian will also be able to feel more comfortable as a professional being on the side of the angels (whether literal or figurative) in the never ending defense of a core value of librarianship, intellectual freedom.

REFERENCES

American Library Association, Office for Intellectual Freedom. *Intellectual Freedom Manual*. 6th ed. Chicago: ALA, 1996.

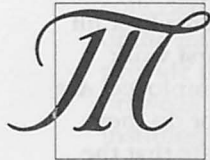
Teaching About Religion. *Religion in the Public Schools: A Joint Statement of Current Law*. April, 1995. <<http://www.ed.gov/Speeches/04-1995/prayer.html>>

ABOUT THE AUTHOR

J. Douglas Archer (archer.1@nd.edu) is Reference and Peace Studies Librarian at the University Libraries of Notre Dame

MANAGING STUDENT EMPLOYEES

by Alberta Davis, Emily Okada,
Rebecca Stinnett, and Bara Swinson



Many of us in public, academic, school, and special libraries find ourselves supervising student workers. This article will examine different aspects of the student employee experience, from the hiring process to bringing students into the organization to assessing the mutual benefits gained from hiring student workers.

THE HIRING PROCESS

It should seem fairly straightforward to have an applicant fill out an application, submit to a brief interview, and then either be hired or not hired. But what if your organization is complex, with many departments and supervisors? How do you make sure that everyone is following the recommendations for fair hiring practices, filling out the necessary paperwork, and making periodic performance evaluations?

At Indiana State University's (ISU) Cunningham Memorial Library, every department independently hired students for a variety of chores ranging from checking out books, shelving, mail sorting and delivery, cataloging, answering questions at the reference desk, etc. Prospective student employees would roam the library looking for service desks. They fill out a variety of applications with little idea of what the job entails. Like the author of a foodservice article, some students truly believed, "They are looking for easier jobs, like the library, where they can get studying done" (Blake, 1997, p. 42). Another problem besides unrealistic expectations of a cushy job, was that many students were not notified when their applications were rejected.

To make the whole process less chaotic, the library's administrative office created a comprehensive handbook that could be used by every department's officially designated student coordinator. *The Student Employment Handbook*, contained in a 3-ring binder, has the following sections:

- Introduction (states the purpose of the handbook)
- Hiring Procedures (posting jobs, applications, interviewing do's and don'ts, telephone reference

check form, Affirmative Action policies, international student guidelines including how and where to get a Social Security card,)

- Evaluations (schedule for doing them, criteria, sample filled out form)
- Payroll (sample time report, adjustment time report, Work Study explanation and award conversion chart, pay periods and pay dates)
- Student Hours (limitations, overtime policy)
- Bi-Weekly Temporary Employees (a way to hire a student for the summer following graduation, sample "Intent to Hire" form)
- Rehiring Students for Fall (the correct form and examples of certain codes that must be included)
- Releasing Students (this ends the active job record for a student for a particular department—and, needless to say, requires a form to be filled out)
- Managing Student Budget (allocations, record keeping)
- Blank forms (blanks of the forms illustrated in the above sections)

In addition, jobs, with job numbers and detailed descriptions, are posted simultaneously at Human Resources and on the library job board. A student can now fill out a single application at the library, and a copy of this application will be made for the student coordinator for each job in which the student has indicated an interest. The student coordinator looks at all applications for the job number, selects several prospects for interviewing, and then notifies the Administrative Office student coordinator of the status of each student (hired/not hired). The office takes care of student notifications and all direct communication with Human Resources and Payroll. Periodic meetings are held with student coordinators to discuss issues and clarify processes. Since the questions are sometimes referred to the library dean or to Human Resources, minutes of the meeting plus the answers to questions are e-mailed to the student coordinators.

At first there was some awkwardness with adjusting to the formality of the postings, the requirement of multiple interviews (i.e., not hiring the first person that walked in the door), and the rigid reporting lines of this new system (only a designated student coordinator could sign forms or ask questions of the Administrative student coordinator). The workload of the Administrative student coordinator increased in many ways (coordinating job postings, photocopying applications, notifying students) but decreased in others (not having to answer the same questions about all our various forms, having forms filled out correctly, etc.) The outcome is that students experience a more professional approach to hiring, and the library benefits by the retention of qualified student workers due to the greater attention given to the interview and evaluation process.

