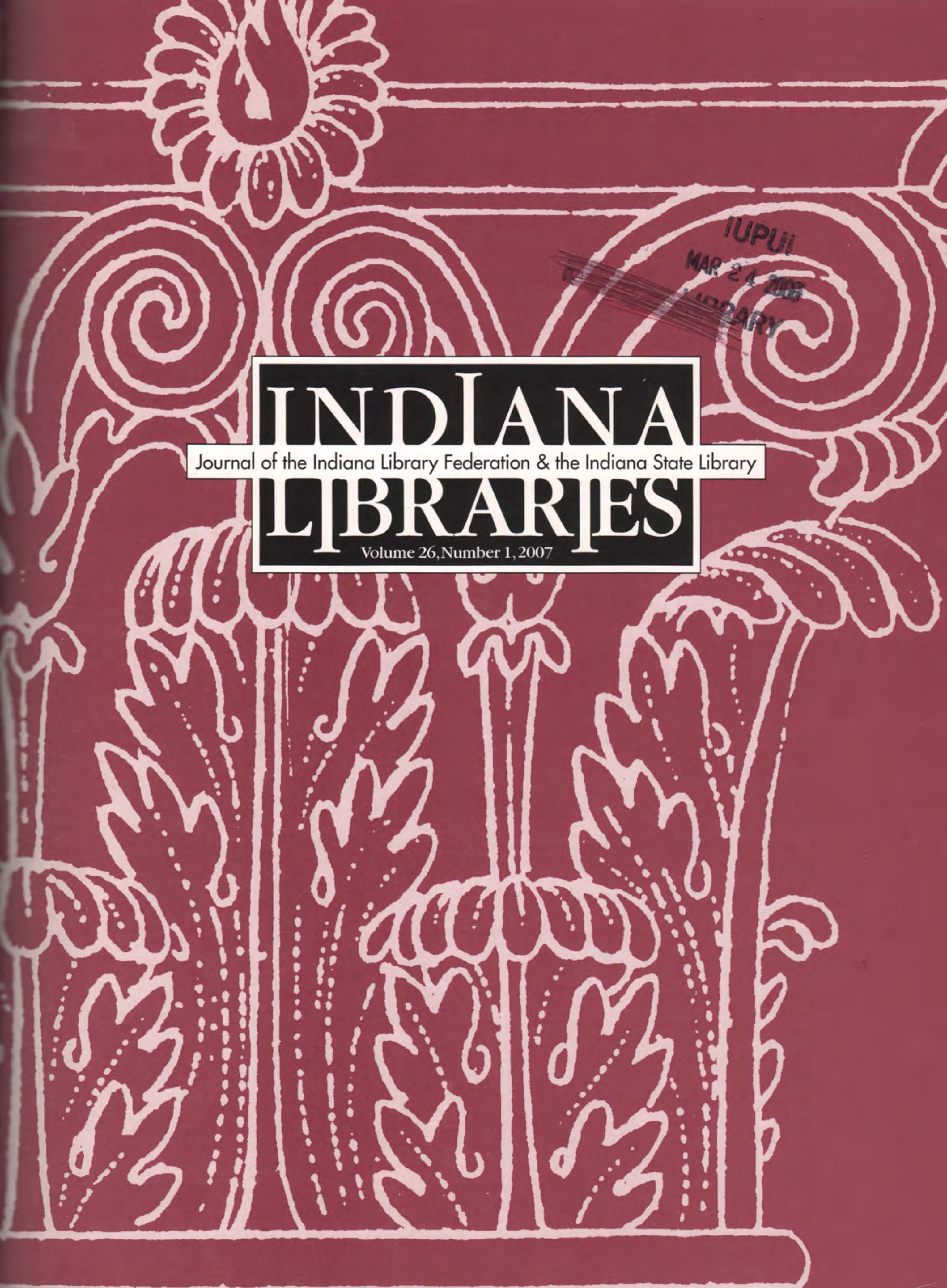

INDIANA LIBRARIES

Journal of the Indiana Library Federation & the Indiana State Library

Volume 26, Number 1, 2007

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C O N T E N T S

INDIANA LIBRARIES

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FROM THE EDITOR'S DESKTOP

by Alberta Davis Comer

Welcome to the winter 2007 issue. Where did summer and fall of 2006 go? I am sure it was here for a short time, but then it just disappeared! And now we have winter.... so pour yourself a cup of hot tea, get comfortable, and prepare to read an amazing compilation of articles on a variety of topics. We will start with what is going on in local libraries in an update from the State Library and then we'll learn about Indiana poet, Matthew Brennan. And, since it is cold and cloudy outside, we will travel to sun-drenched New Orleans in the summertime with two ALA conference reports, one from Deloice Holliday and one from Kim Carr. Next, we will journey overseas to Thailand to learn about outreach and engagement in that country.

However, as you will find from the rest of the articles in the issue, you don't need to leave Indiana to find exciting library endeavors. For example, read about the multi-buildings project at Noble County Public Library, as well as learn about school book clubs and about community collaboration. This issue also provides the opportunity to understand RFIDs and the intellectual freedom concerns about them, as well as learn about young readers at risk. John Borneman, trustee of the Tipton County Public Library Board, shows us why it is important to understand statistics and Susan E. Thomas details issues surrounding the use of e-books. We also learn about the reference needs of the next generation and about a retrospective bar coding project at Valparaiso University. We finish with two articles that examine books from different ends of the time spectrum. William F. Meehan III discusses Ben Franklin as printer while Marissa Priddis discusses current books and articles about Friends of the Library programs.

Once again, our eclectic variety of topics shows that librarians are a diverse group of people. My thanks to the authors for sharing their knowledge with all of us. Keep warm, happy reading, and stay in touch.

LIBRARY NEWS FROM AROUND THE STATE

by State Library staff

SUMMER READING PROGRAMS

Summer reading programs have concluded across the State. An unbelievable amount of work and imagination made the programs a success. Below is a sampling of the type of programs that occurred this past summer. The **New Albany-Floyd County Public Library** held a "Battle of the Books" competition. The event involved teams of children participating in a trivia contest covering 12 books. **Tipton County Public Library** kicked off their summer reading program with a "Touch-A-Truck" event. Children got an up close look at a dozen large vehicles including fire trucks, tractors, and a police car. The event was a perfect fit for their summer reading theme of "CAUTION: Readers at Work!" A total of 58,007 children and their family members participated in the **Indianapolis-Marion County Public Library's** (IMCPL) 2006 Summer Reading Program, "Lost in a Book," a tropical island reading adventure in which participants earned points they could exchange for a variety of prizes as a reward for their reading activity. The program culminated in a celebration at Library Night at Victory Field on August 1st.

The Collaborative Summer Library Program (http://www.cslpreads.org/index.html) is a multi-state partnership that allows public libraries access to low-cost, high-quality materials to support a Summer Reading Program. Last year's program was "Paws, Claws, Scales, and Tales." For 2007, the theme is "Get a Clue @ Your Library." The Indiana State Library has joined as a partner for the 2007 program. As a state member, all of the public libraries will have access to the same materials to launch a Summer Reading Program. The program includes a manual with ideas for programs, media announcements, publicity, reporting, and much more! Each public library system will receive one manual. Every manual comes with a CD. Additionally, the Collaborative Summer Library Program negotiates for low-cost prizes and promotional materials. Every main library and branch will receive one of the incentive brochures.

STATE WIDE DIGITAL INITIATES

The Indiana State Library is pleased to announce Phase II of the establishment of the state wide digital initiative, the Indiana Digital Library. Initiated in December 2003, the Indiana Digital Library Project is a collaborative development among Indiana libraries, museums, archives, historical organizations, and related groups to encourage the development of digitized historical resources and to provide increased public access for the citizens of Indiana and the world of their various, and often, hidden treasures. This collaborative venture will serve as a cornerstone for the future development of digitization projects, encouraging smaller institutions to use the resources of larger facilities and ensuring that projects created will adhere to national best practices and thus be available long-term.

The Indiana State Library is pleased to announce the formation of the governance board for state-wide digital initiatives. The committee will provide periodic policy guidance and expert advice to State Library staff related to the Indiana Digital Library Project. The members represent institutions of cultural heritage and education and include:

- Academic Libraries of Indiana
- Association of Indiana Museums
- Department of Education
- Governor's Office
- Indiana Historical Society
- Indiana Library Federation
- Indiana State Archives
- Indiana State Library

The Indiana State Library will continue to offer grants to a variety of Indiana libraries and archives to digitize unique historical and cultural materials of interest to people throughout Indiana. Materials will be digitized using accepted national best practices and will serve as the foundation of the Indiana Digital Library. Digital materials will be managed using CONTENTdm, digital collection management software. This software will be provided to libraries in the state at no cost through a program funded by the State Library. Materials digitized as part of the project will be accessed through the State Library's portal at www.statelib.lib.in.us and will be hosted by the Library, its partners, and vendors.

The newly formed governance board will be an invaluable resource and the State Library thanks the representative member groups for their participation.

NEW LIBRARY CONSTRUCTION

The South Whitley-Cleveland Township Public Library has broken ground for an expansion and renovation project. It is a project that has been in the works for years and now money has been raised, along with a $500,000 grant that has been awarded. The expansion will increase the library by 50 percent. The **Scott County Public Library** opened a new building in **Lexington** this summer. Built like a scaled-down version of the original Scott County Court House, the Lexington Library is a full-service facility covering 3,000 square feet. The **Muncie Public Library** will renovate and expand the Kennedy Branch in 2007. Approximately 3,000 square feet will be added to the northside library. **The Lake County Public Library Board** has approved plans to construct a new branch building in Lake Station. The new building will have four times more space than Lake Station's existing library. The **Elkhart Public Library Board** has approved the concept of constructing two new buildings to replace the Pierrre Moran and Osolo branches. Drawings of the proposed buildings have been released but are still in the planning phase. Work has begun on building a new structure for the **Sheridan Public Library**. The 14,000 square foot building will be completed by next summer and is being funded by a bond and a $450,000 Community Development Block Grant. A 12,097 square foot expansion is in progress at the **Fulton County Library**

OTHER NOTABLE NEWS

Jazz vocalist Brenda Williams recently preformed at the **Hancock County Public Library**. Williams lives in Indianapolis. She has opened for Ray Charles, the Beach Boys, Lee Greenwood, and Chuck Mangione, and has performed the national anthem for the President.

IN STEP WITH INDIANA AUTHORS...

FEATURING AN INTERVIEW WITH

MATTHEW BRENNAN

by David Vancil

MATTHEW BRENNAN

Matthew C. Brennan, a poet and a teacher of English at Indiana State University, has been a resident of Terre Haute, Indiana, since 1985. Although born in St. Louis, he attended college, not in Missouri, but at Grinnell College in Iowa for his undergraduate degree and the University of Minnesota for his M.A. and Ph.D. degrees. Matt, as he prefers to be called, played baseball for Grinnell and remains a devoted fan of the game. Growing up and in the summers while he was in college, Matt had many part-time jobs, for example, working as a clerk in an office and as a laborer in a factory. While finishing his doctorate, he was employed as an editor by a textbook publisher.

Matt has been married twice and has a son by his first marriage, Daniel, who sometimes figures in his writing. Additionally, Matt is a critic of literature and culture. He has published several books of criticism as well as three volumes of poetry. Prevailing themes in his poetry are his relationship to nature and the importance of family life. While he might have earned an MFA and devoted himself completely to poetry, Matt indicates in an online article found on Biography Resource Center, a database provided by Thompson-Gale, that he decided to follow the more traditional scholarly approach because he felt he needed to learn more about literature in order to be a better writer. At Indiana State University, Matt enjoys teaching courses on the English Romantic period and popular culture. He is also an integral member of the creative writing faculty, teaching introductory and advanced poetry writing.