SELECTING AND INTERVIEWING

Once the hiring process is resolved, it is time to review more closely which students are hired and why. Since student assistants keep the library functioning and do everything from staffing the circulation desk to shelving the books to opening the library, it is important to reflect upon hiring issues. Like any other work, hiring the right person is very important but it is far from an exact science.

To hire the right student it is important to understand your own perspective about hiring student employees. When you are hiring a student what do you look for? Are you only looking for someone to work the hours you need or do you also look for someone who is responsible and reliable, accurate and efficient? Perhaps in some instances you get what you look for. That is, if you are only looking for a warm body to work the eight to midnight shift perhaps that is what you get, just a warm body. David Baldwin, author of *Supervising Student Employees in Academic Libraries*, takes a different view. He states, "Probably the most important part of your job as a supervisor is hiring the right person for the work (Baldwin, 1991, p. 66)."

First, make sure to have an adequate pool of diverse applicants. This can often be achieved by actively recruiting student workers. Recruit student workers by participating in job fairs on campus or in high schools and post vacancy notices in areas where students are likely to congregate. Make sure that your notice capitalizes on what makes your library an appealing place to work.

Secondly, take time to write a job description that conveys what the work entails, what skills are needed, and what schedule is required. Explain any special qualities that may be needed for the job, a reading knowledge of Spanish, for example.

Thirdly, since most students do not have extensive work experience, use applications that not only ask about the applicant's prior work experience but also about volunteer experience, background, and special skills.

Once you have carefully written job descriptions and ensured that job applications ask pertinent questions, be sure that when students turn in their applications you read them carefully and thoughtfully.

Once applications are received and you have carefully read them all, you must decide whom to interview. You should compare the applications with the job description and decide which students best fill your needs. Even if this job is a student's first work experience, he or she may still be a good employee. Are they involved in sports or volunteer work or do they make good grades? Any of these may indicate that the student is ready for that first job. Once you have chosen which students to interview, you should notify the students and set up interview times.

When interviewing prospective student employees, it is best to have more than one staff member participate in the interview. Having someone else's perspective on the candidate helps insure that different aspects of the student are considered.

When interviewing the candidate, ask questions and give tests that help ascertain if the student has the skills and knowledge you need. Although testing is sometimes viewed in a negative light, testing for specific skills such as expertise on software can be beneficial. Of course, just because a student does not have specific skills does not mean he or she cannot be trained later. You should decide before the interviewing process if you have the time to train a novice or someone with limited skills.

During the interview make sure to ask questions that encourage the student to do more than answer yes or no. Listen closely to the answers. If students do not expand on areas of interest to you, be prepared to ask more in-depth questions. Encourage the student to ask you questions.

Before the interview ends, give the candidate information about the library, its goals, and what the culture of the library is like. For example, is there a dress code? After the interview, check references. Many employers skip checking references, but you may be missing valuable information by omitting this step.

Now it is time to decide which students to hire. Again, you should compare the applications with the job description and decide which students best fill your needs. This decision should be made in concurrence with others who sat in on the interview. You should

keep in mind what Barbara I. Dewey said about hiring. Although she was not talking specifically about student employees, it is still holds validity for this process. Dewey explains,

The decision to hire should not be based on initial impressions, gender, race, appearance, facile conversation style, or stylish manner. It should be based on appropriate background, educational level, work experience, and relevant personal characteristics that have been carefully defined by the employer in advance of the screening process. The final decision process draws on all material collected from the candidate including the results of the interview. This careful process should provide the institution with a reliable match between position and candidate and allow the institution the opportunity to present a favorable image of itself while conducting the job search. (Dewey, 1987, p. 96)

In summary, to hire the right student for your needs, you need to actively recruit students to ensure you get a diverse pool of applicants, have an accurate, detailed job description, carefully screen and interview candidates, and check references.

BRINGING STUDENT WORKERS INTO THE ORGANIZATION

Team player, reliable, punctual, responds to uneven workflow, pays attention to detail, shows initiative, learns quickly, flexible and creative within context, self motivated, takes pride in work. These are just some of the characteristics of the ideal student employee. Indeed, these are characteristics of the ideal library professional. In some libraries, student employees are professionals-in-training, people who plan to become librarians or library staff. In many other libraries, student employees will enter other professions, and we hope they will return to use and support the library. In either case, our challenge as supervisors of student employees is to bring the students into the organization, to help them understand how their jobs fit into how the library works. The student employee who understands the big picture becomes the ideal student employee.

How can we meet this challenge? By doing what librarians do best: providing information and communicating. First, build a strong foundation by making your expectations clear and by helping the student employee develop reasonable expectations for the job. This starts with a clear and accurate job description. It is a good idea to review the job description on a regular basis to be sure it reflects the job as it changes over time. A statement of core principles and general performance expectations can also help the student

employee understand his or her role in the organization. Most new student employees do not really understand how a library works. An organization chart and the mission statement can help, as can a brief overview of the library's history. Consider providing each student with a copy of an orientation manual that contains the information described above and that also includes the names, titles and responsibilities of people the student employee should know (administrators, supervisors, co-workers).

A formal orientation to the library, including a tour of the entire facility with a behind-the-scenes look of all units, is as important as the training you develop to help the student learn the specific job he or she is hired to do. This orientation helps the student understand what a library really is, how things get done in the organization, and how his or her job contributes to the whole. This formal orientation welcomes the new employee to the organization and establishes the importance placed on the job and on the individual within the organization.

Next, build on this foundation by providing guidance to promote understanding and confidence. Most student employees cannot make the rules, yet they must abide by them. Therefore the rules are very important and understanding policies and procedures can help build confidence. The clear and timely communication of information is crucial to bringing and keeping the student employee in the organization.

Knowing a policy or a procedure provides only part of the picture. Understanding the reasons for a particular policy and understanding how procedure relates to policy completes the picture. Be certain that students are familiar with and understand the reasons for any and all policies that affect their jobs. Make sure they have access to copies of all policies, but especially those that directly impact their jobs. Review all the procedures students must follow and make sure they are clear and unambiguous. Provide written copies of any procedure that students have to follow. Help student employees make the connections between mission and policy and between policy and procedure.

Another challenge for the supervisor/manager is to devise effective communication strategies. We are all familiar with the staff meeting, written memos and other tried and true methods of disseminating information to staff. Today we can also take advantage of e-mail distribution lists or listservs to encourage two-way communication.

The impact of a role model on confidence and team building is often overlooked. Every single library staff member that a student employee observes is a role model -- negative or positive. The challenge for the

manager is to find ways to foster good relationships between regular and student staff. Be sure that other staff members know what your expectations of student workers are and encourage the staff to develop a working relationship with students based on mutual respect.

Finally, an assessment or review separate from an evaluation of job performance can be an important management tool. It is important to step back on a regular basis to ask, "How are we doing? How can we do better?" Of course, this will be most productive if the first two steps described above are taken because all parties involved in this assessment must share goals and objectives. This assessment can be an individual (manager and employee) or a group (manager and employees) process. This does not have to be formal. The purpose again, is to bring the student employee into the organization in a genuine way.

STUDENT WORKERS AND LIBRARIES: MUTUALLY BENEFICIAL

Hiring student employees can be beneficial to both the student and to the library. The students profit because they have an opportunity to gain job skills as well as money. In the direct employer-employee relationship, student employees must learn to balance a work schedule along with school and other obligations. They may soon find that communication and actions have a different set of consequences in a work setting. Also student employees often have a flexible work schedule and a pleasant work environment. Working at a library is also a great resume-builder. But often what is offered to student employees goes beyond all of this. When describing what she liked best about her job, one student employee said she felt that her opinions and questions mattered. She was treated with respect as a person in a way that many of her peers in other employment did not receive (Swinson, 2003).