Matt's wife, Beverley Simms, a pianist and music professor at Indiana State University, is a direct descendant of Civil War-era Southern writer William Gilmore Simms, who was enormously popular in his day. Matt became interested in Simms and is, in fact, now writing a book on this storyteller and poet, which he hopes general readers will enjoy as much as scholars.

Matt is justifiably proud of his poetry books, *Seeing in the Dark* (with cover art by his son), 1993; *The Music of Exile*, 1998; and *American Scenes: Poems on WPA Artworks*, 2001. All three have received good notices, and the most recent book, *American Scenes*, is particularly noteworthy because it was inspired by an Indiana State University collection of art—drawings completed as a program of the Works Project Administration of the Franklin Delano Roosevelt presidency.

Recently, Dr. Brennan was honored to learn that one of his poems will be included along with those of other Hoosier poets on public buses in Indianapolis. A reading on an Indianapolis city bus of selected poems was scheduled for mid-August.

In the following brief interview, Matt reveals current activities and plans for the future:

Vancil: What are some of the current writing projects which you hope to publish?

Brennan: Right now I'm juggling three potential books: another collection of poems, including some WPA-inspired poems, entitled "The Gargoyle"; an as yet unnamed study of the poetry of the prolific antebellum Southern writer William Gilmore Simms, which attempts to restore him to prominence alongside American Romantic poets such as William Cullen Bryant and Ralph Waldo Emerson; and "The Sea-Crossing of Saint Brendan," a version in modern verse of a 9th-century Latin prose narrative about the Irish monk Brendan's voyage to the Promised Land, which many believe was actually Newfoundland. During my last sabbatical I wrote much of the Brendan poem on the Beara peninsula in southwest Ireland. Uncannily, it turned out to be the diocese of St. Brendan.

Vancil: That's an impressive number of varied projects, both critical and creative. Do you find that combining critical and creative projects beneficial, or would you prefer to concentrate on writing only poetry?

Brennan: I'm of two minds about this. I'm a poet at heart, but I love to write about literature I am moved by. All writing becomes by a creating out of chaos, an ordering of reality, and this act of mind is inherently imaginative, to some extent. When I'm writing criticism, though, I feel I'm missing something; I don't feel this lack when writing poems. It's easier to write and to publish scholarship. To write a good poem, lightning has to strike, as Randall Jarrell said. Besides providing a means to keep writing when the Muse is uncooperative, doing scholarship helps me discover my place in the tradition, and it deepens my connection to literature, which I find essential to writing poetry. If I hadn't written about the poetry of William Wordsworth and the paintings of J. M. W. Turner—the topic of my doctoral dissertation—I don't think I'd have found my poetic identity. In turn, if I hadn't studied in England and experienced the light and landscapes that these two Romantics transform in their works, I doubt I'd have been pulled toward them as an academic interest.

Vancil: Does teaching others to write better help you in some way as a writer?

Brennan: Yes, I think it does. Teaching makes you more conscious of how language and art work, and it's inspiring when a young writer comes up with something truly imaginative or well-phrased. Though most student works are naturally derivative, every term the workshops give birth to many original poems. It makes me want to return the favor.

Vancil: Only a few versifiers such as Rod McKuen ever seem to have made a substantial living from writing verse or poetry. What keeps you writing and publishing in the face of a limited readership?

Brennan: Well, I write primarily for myself. Writing is as personal and private an act as we humans can engage in. But would I keep writing if I had no readers at all? I think I would. Robert Graves said there's no money in poetry, but also no poetry in money. He's pointing out that the purity of poetry is part of its appeal. The acts of writing and revising poems are liberating and fulfilling in a way that writing ads, for instance, is not; we somehow integrate all our disparate parts in writing poems, which makes us whole, for a moment anyway. That's payment enough. But if someone later reads your poem and gains from it, that's an unanticipated bonanza that can encourage you to wait in the rain for the next lightning strike.

Vancil: It's possible more people might read poetry if they were exposed to it as part of everyday activities. You have a poem that is going to be part of the Shared Spaces/Shared Voices project in Indianapolis. How will that work?

Brennan: The Arts Council of Indianapolis has arranged with IndyGo, the city bus system, to display individual poems of selected writers on three buses each. So the voice of each poet literally shares public space with passengers riding through the streets of Indianapolis. My poem, "Downtown at Dusk," like the others, had to consist of fewer than sixty words. So, someone riding just a block or two has time to read it. The Council also plans to publish the poems in a catalogue as well as online.

Vancil: You seem genuinely happy with your role as a Hoosier poet. Do you have any parting remarks you'd like to leave with our readers?

Brennan: Our technologically fast-paced, media-obsessed culture leads many to declare that poetry is a dying art. But it's really never been more popular—and never needed more. Maybe the brevity of some poems makes poetry the ideal art form for our times. Reading a poem a day can do wonders for the soul. Here, in fact, is a short poem from my 1993 book *Seeing in the Dark* called "Hope":

> *Suddenly, my son and niece laughing*
> *from another room: a car's high beams bobbing*
> *through light rain and sleet on a dark*
> *road, past midnight, far from home.*

ABOUT THE AUTHOR

David Vancil is the head of the Special Collections Department in the library of Indiana State University. He curates numerous important collections, including the Cordell Collection of Dictionaries and the Debs Collection. Vancil, who has a Ph.D. in English, also writes and publishes criticism, creative prose, and poetry. David, his wife, Linda, and a 10-year-old daughter enjoy spending time together and with a couple of zany family pets.

ALA CONFERENCE: NEW ORLEANS

by Deloice Holliday

The first thing I noticed about New Orleans was the length of time it took to get there and the variety of things that caused delays. Yes, you guessed it; my number came up as one of those randomly selected airline passengers who gets called over to the side to be checked by a "female security person." I tried unsuccessfully to engage the female security person in a conversation about how and why I was selected for the wand and pat down, but she just kept saying, "Ma'am, just be quiet, this won't take long." I tried to be quiet but wanted to know, how does this random thing work? She continued to "shush" me. Finally after my bag and I were "wanded," I was released to continue my flight, or so I thought.

The first delay occurred at the Indianapolis International Airport where weather delayed my flight to Houston. Not to worry, though, I was flying into Houston, Texas, for a two hour layover and then I would be on my way to New Orleans. The two hour delay in Houston at the George Bush International Airport turned out to be many hours of delay. In fact, it was so many hours I stopped counting. The good thing about getting stranded at some airports is the very expensive airport food and beverages. At least there was a variety, ranging from Chinese to Mexican, to American to Italian. You name it, whatever your taste dictated could be found at the Houston airport. I don't know about the rest of you, but it is difficult for me to stay up past a certain hour and when that hour was approaching I was still in Houston. I began to get a bit annoyed and angry but not so much that I would write a letter to the airlines. Besides, I knew the weather was inclement in many parts of the country that day. The food was good, the seats were comfortable, and the best part was there was a television story about a family owned business from my hometown. At first I thought it was airport fatigue but then I watched a bit more and it was real. I could not believe it, a story about the Roller Dome North. If you happen to have grown up in Fort Wayne, Indiana, like me, you probably spent a good deal of time at either the Roller Dome North or the Roller Dome South roller rink. This story kept me interested long enough to forget how angry and fatigued I felt.

After a barrage of delays we left Houston headed for New Orleans. Finally, I arrived at Louis Armstrong Airport at around three o'clock in the morning. I should have arrived hours before, but that was okay. I was on the ground. But wait, where was my airport ground transportation? It was not to be found so I took a taxi. My driver did not speak English and I didn't speak his language either so I was unsure whether he was taking me to the right hotel, but I put my trust in this stranger and hopped into the cab. I settled down and looked for the safety belt. I kept asking the driver about the seat belt situation, but he ignored my question and informed me again that he knew where my hotel was. It was pitch black dark outside, and I could not see a thing, and he was driving faster than I liked. There I was with no seatbelt. So what's a savvy, make-do librarian going to do? I tied the seat belt ends together and hoped that I would arrive at my hotel in one piece. Then I looked over to my left and saw that the seat belt on the other side of the cab was tied together too. I concluded the seat beats in this taxi must be the kind you tie instead of click.

I arrived at my hotel about 3:30-ish in the morning thoroughly fatigued but happy to be there. The taxi driver opened the door for me, pulled my luggage from the backseat, and asked for an astronomical amount of money. The cab driver had nearly scared me to death with his driving. And to top it off, upon driving away he said, "You be safe now." Once in front of the hotel, I saw members of the National Guard who were staying at my hotel so I did feel safe, even though reports prior to the conference would have us believe that danger was around every corner.

At the first day of the conference, I was wandering around trying to find the convention center, but I couldn't quite get my bearings. Yes, I had been to New Orleans many times before and used to have family and friends who lived there, but most had fled to Mississippi and Tennessee after Hurricane Katrina. I finally saw a woman who had the librarian look, you know, the savvy, make-do kind of look. I told her that I was searching for the convention center, and she said that she was, too. We chatted about the airport delays that seemingly many folks were experiencing and the high cost of things, but again we agreed that we were doing something for the city of New Orleans by attending the conference. Finally arriving at the Morial Convention Center, my new walking buddy and I met up with librarians who thought we looked as if we knew how to find the registration desk. We registered, picked up our conference bags, and then said our good-byes and, as a final word, said to one another, "I hope you have a good conference."

Later that afternoon I walked around the Morial Convention Center thinking about all the things that had been reported to have occurred there during and following Hurricane Katrina, but now everything looked okay to me. Workmen were repairing or remodeling some areas of the convention center, but for the most part I believe it was restored and functional. As I wandered, I finally found the "$ for diversity" booth that I had agreed to staff on the following day. At the booth I met with colleagues already at work selling the wristbands for the diversity fundraiser. The "$ for diversity" campaign is an ongoing ALA Committee on Diversity Initiative. Monies raised go toward the support of diversity initiatives such as the development of a conference travel grant for paraprofessionals to attend ALA Annual Conference and the creation of a scholarship for doctoral level LIS studies.

I had several committee obligations including serving on the Committee on Literacy, the Committee on Diversity, and the Committee on Literacy and Outreach Services. One of the highlights for me was the "Many Voices, One Nation: New Orleans" program. This program featured speakers still living in New Orleans and others who were displaced by the storms who gave their personal testimonies, feelings, and thoughts on how it felt to be a New Orleanian who had survived the storm. It was a very moving night of music, poetry readings, songs, and reminiscing about how New Orleans used to be but mostly about surviving Hurricane Katrina and the federal government's lack of action.

There were many offsite programs, tours, and plenty of service opportunities, too. A tour of note sponsored by ALA's Committee on Literacy was held at the Lindy Boggs National Center for Community Literacy at the Monroe Library of Loyola University. The Boggs Center staff and representatives from the Literacy Alliance of Greater New Orleans shared organizational and personal literacy experiences pre- and post-Katrina. Even though I have friends and relatives who formerly lived in New Orleans, I would not allow myself to venture far from the official conference site, for me it was just too sad to see the city in shambles.

My final day at the conference was a series of continuous meetings and programs going from one meeting or program to another. I spent the evening attending the Indiana University School of Library and Information Science (SLIS) Alumni Reunion followed by a late evening meeting of the Black Caucus of the American Library Association (BCALA). Getting back to my hotel around 11-ish, I was a bit anxious about my early morning departure. I packed everything that night and laid out my traveling clothes. Knowing that I would not be able to get a shuttle at 5 a.m., I made arrangements for a taxi. I checked out of the hotel, got into the taxicab (this one did not have seatbelts either), and as we drove away in the early morning darkness, I looked back for one last glance at New Orleans, a changed and somewhat quieter city, but still it was New Orleans.

There were no delays on my return trip, although I did have a layover in Atlanta. It had been a fulfilling and interesting but busy conference, and I was glad to be going home. The plane arrived back in Indianapolis on time. As I navigated my way back to Bloomington, I thought about my trip to New Orleans. Even with the prolonged trip to get there and cabs without seat belts, New Orleans is still a city I wouldn't have wanted to miss.