Student employees, however, are not the only ones to benefit by this working relationship. As a first or early employer, libraries have the opportunity to provide a positive new work experience. Librarians and support staff have the opportunity and obligation to serve as good role models in a positive work environment. Student employees have immediate contributions that they bring to a library. They have fresh eyes to trouble shoot new or existing procedures. Positive adjustments can follow simple questions such as, "Why do we do claims returns in such a time consuming way?" Student employees view our work environment through different lenses. Informed by what they learn from us, student employees can help us develop and grow so that the library remains vital and relevant. Students share their technical knowledge with staff. Students

also use their resourceful problem-solving skills to resolve daily occurrences and can bring practical applications of new technologies to the work place. The advantage might be as simple as teaching a keyboard shortcut, or as sophisticated as setting up a spreadsheet to compile foot traffic statistics. Libraries also gain better service for patrons, a more congenial workplace, and a chance to influence the attitudes and work habits of future colleagues or patrons. In addition, student employees are a rich resource pool for potential users, new librarians, and political funding/support. Student employees gain a respect for and a better understanding of the work of libraries. They know the collections and services that can be available and will feel comfortable accessing such resources. With few undergraduate programs for future librarians, libraries can be a great first training ground for new professionals. Libraries are often able to select the best and the brightest of competitive candidate pools, so very likely future library trustees, company CEOs, or local legislators are shelving in the stacks or checking out material at circulation.

CONCLUSION

While administrative structure may need to be expanded to fit the unique student employee experience, working with student employees is in many ways similar to working with other library staff. It is still important to hire the right person for the right job and to help him or her feel an integral part of the organization. Although this may be time consuming, it is worth the effort because of the numerous benefits received from our association with student employees.

REFERENCES

- Baldwin, David. (1991). *Supervising student employees in academic libraries*. Englewood, CO: Libraries Unlimited, Inc.
- Blake, Kathy. (1997). Making the grade: Colleges find ways to attract student workers. *Nation's Restaurant News* 31/46, 42.
- Dewey, Barbara I. (1987). *Library jobs: How to fill them, how to find them*. Phoenix, AZ: Oryx Press.
- Swinson, Bara. Interview conducted at Monroe Public Library, December 19, 2003. Bloomington, IN.

ABOUT THE AUTHORS

This paper was a combined effort that grew out of a preconference presented at ILF 2004, *Supervising Student Employees in the Library*.

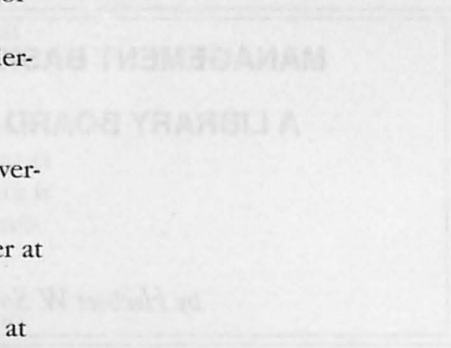
Alberta Davis Comer is associate dean of the library, Cunningham Memorial Library at Indiana State University.

Emily Okada (okada@indiana.edu) is the librarian for reference services and the associate head of IU-Bloomington Libraries' Information Commons Undergraduate Services.

Rebecca Stinnett is circulation supervisor at Cunningham Memorial Library at Indiana State University.

Bara Swinson is the circulation department manager at the Monroe County Public Library in Bloomington.

Nancy Watkins is the supervisor of interlibrary loan at Cunningham Memorial Library at Indiana State University.



BEING A BOARD MEMBER IS REAL WORK

People often think a board member is someone who just sits around and reads books. In fact, a board member is a person who has a significant impact on the library's future. They are responsible for making decisions that affect the library's operations, finances, and services. It is a role that requires a lot of time and effort, but it is also a great way to make a difference in your community.

One of the first things you will do for your library is to help with the budget. This involves working with the library director and other board members to determine how much money the library needs to operate and what services should be funded. It is a complex task that requires a good understanding of the library's financial situation and the needs of the community.

Another important responsibility is to help with fundraising. This involves reaching out to donors and other community members to raise money for the library. It is a challenging task, but it is also a great way to build relationships and support the library's mission.

Finally, board members are also responsible for representing the library to the community. This involves attending public meetings, giving presentations, and answering questions from the public. It is a great way to promote the library and its services and to build a strong relationship with the community.

Being a board member is a real job, but it is also a great way to make a difference in your community. If you are interested in becoming a board member, please contact your library director for more information.

MANAGEMENT BASICS: LIFE AS A LIBRARY BOARD MEMBER

by Herbert W. Snyder



Spend a lot of my time teaching and writing about financial management in libraries and elsewhere, but I'm also a member of my local library's board. As a result, I found myself sitting through seven hours of board training a few weeks ago. If your library has never done this, I strongly recommend it, not because it's particularly fun, but because it actually makes a difference in how well the both the library and the board work.

Let me begin by betraying some personal biases. One of the major reasons the training was successful for me is that the items we discussed were concerned specifically with board duties. What we didn't do was share feelings, engage in group hugs, or catch each other as we fell backwards off step-ladders. My apologies to people who really like this sort of thing, but the lasting effects of these sorts of activities are pretty minimal and really don't prepare you for the things you need to know in order to work effectively for your library.

So what did we discuss that I thought was valuable?

BEING A BOARD MEMBER IS REAL WORK

People do things for complicated reasons, and at least some people become board members because it looks good on their resumes. In fact, I once lived in a town where any candidate for public office was expected to start by serving on the library board. Frankly, there isn't necessarily anything bad about this. If we didn't get anything out of being volunteers, we probably wouldn't do it. The problem comes when board members think there isn't anything else that goes along with the job except having their names on the annual report.

One of the best things you can do for your prospective board members is to educate them concerning their responsibilities before they decide to become members, then hold them accountable for their efforts. Among the many duties of board members are setting broad policies for the library, hiring a new director, acting as community advocates for the library,

fundraising and providing managerial and financial oversight. While this doesn't mean the board runs the library on a daily basis, being an effective board member requires more than sitting in a meeting once a month. Members need to become knowledgeable and engaged in library affairs, which involves work and study outside the monthly meetings. If a board member isn't willing to make the commitment (which implies the library has done its job educating the prospective member), then they don't do themselves or the library any good by taking up space on the board. Good board training that outlines the expectations of a board member both weeds out those who don't have or are unwilling to make the time to be a good member as well as reinforcing the nature of their commitment over time.

THE BOARD DOESN'T RUN THE LIBRARY

This is an important distinction that many board members fail to understand. The daily control of the library needs to rest with its managers, usually the director and his or her staff. Decisions such as specific hires, disciplinary action, or the acquisition of materials are beyond the scope of the board's duties, and they disrupt the management of the library when they attempt to make these decisions.

Unfortunately, some prospective board members have agendas that exceed their authority as board members. (Hiring family members or increasing the acquisition of materials that support some pet project or hobby come immediately to mind.) One of the best things good board training does in this regard is to negotiate the boundaries of responsibility between the board and the library director.

THE BOARD DOES HAVE REAL MANAGERIAL OVERSIGHT DUTIES

If the board causes damage by being too intrusive into library management, the converse can also be true. Many boards are so hands-off in their approach to the library that they fail to realize that they have important oversight duties, especially in finance.

For example, many libraries require their board members to approve expenses and sign checks. What many board members fail to understand in these situations is that the board is the only independent oversight for library expenditures. If board members don't review each check and require that the expense is both properly documented and legitimate, then there is often no oversight at all of the library finances. Numerous instances of poor financial management and outright fraud in Indiana and elsewhere could be prevented if board members simply spent the time to review whether an expense was reasonable and legitimate. Training is especially important in this regard. The leading explanation that library boards give when financial problems arise was that they simply didn't understand that oversight was part of their duties.

A similar situation can arise in cases of sexual harassment or racial discrimination if the director or other library managers are involved. Often, these situations get out of hand because the aggrieved party has no one outside library management they can deal with. Although board members shouldn't involve themselves in routine personnel matters, they should also remember that they are part of the library's administration. Training is particularly valuable in these situations in helping board members understand when it may be appropriate to become involved in personnel matters.

BOARD MEMBERS AREN'T BORN BEING GOOD AT THE JOB ANY MORE THAN LIBRARIANS ARE

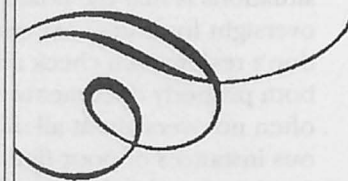
Any library (and any trustee) should demand more of its board than simply acting as names on the letterhead. At the same time, being an effective library board member is a complex and demanding role. We don't expect library directors to be good at the job without education and experience, and neither should we expect board members to be. A training program for board members can not only help them do their work more effectively, but it makes life simpler for directors by defining the appropriate duties of the board and library management.