ABOUT THE AUTHOR

Deloice (Dee) Holliday has served as the Multicultural Outreach Librarian at Indiana University's Herman B Wells Library in the Information Common Undergraduate Library Services (ICUGLS) Department since 2001. Her duties include developing outreach, educational and collection-specific programs, and activities to promote library services to students from different cultural and ethnic backgrounds at Indiana University Bloomington. She is also the collection manager and provides advanced instruction and reference to the Department of Speech and Hearing Sciences.

THE NEW ORLEANS CONFERENCE: TAKE TWO

by Kim Carr

Attending the 2006 ALA annual conference was my first trip to New Orleans. Like most post-Katrina visitors, I did not know what to expect and was a bit nervous about what the city would be like. When I arrived at the airport, I felt welcome immediately! A lively jazz band greeted visitors as we collected our luggage and made our way to the shuttle buses. The happy atmosphere continued while our busy, friendly shuttle drivers were efficiently attending to all of the visitors, double-checking that everyone was boarding the correct bus route. My first contact with a New Orleans resident was with our bus driver, who made it evident how much the ALA conference meant to his city. While he greeted and talked to all the passengers, he inquired about our hometowns, the length of our journeys, and announced to all of us how grateful he was that we had chosen to visit. He assured us that the community was more than ready for the first major conference to return to New Orleans.

I had heard rumors that hotel accommodations might be questionable, elevators non-functioning, and so forth. Upon arrival at the hotel, I was delighted that it seemed in good repair, clean, and comfortable. My hotel was located in the Warehouse District of the city, which had not suffered too much damage according to the hotel staff. The hotel presented promotional bookmarks to visitors that week, which read "We're Jazzed You're Here." These bookmarks were created by the city and librarians loved them, of course. All local people I encountered were excited about the librarians coming to New Orleans and treated us like honored guests. Nearly every time I entered a hotel or restaurant, I was greeted in a friendly manner, and often had the door opened for me! The same held true when visiting the conference site. The huge Morial Convention Center was clean, cool, and wired for the conference. Shuttle buses running between hotels and convention center, provided by Thomson Gale, were a welcome relief to tired feet and an escape from the heat and humidity. There appeared to be plenty of staff at the conference to see to everyone's needs. And as always, the conference offered something for everyone.

In a conference presentation called "What's So Funny?" authors Lisa Yee (*Millicent Min, Girl Genius*), David Dunbar (*Revenge of the Lawn Weenies*), Jack Gantos (the Joey Pigza books), and Mo Willems (*Don't Let the Pigeon Drive the Bus*) discussed humorous elements in their lives which transferred to their writing. Willems grew up in New Orleans (which he insisted is pronounced "N'awlins") with European parents who dressed him in lederhosen as a young boy. He claims that he had to become a comedian and writer as a form of therapy. More people would know he was from New Orleans if he wrote about his childhood, said Willems, but he quipped that nobody would want to read something that traumatic. He thanked us profusely for buying his books and for helping rebuild his hometown. He also taught the audience how to draw the "Pigeon!"

Another presentation featured writers Susan Straight, Roy Blount Jr., and others who write about New Orleans. The first thing Blount did was to thank everyone for coming to New Orleans. Then he joked, "It's strange to me. You didn't used to have to thank people for coming to New Orleans. You often thanked them for leaving, but not for coming." This sense of humor, celebration, and gratitude permeated the conference and the city. At the Saturday evening opening session, Mayor Ray Nagin thanked us all for coming and congratulated us on being the first organization to hold an event in the city since "the storm." Wynton Marsalis also thanked the attendees via video presentation, praised the library profession, and urged us all to have a bowl of gumbo for him. (I did.)

One concern of those who attended the conference (and probably many of those who chose not to attend) was that of personal safety. There were military police patrolling the streets, and at least once I saw a military helicopter hovering above the city. It was obvious that extra security measures were in place. While in my hotel room, I watched a CNN report about the ALA conference and how it was progressing. It was amazing to be watching coverage of what was obviously an important national event and one in which I was taking part. Leslie Burger, ALA president-elect, was interviewed during the segment, as well as New Orleans officials who stressed the urgency of visitor safety as a priority. This conference was not only a significant money-maker but also an important precedent to other events scheduled in the near future, so the success of the ALA annual conference was crucial. I felt proud to be a member of an organization that took a stand to help their fellow Americans get back on their feet.

On the way downtown that morning, a bus driver told me he had moved away from New Orleans about twenty years ago, and when he retired, he moved back—he couldn't stand being away. Although he evacuated because of the storm (I did not hear the locals use the words "Katrina" or "hurricane," they used "flood" and "storm"), he returned as soon as he could. He asked me where I was from. I told him I was from Muncie, Indiana, and he knew that wasn't far from Grissom Air Force Base. There were two other people on the bus, a woman from Boston and a man from Norway. The driver had visited both of their hometowns at some point in his life. I was amazed. As I got off the bus, he recommended that I return to New Orleans for Jazz Fest. I am considering it. Three things will always stand out in my mind about my first trip to New Orleans: the exciting ALA conference, the fascinating city, and the wonderful people.

ABOUT THE AUTHOR

Kim Carr earned her BS and MA from Ball State University and works as a library media specialist at Burris Laboratory School in Muncie. Kim has served on the board of the Association for Indiana Media Educators for 10 years. As the current AIME president, she attended the ALA Conference in New Orleans as a delegate to the AASL Affiliate Assembly

OUTREACH AND ENGAGEMENT IN THAILAND

by Ralph Gabbard

For the past two years I have been fortunate to have been invited to give seminars and workshops at Rajabhat Maha Sarakham University located in the city of Maha Sarakham in northeast Thailand. The northeast of Thailand is often referred to as the Isan area because the culture and the people were heavily influenced by the Lao people. The area is drier than other parts of Thailand, and the economy of the Isan area and Maha Sarakham province are largely agricultural. However, the city of Maha Sarakham is the center of education for the Isan area. Besides being home to Rajabhat Maha Sarakham University, it also features Maha Sarakham University, a large comprehensive university, and several smaller colleges and institutes. The population of Maha Sarakham doubles when all the universities, colleges, and institutes are in session.

Rajabhat Maha Sarakham University is part of the 41 university Rajabhat system spread throughout Thailand. Formerly, these universities were teachers colleges; however, their role has been expanded in recent years. There are approximately 15,000 students attending Rajabhat Maha Sarakham University studying in the areas of education, sciences and technology, humanities, social sciences (including offering a B.A. in Library Science Information), law, agricultural technology, and business administration. The university offers associate, bachelor, and master's degrees.

The Academic Media Center at the university provides access to books, periodicals, online databases (Eric, several Wilson databases), and NetLibrary's eBooks. It is home to a well-equipped computer lab and multimedia viewing stations. In addition, the Center is a wireless environment.

My first experience at Rajabhat Maha Sarakham University took place on November 8, 2005. I was invited by Academic Resource Center Director Porntip Worakul, Dean Sunee Sathitanant of the Faculty of Humanities and Social Sciences, and Vice President Nitaya Klangchanee to be the sole presenter at a day long *Seminar on Libraries and Reference Services in the Twenty First Century*. Presentations included the Physical vs. Virtual Library; New Opportunities for Collaboration; New Directions in Reference and Instruction; and Marketing Reference Services. The seminar was attended by 60 librarians from around Thailand, as well as 40 to 50 students from the library program. The audience was extremely attentive, especially given that my presentation was being translated. It was very difficult to have any group participation during my presentations due to both cultural and language differences. However, the seminar participants were quite willing to ask questions during the breaks. One thing I learned is that, similar to American universities, universities in Thailand compete for students so the idea of marketing library services was of major interest to the librarians.

Discussions I held with Director Porntip after the seminar resulted in his request that I develop a second presentation for the following year. I readily consented although I made some personal requests: I wanted to visit several temples, I wanted to see an elephant, and I wanted to see a water buffalo up close. They willingly agreed, and we began developing the content for the next event. We decided that the event would be a two day workshop titled *Developing Academic Resources and Promoting Public Accessibility*. Topics for the workshop included: Marketing the Library (with content provided by my colleagues Carol Jinbo, Juliet Kerico, Chris Mehrens, and Anthony Kaiser and by our library dean, Myrna McCallister); Assessment, Measurement, Monitoring; Usability, Usefulness, and Information Seeking Behavior; and New Technologies for Libraries. In addition, I demonstrated and implemented a blog for the workshop (http://rgabbard.wordpress.com).

At this workshop, President Somjet Poosri opened with an address to the participants of more than 60 librarians, along with a number of library students. They were especially interested in library marketing and new technologies for libraries. During this workshop, there was more give and take between the participants and myself.

The experiences that I had presenting the seminar and workshop have been very special. I am quite sure that I learned as much from the participants and my hosts as they from me. I look forward to continuing my association with Rajabhat Maha Sarakham University in the coming years. And, on this visit, I was able to see a water buffalo up close, visit at least six temples, and touch an elephant, all exciting experiences.

ABOUT THE AUTHOR

Ralph Gabbard received his Ph.D. from the School of Library and Information Science at Indiana University. He has been an adjunct professor of library science at the Library and Information Science Indiana University/ Purdue University Indianapolis. Dr. Gabbard was formerly head of the reference/instruction department at Indiana State University. Presently he is director of public programs at Fletcher Library at Arizona State University – West Campus.

Author Ralph Gabbard teaching a class

Author Ralph Gabbard with an elephant

BUILDING PROJECTS X 3 --

HOW DID WE DO IT?

by Sandy Petrie

The Noble County Public Library (NCPL) just completed three very different building projects and did it with relative ease. So, how did this three facility system serving 10 of the 14 taxing townships in Noble County make it happen? They did it with much prior planning and some really great staff.

Sandy Petrie, the director of NCPL, highlights some of the key elements that made the actual building process smooth and relatively stress free.

PROJECT SUMMARY

Central Library in Albion – The project here involved completing and renovating a 25,000 square foot library originally built in 1995. Several meeting rooms and an activity room were added to the lower level. On the upper level the children's area was walled off, a young adult area created, the staff area was renovated, and the genealogy room was expanded. The library remained open during construction.

West Branch in Cromwell – This renovation involved the entire two story, 8,000 square foot building. Many elements of the original opera house were preserved to include some of the tin ceiling, the stage area, and the original dressing rooms and walls on which several years of play casts are written. Also, some of the original opera seating was kept. The skylight was not re-opened, but the effect was maintained with creative lighting and the potential to re-open it at a later time. The library was moved to a temporary location during construction.

East Branch in Avilla – This project involved construction of a new 12,500 square foot facility located in a beautiful park setting. The library remained at its existing location during construction.

BACKGROUND

In 1995, our Central Library was built after much conflict and controversy, but with the determination of Linda Shultz, the director at the time, a dedicated board, and a few amazing citizens, the seemingly impossible became possible. Many things were sacrificed in order to just get the building built, one of which was choosing not to finish the lower level. Over the years since that time, we have been discussing and planning a way to not only finish the Central Library but improve conditions at the branches on the east and west sides of the county. The West branch was a one

Noble County Public Library: Central Library in Albion

Noble County Public Library: West Branch Library in Cromwell

level 2,000 square foot storefront property being leased for use as a library, and the East branch was in a 1,500 square foot old school house that had been modified for use as a library. Both locations were bursting at the seams, and the East Branch was forced to hold storytime and make crafts on the floor due to lack of space.

In 2001, the library board purchased the building that had previously been leased for the West Branch in Cromwell. This building was originally built in 1910 as the community opera house and, even though significant damage from a roof that had gone un-repaired for years existed, there were elements of the opera house that remained.

In 2003, the library board purchased, for a new East branch, a 3 acre portion of a 25 acre wooded parcel of land within the town of Avilla that was owned by the town. The remaining portion of the property was sold to the Avilla park board to be used as a nature park.

The pieces were finally in place to begin planning new and renovated facilities but, prior to this time, there was much turmoil over where the libraries should be located and much conflict among the library board, park board, town board, and several citizens. These issues were resolved by library staff and trustees being patient and open to ideas and suggestions.

There are many reasons why the actual building process went smoothly, but the three key elements that made it work were an excellent team of people, outstanding communication, and organized documentation.

THE TEAM

The library staff kept the library operational through this entire process. The library chose not to have a construction manager so those duties fell on me as the director. I could not have done it without knowing the staff had day-to-day operations well in hand. The library board was also amazing and united and dedicated to success from the beginning. They knew that it was important to get experienced people for the project and set out determined to hire the best. The architect - George Morrison of Morrison Kattman Menze; the financial advisors – H. J. Umbaugh and Associates; and the bond council – Ice Miller; were all chosen in large part due to their years of experience, specifically with library projects.

Noble County Public Library: East Branch Library in Avilla

THE COMMUNICATION

Once decisions were made, there was little controversy, dissent, or negative comments. This was due to the more than 30 community meetings held during a period of about 9 months. The library published booklets that included pictures of the current situation, a calendar of meetings, and a map of the taxing area served. The first community meetings were held by a local facilitator from each of the three communities and were designed to just get ideas and input for the libraries with no influence from the library board or staff. The following meetings were held by board and staff members to get an understanding of community needs and building ideas. It wasn't until after these initial meetings that an architect was even hired. The remaining meetings took place to get feedback on initial designs and inform taxpayers of the tax impact.

By advertising these meetings constantly in newspapers, on flyers, on utility bills, and on copy change signs throughout the community, we avoided any major conflicts. Not only were all three communities well informed of what was happening, but they had ample opportunity to state their opinions and concerns. This process also played a large role in getting the Department of Local Government of Finance to approve the project and bond funding.

THE DOCUMENTATION

Something that truly helped keep things straight for me as director is that early in the process I started a running timeline that noted significant events and the dates they occurred. I also created four Excel spreadsheets that tracked all financial transactions since the beginning. One spreadsheet was used to track bond money, another listed every single invoice and which fund was used to pay it, another listed all donations and pledges, and a final spreadsheet separated each of the three building projects with projected and actual costs.

FINAL THOUGHTS

I was quite apprehensive about tackling all three building projects at the same time, but I am quite pleased with how the process and finished projects turned out. Even though the entire process went smoothly with very few glitches, it was a great deal of work and stress did build up on the library board and staff. One important component was to remind ourselves there is no perfect building. As long as we remembered that, we did not get worked up over the small things. It is also important for staff members to take vacations to refresh after a building project and to make sure they know that priorities are different during and immediately after the building project. In addition, give staff a few months to recover before taking on any major new projects or services. The building will be enough excitement for the community initially and you want to make sure you take time to plan new services and not implement them when your doors first open.

ABOUT THE AUTHOR

Sandy Petrie came into the library world after spending thirteen years as a navigator in the Air Force. She left the Air Force in 1998 to spend more time with her family and was hired at the Noble County Public Library as the East Branch assistant and children's program director. In 2000 she was hired as director of the Noble County Public Library. She holds a BA in psychology, an MA in management, and an MLS.

SHARING BOOKS AND STORIES:

BOOK CLUBS THAT BOOK TALK

by Kristina McGlaun

"When does the book club start?" a student asks as he passes me in the hall. "It begins during Teen Read Week in October," I reply. He replies, "Aww...that long?"

I get this almost every day throughout September. I have often thought of changing the beginning date for my book club, but then it fits in so well with the purpose of the American Library Association's Teen Read Week which occurs in October (American Library Association [ALA], 2006).

According to Book Group Corner (n.d.), book club meetings have taken place since 1878. Adults, young adults, and children all love to talk about the book they have just read. Jacobsohn (1998) asserts, "A good group goes well beyond improving comprehension or appreciation of a book" (p.12). A good reading group promotes a sense of self-awareness and community in its members and the group allows a reader to let the story live a little longer by sharing it with someone else. But it also offers readers insight into what else is out there to read. With over 100,000 new titles and editions published every year (Teague, 2006), a person needs all the help he or she can get in choosing the next book to read.

The Jackson Creek Middle School book club was born from this premise. When Harry Potter first flew to the top of the best sellers' list and before he flew a second time, students would ask what they could read that was like *Harry Potter and the Sorcerer's Stone*. The usual good fantasy authors were suggested: Lois Lowry, Madeline L'Engle, J.R.R. Tokein, and Ursula LeGuin. With my list of recommendations dwindling and the interest in Harry Potter growing, I decided that Harry Potter would be a wonderful way to get students to talk about books they are reading and maybe even suggest to me and to other students some good books to read. A book club would also be a way for the library to address some of the Language Arts/ English standards stressed by the Indiana Department of Education (2001).

There were some concerns that needed to be considered before the first book club meeting. After getting permission to establish a book club from the principal, I began to read through the various printed and online literature about organizing and managing a book club. Teenreads.com (1993), Book Browse (n.d.), Book Group Corner (n.d.), and Jacobsohn (1994) offer suggestions in membership, publicity, organization, resources, and more.

It was clear that the book club should be open to all students at the school since it was important that all students who wanted to join were able to participate. Daily announcements, posted signs, and informational visits to classrooms were all actively used to promote the book club. Eight eighth grade students and six seventh grade students joined the club in 2000. For a school with 600 students I thought I had failed, but Teenreads.com (1993), Book Browse (n.d.), and Book Group Corner (n.d.) say that a small group of twelve or less participants is best for a book club. Although the size of the groups fluctuated between six and twenty-five students, it soon became clear that a maximum group size of twelve students was ideal. When the groups have become too large, I have added additional groups. Most of the years, the number of girls out number the boys, but a boy or two will usually participate, too.

Organizational tips from the literature (Jacobsohn 1998; Book Group Corner n.d.; Teenreads.com 1993; Book Browse n.d.) helped with the many logistical problems, such as where to have the meeting, when to have the meeting, group management and discussion, and book selection. Where to have the book club meet was easy...the obvious choice was the library. As the group expanded and students began to bring in cafeteria meals on trays, the carpet in the library became a concern. After the first year of worrying about food and liquid damage to the carpet, I decided to move the meeting to a classroom with tiled floors.

When the group would meet was another problem that was easily solved. Since I wanted any student interested in joining to be able to attend, I knew I could not limit the club to meeting only before or after school. Many students at Jackson Creek Middle School ride buses to and from school, and to host the club only before or after school would limit it to students whose parents could drive them and also would eliminate those students involved in other after school activities. The club needed to meet at a time during the school day when all students would be able to attend. Lunch time became the obvious choice. Thirty minutes seemed short but overall acceptable if the group met every week. By meeting every week, students would be less likely to forget to attend the meetings. Wednesday proved a good meeting day because it offered enough time to remind students during the week that the book club was meeting. ALA's Teen Read Week in October became the perfect time to start off the club with a pizza party. ALA (2006) designed the week to remind students to read for the fun of it. It seemed a wonderful idea to connect the two activities.

A student-managed club was the original plan, but after the first year I realized that a student-managed club still needs a sponsor to sort out problems. Since the club has no president, everyone who joins is equal, but every member agrees to respect one another, to listen to each other, and to attend every meeting. Decisions are made by the group. As the sponsor, I facilitate the beginning of the meetings, keep attendance, and try to remind members of the three rules, but for the most part students govern themselves. I try to be as equal as the other members, although I do step out of this role sometimes when reminding students of such things as needing to at least know the title of the book and the characters' names. I also encourage students to ask questions and initiate discussions about the storyline. For the most part, members encourage one another to share and reprimand one another when any of the rules are broken.

Reading is a great incentive for some students to attend, but in reality something else is needed to catch the attention of others. I decided to host a pizza party once a month for club members. Members agreed that any member who is obviously only attending during pizza week will be asked to consider why they are members of the club.

In the beginning, students decided what books to read. The plan was to hold two meetings for each book and have the student who suggested the book lead the discussion. Either the student or I would supply author information or book guides to the rest of the members. Several problems arose with this plan. During the first year the students suggested their favorites which happen to be rather lengthy books such as *The Autobiography of Alice B. Tolkas* by Gertrude Stein, *Einstein's Bridge* by John Cramer, and *Fellowship of the Rings* by J.R.R. Tolkein. The school was still new and there were neither multiple copies nor individual copies of many of the titles. Students would need to locate copies of the books for themselves. Based on the students' suggestions, some of the titles were purchased for the library; however, having enough copies remained a problem.

The next major problem was that students were not always prepared for discussion. The first book, *Flatland: A Romance of Many Dimensions* by Edwin A. Abbott, went well with more than half of the members reading the book, but, as the weeks passed and the length of the books increased, fewer students were reading the suggested books. Also in some cases, the boys in the club decided to not read some of the books that appeared to be written for a female audience, such as *Alanna: The First Adventure* by Tamora Pierce. Finally, only the student who had suggested the book and I were reading the book. It was clear that with class assigned reading, other classroom assignments, and after school activities, it was difficult for students to read a book that did not appeal to them.

With this major problem needing to be addressed, I went back to why I started the book club. The book club was a way for students to share what they were reading. It was a place where I could also get ideas of books to purchase for the library and to suggest to other students. One day as I was book talking to a class about various books, I realized that book club members could share books with each other. Members could book talk the various books they have read. Jaeger and Demetriadis (2002) used a similar format when financial problems limited their implementation of a book club. With this new format, students would not need to locate or read a chosen book. Instead, they would learn about a book from someone who had read it and then they could decide whether or not they wanted to read the book, too. According to Shader (2002) and Jacobsohn (1994), adding structure to book clubs also builds cohesion in the group. I suggested to the group that every two weeks the reading should be structured around a different genre: mystery, historical fiction, fantasy, etc.

At the beginning of the year, students have a choice as to how the club should be structured. Option A is a traditional book club structure in which all members read the same book and discuss the book together. Option B is the new format in which members will book talk or share books they have read with one another. Option C is any other structure anybody wants to suggest. After open discussions and a vote, option B or the new format is usually chosen. I also create handouts that discuss the different types of genres, lists of titles by genres as suggestions for the students, and guidelines on how to present a book talk.

During each book talk, I take notes as the students share their books. From my notes, I create questions from the books the students have presented. I try to organize the questions around structural features of literature and narrative analysis of the text. I then host a mini trivia game during the monthly pizza party. Students try to answer the questions based on what they have heard during the discussion.

Every year finds more and more students joining the book club. As with the mystery book club organized by Shader (2002), students "who may not ordinarily be interested in traditional book discussion groups to read and talk about books" (p.37) have been joining the book club. Last year I had three groups with a total of twenty-eight eighth graders and twelve seventh graders. The book club has offered an avenue to tap into new and popular titles that are purchased for the library through the recommendation of the book club members. As members discuss books they have read in previous grades, in current classes, and are of interest to them, I pass on their suggestions and plot summaries to other students who are always looking for the next "good book."

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ABOUT THE AUTHOR

Kristina McGlaun has been teaching at Jackson Creek Middle School in Bloomington for the past six years. She received her Master's of Library Science from Indiana University. She has hosted a book club for the past seven years, six of them at Jackson Creek Middle School.

BRAIN FREEZE

by David L. Ewick

Community Collaboration. It's something every public library worth its salt strives to create. Imagine our response at Fulton County Public Library, then, when a terrific opportunity for a multiple entity community collaboration was given to our library. We jumped on it!