ABOUT THE AUTHOR

Herbert Snyder (herbert.snyder@ndsu.edu) is associate professor of accounting and information systems at North Dakota State University in Fargo, North Dakota. His column "Small Change" ran in *Library Administration & Management* from 1998-2003, and ALA Editions will publish his forthcoming book, *Stealing the Overdue Fines: Preventing and Coping With Financial Misconduct in Libraries*.

THE WELL-READ LIBRARIAN: LIBRARIES AS COMMUNITY CENTERS

by Marissa Priddis



LIBRARY SPACES AND PLACES

Block, Marylaine. "How to Become a Great Public Space." *American Libraries*. 34, no. 4 (2003): 72-74.

Details an interview with Fred Kent, founder of the Project for Public Spaces (PPS) and Phil Myrick, PPS's assistant vice president, about transforming libraries into desirable public spaces. More and more, patrons are placing value in public spaces to not only access information, but mingle, meander, shop, sip coffee and complete errands in one stop shopping. They also discuss "great library buildings and what they are doing right; the first thing library directors should do when planning an expansion or new building; and whether a brand-new central library building can help restore a dying downtown."

Flynn, Larry. "Libraries that Wow and Welcome." *Building Design and Construction*. 45, no. 8 (2004): 52-61.

Despite the lower number of libraries constructed in the last year, Flynn points out that more and more construction projects are focusing on "partnered facilities" – libraries connected to schools, senior centers, daycares and neighborhood service centers. In addition, architectural accents and "libraries that don't look like libraries" have become the newest trend in these redesigned "community centers".

Fulton, William. "Let's Meet at the Library." *Planning*. 65, No. 5 (1999): 4-10.

Discusses revitalization of downtown Charleston thanks to a new main library branch, as well as other "success stories." Elaborates on libraries as community centers, ports of entry for new immigrants, the unique locations of some public libraries (strip malls or the bottom of apartment buildings, for example), and even the creation of virtual libraries for the future.

Martin, Elisabeth and Kenney, Brian. "Great Libraries in the Making." *Library Journal*. 129, no. 20 (2004): 70-73.

Discusses how retail companies are driving library design – from bookstores to coffeehouses to Kinko's. Focuses on several new building projects around the country that include community spaces, programming areas for concerts and lectures and public gathering areas in a quest to meet this growing demand – while still maintaining the mission and feel of a library.

INNOVATION AND ENTREPRENEURSHIP

Burke, Linda. "The Saving Grace of Library Space." *American Libraries*. 35, No. 4 (2004): 74-77.

Highlights the proactive marketing of the new library at Davidson County Community College in Lexington, North Carolina. This academic library made the "information only" atmosphere more inviting with board games, Friday coffee hours, programming geared toward students and faculty, and even a book cart filled with new arrivals that visits faculty offices every week. Circulation and gate counts have spiked since the library began adding these innovative services.

Dempsey, Beth. "Cashing In on Service." *Library Journal*. 129, no. 18 (2004): 38-42.

Discusses the innovative spirit of libraries in creating larger senses of community while raising valuable revenue for the library itself. Entrepreneurial examples cited include partnerships with Starbucks, supply shops, retail spaces for rent, and a passport office in the library. The article also discusses the evaluation of generating revenue while protecting the overall library mission.

Keller, Bess. "Gathering Place." *Education Week*. 24, no. 7 (2004): 4.

This article features a book-themed café at a Lexington, Kentucky high school library installed that sells coffee, tea and hot chocolate. A part of the proceeds go towards the clubs and teams that run the café, and the library has seen a spike in student traffic to the media center since the inception of The Bookmark café.

CREATING COMMUNITIES FOR UNDERSERVED POPULATIONS

ALC: Libraries for the Future Programs
<http://www.lff.org/programs/>

This website, Libraries for the Future (the program division of the Americans for Libraries Council), details the programs available at the national, state and local levels, many forged in partnership with libraries, library systems, foundations and community-based organizations. The "signature programs include Family Place, a national initiative that transforms libraries into centers for healthy child development and family literacy, and Equal Access Libraries, model programs that help libraries animate new technologies and enhance their capacities as centers for information and education."