The *Rochester Sentinel*, our local newspaper and one of the smallest daily papers in Indiana, worked with local schools, the library, the local radio station, and the local cable access channel to create a multimedia literacy opportunity. Thanks to financial sponsorships by the Hoosier State Press Association Foundation and the Indiana State Reading Association, the *Sentinel* was able to present a ten week long serial. The serial was called "Brain Freeze" and is only one of several serials available to newspapers through Knight-Ridder Corporation. Brain Freeze tells the story of a classroom of elementary school children who work to solve puzzles given to them by a philanthropic rapper named FreeZee, who has promised to donate his mansion for use as a school building if the children can solve his puzzles.

The collaboration began with a meeting of the superintendent of Rochester Community Schools, Debra Howe; *Rochester Sentinel* editor, Bill Wilson; WROI radio station owner, Tom Bair; Rochester Telephone Company representative, Arik Lee; Literacy Coalition director, Gordon Bohs; and Fulton County Library director, Dave Ewick. The group brainstormed ideas to build impetus for kids to read not only Brain Freeze but to go beyond that. We wanted to get parents involved in discussing the serial with their children and to get the children to read more than just Brain Freeze.

The group looked at what each partner could bring to the table. Since the Literacy Coalition is a library program and primarily deals with adult literacy, Mr. Bohs decided to act in a secondary role of assisting the library. Mr. Bair offered to have classrooms read each weekly installment on the radio. Mr. Lee suggested that the phone company could videotape a discussion of each installment. They decided to hold meetings in a middle school class and to ask local "VIPs," including Chamber of Commerce members, local elected officials, and the partners, to lead the discussions.

Each VIP was asked to link the story to his or her career/position so that students could make connections between the real world and the story. The VIP would develop questions pertaining to the week of his or her discussion in order to keep the process relevant and cumulative. At each meeting, participants would look at solving the riddles presented, discuss how it would feel to take part in such an adventure, and talk about how the lessons learned paralleled scenarios in the work world. Each person who "led" the discussion found that, not only did the students "lead" them, but that they were very articulate and interested in participating.

The *Sentinel* provided newspapers to all participating students for those days when the serial was published, so that teachers could use the entire paper in various lessons in class. The library created a series of annotated book lists with cover art and e-mailed them to the schools and newspaper for distribution to teachers and publication in the paper. The library also created a book display that connected with Brain Freeze in tone, age appropriateness, or appeal.

The final shape of the program was this: Brain Freeze was published each Tuesday, with a discussion by the middle school class on Wednesday afternoon. A fourth grade class visited the radio station each Wednesday to read the weekly segment. Beginning Friday, the video played three times daily for a week, at which time the next segment began airing. While the finale had not yet aired as of the writing of this article, the collaboration is a big success, making new connections between school and the world of work, among the partners, and between teachers and the partners. The good will generated in the community and among the

partners has been an added by-product of the effort, and plans are under discussion to performing similar, possibly "grander," collaborations in the future.

So, if your library is looking for ways to engage the community, try a collaboration project. You could find it's not only a fun, wonderful learning experience, but that the by-products of goodwill and support spill over into other ventures.

PARTNERS

The *Rochester Sentinel* – W.S. Wilson, editor, Sarah Wilson, publisher

Rochester Community School Corporation – Dr. Debra Howe, Superintendent

WROI 92.1 FM radio station – Tom Bair, owner

Rochester Telephone Company – Arik Lee, representative

Fulton County Public Library – Dave Ewick, director

Fulton County Literacy Coalition – Gordon Bohs, Director

ABOUT THE AUTHOR

The son of former State Librarian Ray Ewick and retired Johnson County Public Library department head Joann Ewick, Dave is a happily married father of three. Dave holds a BS in psychology from Purdue, an MS in counseling from IU, and an IU-MLS. He began his professional library career at the Shelbyville-Shelby County Public Library as a children's librarian and then went to the Johnson County Public Library as the head of audio-visual services. He has been the director at FCPL for 16 years where they have just begun a major construction project due to be completed in June of 2007. He has been president of the Rochester City Council for 3 years. In his spare time, Dave is a volunteer for the American Cancer Society and encourages everyone to get the proper screenings and live a healthy lifestyle.

BRAIN FREEZE CHAPTER 1 - SUMMARY & DISCUSION QUESTIONS

4th Grade Class – Ms. Roosevelt

Goldenrod Elementary School – Closing

Kids will be sent to various different schools

Students happy until realize will be split up

Kids met & came up with idea to save school

Used media to get word out of need for help – wrote press releases (Radio, newspaper, and TV)

> Who – Students of Goldenrod Elementary
>
> What – Request financial help
>
> When - Immediately
>
> Where –Goldenrod Elementary School fund (XYZ Bank)
>
> How - Send checks to Goldenrod Elementary School fund (XYZ Bank)
>
> Why - To repair (save) the school

Letter received from famous alumni – rap star FreeZee sends DVD message

Offers to give his mansion for school building if the students can solve his puzzles.

THIS WEEK'S CLUE

> You gotta travel to the capital city of insurance – (Hartford, Connecticut?)
>
> I'll get you there for free – you have my assurance.
>
> Then send me back a photo of 2 houses side-by-side.
>
> In each of them a famous writer did reside. (Henry Ward Beecher & Lymon Abbott?)
>
> One thing the famous books they wrote did ensure.
>
> Was that the treatment of black citizens was in for a cure. (civil rights?)

What usually happens when you feel something is being done "to you"? (anger, feeling of powerlessness, fear?)

How did these students react? (Happy, then sad, then found a way to act in a positive fashion.)

Can you think of anything here in Rochester that has been changed or done by kids your age? (Skatepark, concert, even Manitou Mountain)

BRAIN FREEZE CHAPTER 1 DISCUSSION QUESTIONS

- What are some of the different emotions the students experience throughout chapter 1? Why do they have all these emotions?
- How do they feel when Mrs. Roosevelt announces that the school will be closing?
- How would you feel if it was announced that our school would be closing?
- What if you found out that you might be assigned to go to a different school?
- How do they feel when they find out about FreeZee's challenge? Why?
- Would his challenge be something that you would be excited about? Would you want to participate?
- When the students find out about the school closing, they create a persuasive argument to the media and community. What are some of the ideas the students present? Do you think these are good ideas? Why or why not?
- Do you think this story is realistic? Would you want something like this to happen in our school?

**We will probably not have time to discuss all the questions. But, I will not ask them in order and more than one person will answer for each question, so be ready to discuss. Also, if you disagree with something someone else says, you are welcome to politely say that in the discussion. That will make it more interesting! And finally, let's remember to have fun!!!! Let me know if you have questions!

AN RFID PRIMER AND INTELLECTUAL FREEDOM CATUTION

by J. Douglas Archer

RFID (Radio Frequency Identification) is here. RFID commonly refers to both a system of identifying unique individual items via radio signals and to the tags that are attached to or embedded in those items. Whether pronounced as "are-fids" or spelled out as "R-F-I-Ds," the system and its tags are appearing throughout society – including Indiana libraries. The Mooresville and Speedway Public Libraries are just two examples of recent installations.

THE RFID PRIMER

A generic RFID system consists of a tag, a reader, a connection, and a storage device (computer and database) although in some cases (remote car keys for example) a tag and reader may be sufficient. The tag is attached to an item. The reader sends out a radio signal to the tag that responds with a signal containing data stored on the tag. The connection from the reader to the computer allows the storage of this data for later use. The "How Things Work" website provides a more detailed, well-illustrated explanation of RFID (Bonsor).

Just what are these RFID tags? Some people have referred to them as electronic barcodes. In a non-technical sense that's correct. If so, they are barcodes that speak – and speak with a unique voice. By moving from stripes on a label that must be read and interpreted by a light sensitive scanner to an electronic tag scanned by a radio transmitter/receiver, the information contained on the label/tag in or on an individual item can now be read from a distance without being "seen."

In addition, most barcodes used in commerce are product specific but not item specific. That is, a given traditional barcode might identify a can of soup as a can of Campbell's tomato soup but not indicate the specific can, produced in a specific batch, in a specific plant, on a specific day. RFID tags may be as general or as specific as desired.

Libraries are among the few institutions that are already using item specific barcodes. A library barcode may say this is the library's third copy of Dan Brown's *The Da Vinci Code, a Novel* published by Doubleday in 2003. Therefore, in theory, libraries are a near perfect target market for RFID.

The greatest barrier to common adoption of this technology in libraries and elsewhere has been the unit price of the tags. As prices for tags have come down, their use has expanded enormously. And, of course, as their use has expanded, the unit price has continued to decline (Ward, 2004). Both Wal-Mart and the United States Defense Department are moving toward requiring item specific tags (Tech Trends, 2006). Consequently, RFIDs are now within the budgetary reach of many businesses and government agencies including local libraries.

RFID tags can be dumb or smart. Smart tags are like the computer chips in watches or any other handheld device. They contain their own power source and can broadcast the information contained on them. These systems, often contained in bracelets or collars, have been in use for many years to track livestock, pets, or wild animals. Think *Animal Kingdom*, *Marty Stouffer's Wild Kingdom*, or *Animal Planet*. They have been the bane and blessing of science fiction and adventure movie heroes for decades (e.g., Arnold Schwarzenegger in *Total Recall* and Sean Connery in *Goldfinger*). Now that their size has reached that of a couple of grains of rice, they can be found throughout society. Their most familiar use is in tollway speed passes and remote control car keys.

Dumb RFID tags are sort of like floppy discs. They contain no internal power source and just sit there until stimulated and read by another device. These tags have also gradually decreased in size from notecard or file folder label dimensions to dots that are almost as small as the period at the end of this sentence. Though often embedded in a credit card sized plastic substrate for convenience, they can be painted onto paper stickers much smaller than many commonly used security labels. This is often the form they take in library applications.

Libraries are primarily concerned with dumb rather than smart tags. They have become relatively cheap and serve library purposes well since libraries don't care where books wander while charged out. They are only concerned that they return and be accounted for at the appropriate time.

Just to make things a bit more complicated both dumb and smart RFID tags come in two varieties, read only and read/write. In this way they are roughly similar to magnetic and optical media such as floppy discs, CDs, and DVDs.

After a little reflection, the benefits of RFID technology for libraries become readily apparent. Since, unlike a barcode, tags do not have to been seen to be read, a book does not have to be opened to be checked out or checked in. In addition it does not need to be removed from the shelf to be inventoried. In fact, most systems now allow multiple items to be read at the same time, eliminating the need to examine items individually. Whether charged out by a staff member or charged out with a self-check machine, repetitive motion injuries are greatly reduced and a great deal of time is saved. Staff can be assigned to more creative duties than opening, scanning, stamping, and closing covers, and patrons can be on their way more quickly. Inventories can actually be run as often as needed or desired.

THE INTELLECTUAL FREEDOM CAUTION

A major potential problem with the implementation of RFID technology in libraries is increased potential access by unauthorized persons to patron data. Since the library profession has come to view patron privacy and confidentiality as key factors in promoting intellectual freedom, the American Library Association's (ALA) Intellectual Freedom Committee (IFC) has prepared a set of guidelines addressing these concerns (American Library Association, 2006). Included in their document is a series of "best practices" that will allow libraries to enjoy the full benefits of this new technology while protecting patron privacy. (These guidelines have been reprinted as an addendum to this article with the permission of ALA's Office for Intellectual Freedom (OIF) and may be accessed from ALA's website at <http://www.ALA.org> by following the path: Home > Our Association > Offices > Intellectual Freedom > Intellectual Freedom Issues > RFID > RFID in Libraries: Privacy and Confidentiality Guidelines.)

The privacy concerns specific to RFIDs addressed in the ALA IFC's guidelines generally fall into four categories, 1) the actual data contained on tags, 2) the transmission of that data from the reader to the library's data management system, 3) the security of RFID generated data, and 4) patron perceptions of library privacy policies and practices.

Data on Tags: In theory, any data on a tag could be read by an unauthorized reader. While present technology requires close proximity for dumb tags, one never knows what advances will be made or when. So, while at the moment a snoop would have to get very close to one's book bag to begin developing a "hotlist" of one's reading habits, who knows how long it will be until he or she will only need to sit in a car in the library's parking lot to be able to scan one's latest acquisitions? Only one thing is certain. If "they" can snoop, "they" will. This has been incontrovertibly demonstrated by numerous recent revelations of government surveillance and data gathering programs. Therefore, libraries would be well advised to place as little personally identifiable information (PII) on tags as possible. In theory, the only information that must be included on a library RFID tag is data identifying the item itself. For maximum security that data should only consist of a code linked to a record in the library's data management system. The code itself should be encrypted. If a library succumbs to temptation and adds additional information to the tag, then encryption becomes even more crucial.

Transmission of Data: At present there are two means of transmitting data from RFID tag readers to the library's data management system, wired and wireless. If a library chooses to use a hardwired connection, then its security concerns are no greater than with any other hardwired connection in its system. Short of a physical tap on the line, the data is relatively secure. However, wireless transmissions can be intercepted. Therefore, if the library chooses to use a wireless method, it should be particularly careful with regard to what data is recorded on tags and how that data is encoded.

Data Storage: RFID presents no major, new security concerns for libraries' data management systems other than accentuating the need for well developed privacy and confidentiality policies and procedures. These include the regular de-linking of PII from item records as soon as the need for the links no longer exists, regular purging of old files, clear delineation of the authority for access to and release of PII, and a thorough understanding of what library data is stored by third parties on non-library systems (e.g., system vendors, database suppliers, and cooperative agencies).

Patron Perceptions: Since many patrons have become more sensitive to the security of their PII over the last two decades (especially since 9/11), it is particularly important for libraries to inform their patrons of the details of any planned RFID installation including privacy safeguards as early in the process as possible. Offering an "opt in" alternative can go a long way to assuage patron concerns.

ALA OIF's guidelines were prepared with these and many other concerns in mind. They do not attempt to prescribe specific technological solutions. Rather, they identify issues and offer advice that may be adapted as new technologies become available.

FURTHER INFORMATION

Finally, the reader should know that some organizations find RFID to be a greater threat to privacy than is reflected in this article. *Consumer Reports* recently addressed data security issues for the general consumer in a feature article ("End of Privacy," 2006). The Electronic Frontiers Foundation has been an opposition leader in the online community (Electronic Freedom Foundation). And, the Library Users Association, a Berkeley, California, based group organized in opposition to the implementation of RFID in the Berkeley Public Library, has challenged any use of RFID in libraries (Warfield & Tien, 2005).

For more information regarding the American Library Association's position on RFID the reader may wish to contact the American Library Association's Office for Intellectual Freedom and, in particular, Deborah Caldwell-Stone, its Deputy Director at dstone@ala.org or 800-545-2433, ext. 4224. Ms. Caldwell-Stone's presentation at the 2005 Indiana Library Federation Annual Conference, while not cited specifically, provided the original impetus for this article.

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ADDENDUM

RFID in Libraries: Privacy and Confidentiality Guidelines, adopted by the ALA Intellectual Freedom Committee, June 27, 2006.

Radio Frequency Identification (RFID) technology collects, uses, stores, and broadcasts data. Components of RFID systems include tags, tag readers, computer hardware (such as servers and security gates) and RFID-specific software (such as RFID system administration programs, inventory software, etc.).

RFID technology can enable efficient and ergonomic inventory, security, and circulation operations in libraries. Like other technologies that enable self-checkout of library materials, RFID can enhance individual privacy by allowing users to checkout materials without relying on library staff.

Because RFID tags may be read by unauthorized individuals using tag readers, there are concerns that the improper implementation of RFID technology will compromise users' privacy in the library.[1] Researchers have identified serious general concerns about the privacy implications of RFID use, and particular privacy concerns about RFID use in libraries.[2] Libraries implementing RFID should use and configure the technology to maintain the privacy of library users.

The Council of the American Library Association adopted the "Resolution on Radio Frequency Identification (RFID) Technology and Privacy Principles" (Appendix A) and requested the development of guidelines for the implementation of RFID technology in libraries.

Basic Privacy & Confidentiality Principles

Protecting user privacy and confidentiality has long been an integral part of the intellectual freedom mission of libraries.[3] The right to free inquiry as assured by the First Amendment depends upon the ability to read and access information free from scrutiny by the government or other third parties. In their provision of services to library users, librarians have an ethical obligation, expressed in the ALA Code of Ethics,[4] to preserve users' right to privacy and to prevent any unauthorized use of personally identifiable information. As always, librarians should follow these principles when adopting any new technology.

Policy Guidelines

When selecting and implementing RFID technology, librarians should:

- Use the RFID selection and procurement process as an opportunity to educate library users about RFID technology and its current and future use in the library and society as a whole. A transparent selection process allows a library to publicize its reasons for wanting to implement an RFID system while listening to its users and giving them a larger voice in the public debate over RFID technology.
- Consider selecting an "opt-in" system that allows library users who wish to use or carry an RFID-enabled borrower card do so while allowing others to choose an alternative method to borrow materials. Because all members who share integrated library systems may not wish to implement an RFID system, this option also may be necessary for library consortia.
- Review and update appropriate privacy policies and procedures to continue protecting users' privacy, in accordance with Article III of the ALA Code of Ethics and Privacy: An Interpretation of the Library Bill of Rights.[5]
- Ensure that institutional privacy policies and practices addressing notice, access, use, disclosure, retention, enforcement, security, and disposal of records are reflected in the configuration of the RFID system. As with any new application of technology, librarians should ensure that RFID policies and procedures explain and clarify how RFID affects users' privacy. The ALA Guidelines for Developing a Library Privacy Policy[6] can assist libraries in drafting appropriate policies.
- Delete personally identifiable information (PII) collected by RFID systems, just as libraries take reasonable steps to remove PII from aggregated, summary data.
- Notify the public about the library's use of RFID technology. Disclose any changes in the library's privacy policies that result from the adoption of an RFID system. Notices can be posted inside the library and in the library's print and online publications.
- Assure that all library staff continue to receive training on privacy issues, especially regarding those issues that arise due to the implementation and use of RFID technology.
- Be prepared to answer users' questions about the impact of RFID technology on their privacy. Either staff at all levels should be trained to address users' concerns, or one person should be designated to address them.

Best Practices

As with any new application of technology, librarians should strive to develop best practices to protect user privacy and confidentiality. With respect to RFID technology, librarians should:

- Continue their longstanding commitment to securing bibliographic and patron databases from unauthorized access and use.
- Use the most secure connection possible for all communications with the Integrated Library Systems (ILS) to prevent unauthorized monitoring and access to personally identifiable information.
- Protect the data on RFID tags by the most secure means available, including encryption.
- Limit the bibliographic information stored on a tag to a unique identifier for the item (e.g., barcode number, record number, etc.). Use the security bit on the tag if it is applicable to your implementation.
- Block the public from searching the catalog by whatever unique identifier is used on RFID tags to avoid linking a specific item to information about its content.
- Train staff not to release information about an item's unique identifier in response to blind or casual inquiries.
- Store no personally identifiable information on any RFID tag. Limit the information stored on RFID-enabled borrower cards to a unique identifier.
- Label all RFID tag readers clearly so users know they are in use.
- Keep informed about changes in RFID technology, and review policies and procedures in light of new information.

Talking to Vendors about RFID

When dealing with vendors, librarians should:

- Assure that vendor agreements guarantee library control of all data and records and stipulate how the system will secure all information.

- Investigate closely vendors' assurances of library users' privacy.
- Evaluate vendor agreements in relationship with all library privacy policies and local, state, and federal laws.
- Influence the development of RFID technology by issuing Requests for Proposals requiring the use of security technology that preserves privacy and prevents monitoring.

The Request For Information developed by the San Francisco Public Library provides a helpful list of sample questions (Appendix B) to ask when talking to vendors about privacy and their RFID products.

[1]Lori Bowen Ayre, "Wireless Tracking in the Library: Benefits, Threats, and Responsibilities," RFID: Applications, Security, and Privacy, Garfinkle and Rosenberg, eds. (Addison-Wesley, 2006)

[2]David Molnar and David Wagner, Privacy and Security in Library RFID: Issues, Practices, and Architectures, CCS'04, October 25-29, 2004 Washington, D.C.

[3]http://www.ala.org/ala/oif/iftoolkits/toolkitsprivacy/introduction/introduction.htm

[4]http://www.ala.org/oif/policies/codeofethics

[5]http://www.ala.org/oif/policies/interpretations/privacy

[6]http://www.ala.org/oif/iftoolkits/privacy/guidelines

APPENDIX A: RESOLUTION ON RADIO FREQUENCY IDENTIFICATION (RFID) TECHNOLOGY AND PRIVACY PRINCIPLES

WHEREAS, Radio Frequency Identification (RFID) is a technology that uses various electronic devices, such as microchip tags, tag readers, computer servers, and software, to automate library transactions; and

WHEREAS, the use of RFID technology promises to improve library operations by increasing the efficiency of library transactions, reducing workplace injuries, and improving services to library users; and

WHEREAS, many libraries are adopting or in the process of adopting RFID technology to automate library circulation, inventory management, and security control; and

WHEREAS, consumers, consumer groups, librarians, and library users have raised concerns about the misuse of RFID technology to collect information on library users' reading habits and other activities without their consent or knowledge; and

WHEREAS, protecting user privacy and confidentiality has long been an integral part of the mission of libraries; and

WHEREAS, the ALA Code of Ethics states, "We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted"; and

WHEREAS, Privacy: An Interpretation of the Library Bill of Rights states that "The American Library Association affirms that rights of privacy are necessary for intellectual freedom and are fundamental to the ethics and practice of librarianship," and calls upon librarians "to maintain an environment respectful and protective of the privacy of all users"; and

WHEREAS, the ALA Intellectual Freedom Committee recognizes the importance of developing policies and guidelines for appropriate implementation of RFID technology in light of the profession's commitment to preserving user privacy and its concern for preserving the trust of library users; and

WHEREAS, the ALA Intellectual Freedom Committee and the ALA Office for Information Technology Policy, recognizing the immediate need to draft privacy principles to protect and promote ALA's values, joined with the Book Industry Study Group (BISG) to form a working group dedicated to developing a set of privacy principles to govern the use of RFID technology by all organizations and industries related to the creation, publication, distribution, and retail sale of books and their use in libraries; now, therefore, let it be

RESOLVED, that the American Library Association endorse the "BISG Policy Statement Policy #002: RFID - Radio Frequency Identification Privacy Principles" (PDF) developed by the IFC and the OITP with the BISG and other working groups; and be it further

RESOLVED, that ALA affirm established privacy norms within and across the business, government, educational, and nonprofit spectrum, specifically acknowledging two essential privacy norms:

Data transferred among trading partners related to customer and/or patron transactions shall be used solely for related business practices and no unauthorized transaction shall be permitted.

Data related to customer and/or patron transactions shall not compromise standard confidentiality agreements among trading partners or information users; and be it further

RESOLVED, that the ALA adopt the following "RFID Privacy Principles" developed by the IFC and OITP with the BISG RFID working group:

All businesses, organizations, libraries, educational institutions and non-profits that buy, sell, loan, or otherwise make available books and other content to the public utilizing RFID technologies shall:

Implement and enforce an up-to-date organizational privacy policy that gives notice and full disclosure as to the use, terms of use, and any change in the terms of use for data collected via new technologies and processes, including RFID.

Ensure that no personal information is recorded on RFID tags which, however, may contain a variety of transactional data.

Protect data by reasonable security safeguards against interpretation by any unauthorized third party.

Comply with relevant federal, state , and local laws as well as industry best practices and policies.