Getting Ready to Market the Library to Culturally Diverse Communities.

<http://webjunction.org/do/DisplayContent?id=1526>

This article (originally published in *Alki: The Washington Library Association Journal*), details a step-by-step guide to providing and marketing library services and programs to immigrant and non-native English speaking groups. The article covers needs assessment, setting priorities, marketing plans and a checklist for reviewing the library.

Meyers, Elaine. "The Road to Coolness: Youth Rock the Public Library." *American Libraries*. 32, no.2 (2001): 46-49.

Focuses on the demands on libraries to keep young adults interested, skilled and engaged in using their public libraries. Discusses young adults as library workers, as well as their involvement in developing cultural programs or fundraising for local public libraries, or in making the library "cool" again.

ABOUT THE AUTHOR:

Marissa Priddis (alexpl@evansville.net) is the Assistant Director and Head of Adult Services at the Alexandrian Public Library in Mount Vernon.

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

For more information and to discuss ideas for article topics, or to discuss guest editing a special theme issue, contact the **Indiana Libraries** editor:

Jennifer Burek Pierce
Assistant Professor
755 W. Michigan St., UL 4115H
Indianapolis, IN 46202-5195

E-Mail: jenpierc@iupui.edu
Phone: (317) 278-1807
Toll Free: (866) 758-6254

Indiana Libraries Submission Format/Instructions to Authors

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 parenthetical notes
4. References for source material in APA format
5. Institutional affiliation, job title, and contact information for author(s). *Preferred format: Name (email address) is Title at Institution.*

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).
4. Single space content within paragraphs; double space content between title and body of paper, between sub-headings and subsequent paragraphs, between paragraphs, and between items in the References list.

See Also:

1. The Librarian's Guide to Writing for Publication (Scarecrow Press: 2004)
2. APA Style Home at www.apastyle.org

Forthcoming Issues of *Indiana Libraries*

The following issues are in the works; contact information for editors working on each issue are provided for potential contributors.

General Issues

To contribute an article, contact either the editor (Jennifer Burek Pierce/jenpierc@iupui.edu) or the associate editor (Emily Okada/okada@indiana.edu).

Guest-Edited Issues

Special Issue: Information Literacy
Guest Editor: Marsha Miller, Coordinator, Library
Instruction
Indiana State University
Terre Haute, IN 47809
Phone: (812) 237 2606
marshamiller@indstate.edu

Special Issue: Continuous Improvement
Guest Editor: Sara Laughlin
1616 Treadwell Lane
Bloomington, IN 47408
Phone: (812) 334-8485
Fax: (812) 336-2215
web: www.saralaughlin.com

Special Issue: Diversity
Guest Editor: Karen Evans, Assistant Librarian/
Professor
Instruction and Research
Cunningham Memorial Library
Indiana State University
Terre Haute, IN 47809
Phone: (812) 237-8824
Fax: (812) 237-2567
libevak@isugw.indstate.edu

Special Issue: Art Libraries and Librarianship
Guest Editors: Rhonda Spencer, Director of Admissions and Placement, and Erica H. Bodnar, Admissions Services Coordinator and Recorder,
SLIS
1320 East 10th Street
LI 011
Bloomington, IN 47405-3907
Phone: (812) 855-2018
spencer@indiana.edu/ebodnar@indiana.edu

CORRECTION

Past issues of Indiana Libraries listed the ISSN as 0275-77X. This ISSN is incorrect. The correct ISSN is 0275-777X.

CORRECTION

The cover of *Indiana Libraries* had the ISSN 0013-790X. The ISSN is incorrect. The correct ISSN is 0013-790X.



INDIANA LIBRARY FEDERATION

941 E. 86th Street, Suite 260
Indianapolis, Indiana 46240

Phone: (317) 257-2040

Fax: (317) 257-1389

E-Mail: ilf@indy.net

Web Page Address: www.ilfonline.org

Non Profit Org.
U.S. Postage
PAID
Indianapolis, IN
Permit No. 6253