Ensure that the four principles outlined above must be verifiable by an independent audit; and be it further

RESOLVED, that the ALA continue to monitor and to address concerns about the potential misuse of RFID technology to collect information on library users' reading habits and other activities without their consent or knowledge; and be it further

RESOLVED, that the ALA develop implementation guidelines for the use of RFID technologies in libraries.

Adopted by the ALA Council
January 19, 2005
Boston, Massachusetts

APPENDIX B: SECURITY AND PRIVACY SAMPLE QUESTIONS

1. Does the RFID tag have a portion of memory that can be locked (for item number) and a portion that can be re-programmed?
2. What encryption methodologies are available for your RFID tags?
3. Does the RFID tag have or not have a pre-programmed number that would be rendered redundant by unique library item number?
4. Do your RFID tags contain a manufacturer burned in static ID number that cannot be changed by the library, such as for use in a collision-avoidance protocol?
5. Do your tags have a completely silent mode? Can they be "reawakened" from that mode?
6. What information can still be read in the "silent mode" Is there a static identifier built into the chips, such as manufacturer or customer number?
7. Are there access controls, like passwords or keys, which prevent unauthorized readers from reading the tags? If so, do authorized readers first authenticate themselves to the tags, or do tags reveal their IDs first?
8. If passwords or keys protect the RFID tags from unauthorized reading, are the same passwords or keys used by all of your systems, so that one library's readers can read another library's tags? Or are passwords or keys different for each of your systems?
9. If the system uses passwords or keys, how does a reader know which password or key to use? Do readers contain all passwords or keys?
10. Describe the encryption algorithm used with your system in a wireless environment.
11. Who can write to the tags?
12. How can tags be locked so that unauthorized parties cannot write to them?
13. Can the Security Bit be locked by an unauthorized party so that the library cannot unlock it again?
14. Do your tags support the option of writing a random ID to the tag on every checkout, with the library database retaining a map of the random ID to the item's number?
15. How do you address privacy concerns? Please detail.

Permission was granted to publish this section from the Radio Frequency Identification and the San Francisco Public Library Summary Report, prepared by the San Francisco Public Library Technology and Privacy Advisory Committee, October 2005.

To see the entire Summary Report, please visit:

http://sfpl.lib.ca.us/librarylocations/libtechcomm/RFID-and-SFPL-summary-reportoct2005.pdf

YOUNG READERS AT RISK: QUILT PATTERNS AND THE UNDERGROUND RAILROAD

by Deborah N. Foley

Gently introducing young readers to difficult historical events and traditions through children's literature is a valuable tool for parents, teachers, and librarians. Well written stories excite children's imaginations and help broaden their world beyond time and space. However, in writing for impressionable young children, how important is authenticity when dealing with grim subjects? Nina Mikkelsen (1998) asserts in her article, "Insiders, Outsiders, and the Question of Authenticity: Who Shall Write for African American Children?" that we should ask, "What makes a story good? Replicating reality to the fullest? Getting the facts and feelings right? Suppressing or distorting reality to make us think and feel differently?" (p. 33). Mikkelsen ends her article by challenging African American story tellers to "get it right" (p. 48). No matter how authors justify the construction of a good story when writing fiction, historical fiction falls into another category where authenticity becomes necessity, especially when writing for impressionable young children. Although librarians hesitate to censor, the need to critically evaluate these selections becomes imperative. The story may become so distorted that the truth is lost. A disservice is done to what Mikkelsen calls "inherited cultural imperative" (p. 37). An example of this situation is the Underground Railroad quilt myth.

Gradually introducing children to the grim realities of slavery in America is a daunting task that walks a fine line of informing without horrifying young minds. Nowhere does this become more apparent than with stories of the Underground Railroad. Many authors and illustrators do an outstanding job of transforming historical reality into wondrous journeys of imagination. Unfortunately, there has been a recent trend to distort the facts as to how the dangerous trip to freedom was accomplished. This is seen in the way the topic of quilts is dealt with in various books. Some authors assert that quilts were used as signals to alert runaways to a safe house or "station" on the Underground Railroad.

HIDDEN MYTH OR TRUTH?

Some authors have chosen to portray these quilts as facts based on historical evidence. *Hidden in Plain View: A Secret Story of Quilts and the Underground Railroad* by Tobin and Dobard (2000) has created a disturbing trend found in children's books, maps, history projects, and art and craft projects that reinforces children's belief in secret code quilt patterns. To help validate the "secret code" theory, which throughout the book is very vague, Tobin bolsters her book by co-authoring with Howard University art history professor Raymond G. Dobard, Ph.D. Even Dobard cannot convincingly get his point across when practically every other sentence ends with a question mark.

> Were there any real connections here? And how did these patterns function? (p. 28) . . . Was there an African American equivalent? . . . Might there be a connection between the Prince Hall Masons, the Underground Railroad, Ozella's story code, and what appears to be shared interest in a geometric language? And what of the stories told about the Prince Hall Masons? (p. 29) . . . Might not patterns on a quilt top have a similar function? (p. 30) . . . Is Ozella's story-code a cultural hybrid, mixing African encoding traditions with American quilt patterning conventions? (p. 31)

Tobin and Dobard fall short on answering any of the questions. The authors shamelessly name-drop throughout the book mentioning, among others, respected quilt historian Barbara Brackman and African American scholar John Michael Vlach, both of whom refute the "secret code quilt patterns" theory.

In 2001 Vaughan wrote *The Secret to Freedom*. Although it is an Underground Railroad story with a heartwarming ending, within this story the author talks about secret codes used in quilts to help facilitate the escape. Vaughan has an Author's Note at the back of her book that specifically describes eleven of "the most important quilt patterns in the Underground Railroad code" with pictures of these patterns illustrated on the back cover of the book. One of Vaughan's sources is the before mentioned *Hidden in Plain View*.

Several other children's books were recently published that promoted the "quilt myth" including Jacqueline Woodson's (2005) book *Show Way*. Also Mary Kay Carson's book *The Underground Railroad for Kids: From Slavery to Freedom With 21 Activities* states as fact that quilts were used to help runaway slaves. In her "Make a Paper Quilt Block" activity, Carson (2005) encourages readers to "create a quilt block pattern . . . create symbols or scenes that might help runaway slaves escape to freedom" (p. 105).

Both *Show Way* and *The Underground Railroad for Kids* are recommended in 2005 by Best Children's Books, Booklist Book Review Stars, Children's Editor's Choice, Kirkus Book Review Stars, Publishers Weekly Book Review Stars, and School Library Journal Book Review Stars. *Show Way* was a Newbery Honor book as well.

HISTORIAN AND QUILTMAKER REFUTE SECRET CODE THEORY

A number of authors and historians take the opposite stance. When asked about the "secret code quilt patterns," John Michael Vlach, author of *Back of the Big House: The Architecture of Plantation Slaver*, was adamant that there was no evidence from primary sources to support secret quilt patterns (Vlach, 2004). Another author and leading quilt historian Barbara Brackman (2000) comments:

> As a quiltmaker I've always loved the pattern and the secrets hidden in the name. But as an historian I've come to realize that there are no known quilts in this pattern dating back to the days of the Civil War or to the decades before the War when the Underground Railroad flourished. The pattern is common, but the quilts made in the design date from the 1890s or later. (p. 1)

ENCOUNTERING THE MYTH BEYOND BOOKS

During the summer of 2004, as part of a National Endowment for the Humanities workshop, I visited the North Carolina Museum of History. One of the rooms featured Tar Heel Junior Historian Association award winning history projects by North Carolina students. I was surprised that among the winners was a child's small hand-made quilt that used the "patterns" with a detailed explanation of the "secret codes." I spoke with the Junior Historian Coordinator about this display. She told me that one of the judges, also a museum curator, had explained to the student that this project was based on an unproven theory. Although historically unsound, the quality and craftsmanship of the project was excellent and the student received an award.

The NEH workshop also took me to the Historic Stagville Plantation in North Carolina. Vaughn's *The Secret to Freedom* is available in many public and school libraries; however, I was surprised to find the book for sale at the plantation gift store with a quilt-style wall hanging that explained the "code." *Hidden in Plain View* was on the shelf alongside scholarly books about the Antebellum South.

CONCLUSION

Adult readers are free to decide whether they will embrace the controversial *Hidden in Plain View*. However, young students should be able to trust that fiction and non-fiction material on the library shelf has been selected and evaluated by knowledgeable adults. Rather than censor, librarians should carefully select. The challenge is to critically evaluate these selections. This is not an easy task with the recent glut of information in our technological world. The flood of books hot off the press is overwhelming and it may be several years before misinformation is discovered and corrected. Let us also challenge authors, as Mikkelsen put it, to "get it right" (p. 48).

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COPING WITH STATISTICS -- A PRIMER FOR LIBRARIANS AND TRUSTEES

by John Borneman

WHY UNDERSTAND STATISTICS?

"... and although we may quote one to another with a chuckle the words of the Wise Statesman, 'Lies–damned lies–and statistics,' still there are some easy figures the simplest must understand, and the astutest cannot wriggle out of."
Leonard Henry Courtney

These are times of tighter budgets — for governments, industry, and individuals. Consequently, many people are questioning whether they are "getting their money's worth" from various tax supported entities, including libraries. Statistics are being increasingly used to attempt to prove or disprove the value of libraries.

A quick search on the Internet for news articles on libraries and statistics revealed these two good examples of this demand for data from libraries.

- *"...on February 15, commissioners asked library officials to provide statistics showing the amount of use the facilities get." (Lynch, 2006)*
- *"...These statistics will help the library determine 'how many of our resources do we put into books vs. technology...' " (Bournea, 2006)*

Therefore, instead of being a victim of other people's use of statistics, why not use them to help improve your own library or to help sell your library's effectiveness? The use of statistics for libraries may be placed into two categories. One, using data to make comparisons *between* libraries and two, using data to evaluate the performance or track record *within* one's library. However, be cautious. Much of the dislike of statistics comes from the misuse of data rather than its use. When creating or evaluating statistics, keep in mind the following points as described in The Internet Public Library:

- understand from where the numbers came (the "source");
- understand how the numbers were collected (sometimes given in a footnote);
- understand what date range the statistics cover (usually different than the date the statistics were published);
- understand who collected the data (how reliable is the agency or group who collected and analyzed the numbers in order to come up with the statistics).

MAKING COMPARISONS BETWEEN LIBRARIES

Distributions, Normal Data, and Averages

Any set of related data will generally fall into a distribution or pattern. Often data follows what is known as the "bell curve," or normal distribution. In the normal distribution, all the values of the data are equally centered about the average value of the data, and the most common values lie near that average. For example, if one were to measure the height of a randomly selected group of women, their heights would fall into a normal distribution.

Distributions of related data points may be described by defining three values: a measure of central tendency (in the case of the normal distribution, this is the average), a measure of the spread of the data (the standard deviation in a normal distribution), and an expression of the shape of the distribution (the bell curve in a normal distribution). (Note: instructions on how to calculate the standard deviation are outside the scope of this article.)

As can be seen in Figures 1 and 2, if the investigator calculates the average and the standard deviation, and if the data is normal, then a great deal of understanding of the entire data set is known. We can calculate the percentage of data over, under, or between any values we choose. And if we want to compare our library's data point with all the other libraries, we can calculate the percentage of libraries with higher or lower numbers than ours. However, many times a set of data is not evenly distributed about the average value and the distribution is skewed to one side or another. Additionally, some groups of data contain values that lie far outside the expected range of values. These are called

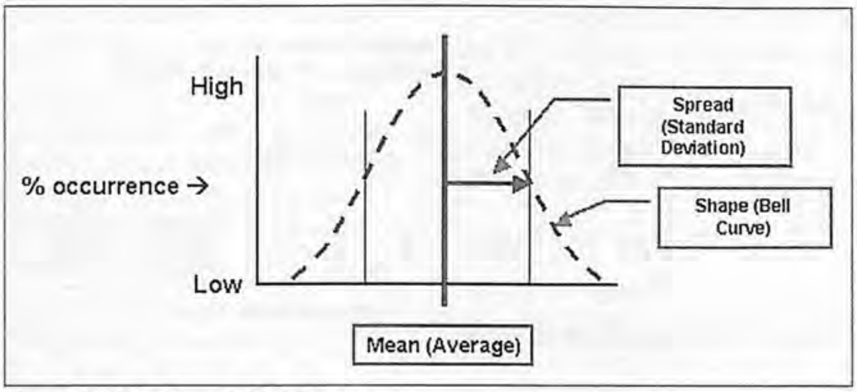

Figure 1 - The Normal Distribution

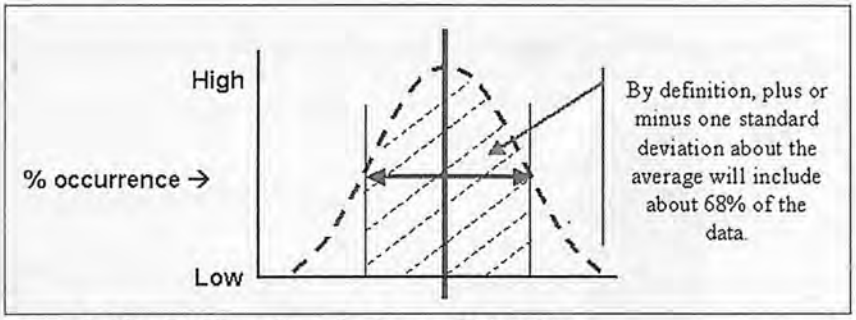

Figure 2 - Standard Deviation of a Normal Distribution

"outliers" and can point the investigator toward unique or special events and situations. In these cases, calculating the average and standard deviation is not always valid. (See Figure 3.)

Data may also be expressed in a histogram, which is one method of showing the actual distribution of our data. The chart in Figure 4 (Indiana State Library) shows that the distribution of the total income of county libraries (with populations between 10,000 and 20,000 persons). This data is fairly normal but does have some points that are potentially outliers.

Because some data is not normally distributed and may contain unique "outlying" data points, what is required is a set of statistics that are not dependent on how the data are distributed.

CALCULATING STATISTICS USING THE MEDIAN INSTEAD OF THE AVERAGE

Several years ago, a statistician named John Tukey promoted the use of a set of statistics other than the average and standard deviation. He felt that in many cases, investigators were assuming data were normal (and therefore that the average and standard deviation were valid statistics), when in fact the data were not normally distributed.

The math of these alternate statistics is simple to calculate and has the advantage of allowing the investigator to easily observe:

- the central tendency of the data
- the spread of the data about the center
- the total range of the data (highest point minus the lowest point)
- the shape of the distribution
- the presence (if any) of outliers or "odd" data points.

Tukey encouraged investigators to use the median of the data and what is called the "interquartile range" instead of the classic average and standard deviation — at least during initial observations and evaluations. The median, being the data point that lies in the middle of the data set, reduces the influence of unique or outlying data points, which artificially raise the average.

The first step in looking at data as Tukey proposed, is to calculate some basic parameters:

- the median (a measure of the central tendency of the data)
- the interquartile range (a measure of the spread of the data)
- the values of data that delineate any outliers.

As shown in the left set of data in Figure 5, the median is derived by first ordering the data in increasing value. Then by counting the total number of data points (in this case thirteen), we can find the median

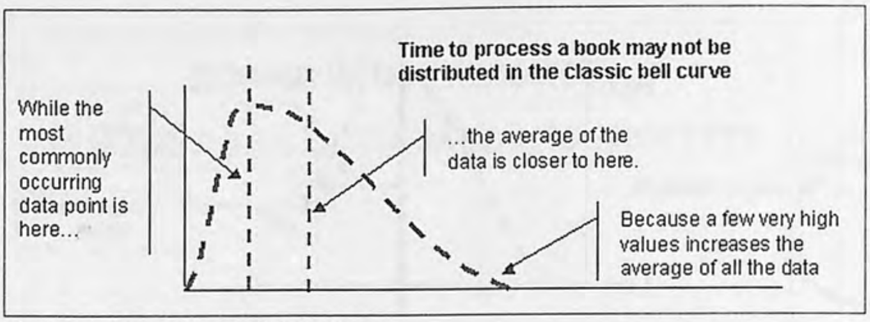

Figure 3 - Non-Normal Distributions

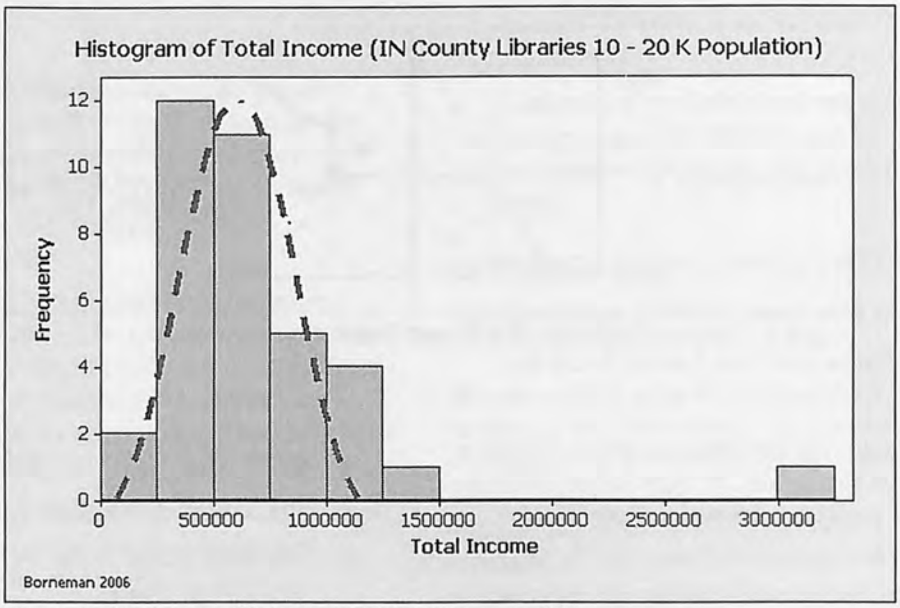

Figure 4 - Histogram (Distribution) of Total Income(2)

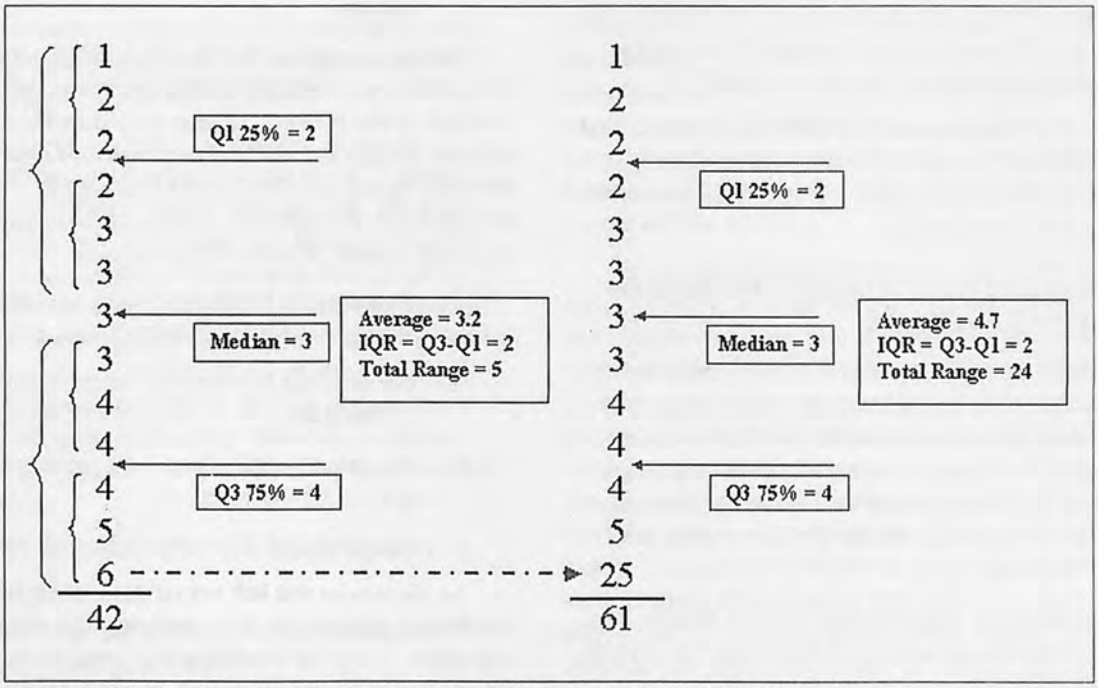

Figure 5 - Median And Quartile Calculations With A Comparison To The Average

(or middle) value lies seven points down. For the data in Figure 5, the median is "3."

Next calculate the quartiles, or the 25% points. Dividing the lower half of the data (between data point "1" and the data point just before the median) into two halves, we find that our first quartile is between two data points both of which have a value of "2." So the first quartile is "2."

Doing the same thing for the higher values in this set of data gives us a third quartile value of "4."

To understand quartiles and the median, just remember that:

- 25% of the data points are "at or below" the first quartile (Q1)
- 50% of the data lies at or below the median, and
- 75% of the data lies at or below the third quartile (Q3).

Another statistic may be calculated, which is called the Interquartile Range (IQR). The IQR is a measure of the spread of the data and is merely the value of the third quartile minus the value of the first quartile (Q3 – Q1 = IQR).

Finally, to calculate the limits for the outliers, just take the IQR (in this case "2") and multiply by 1.5. Then add this number onto the third quartile value or subtract it from the first quartile value.

For our very simple example, these upper and lower limits of "expected" data would be:

- Q3 + (2 x 1.5) = 4 + 2.5 = 6.5
- Q1 – (2 x 1.5) = 2 – 2.5 = 0 (since we assume our data cannot be negative).

Therefore any data points greater than 6.5 are potentially outliers and may deserve special investigation. In the two data sets above, the first set of data does not have any outliers. All values of the data lie between 0 and 6.5. However, in the second set of data on the right side of the chart, the data incorporate an unusually high value ("25"). Observe that the key statistics are the same for this modified set of data, but the average has increased.

Additionally, since the upper limit for outliers is still calculated at 6.5, we can see that this data value of "25" is indeed an outlier. If this were a real set of data, we would begin to question where this data point came from. Remember, sometimes outliers are just transcription errors, so always check data for accuracy.

Tukey also created a graphical method of looking at the median and IQR data, which he called a "Box Plot." See Figure 6 for an annotated version of a box plot.

The value of the box plot is that, at a glance, we can see how the data are grouped and where the key statistics lie with respect to one another as well as the presence of outliers. Once you have studied enough box plots, you will also be able to assess the distribution of the data without plotting histograms.

USING THE BOX PLOTS TO COMPARE LIBRARIES

Let's look at two sets of comparative data taken from the Indiana State Library Statistics webpage for county libraries with populations between 10,000 and 20,000 persons.

The first data collected was for Total Income and the box plot is shown in Figure 7. Looking at this box plot, we can see that the median and the average are both close to each other in value. We also see the presence of two data points that have been calculated to be outliers.

Library officials or trustees can find the Total Income for their own library and easily place it in perspective to all other libraries. From that, an investigator may begin to ask some questions. For instance, if you know that your library's income is $700,000, it is easy to see that your library lies near the median. You now know that 50% of all libraries in your group have a total income that is equal to or less than your library's income.

The next box plot of data in Figure 8 presents a slightly different picture. These data (Total Operating Fund Expenditure) are skewed more toward the higher values (versus more toward the lower values in the "Total Income" box plot). There also seems to be a slightly wider spread between the median and the average, most likely due to the wider spread of data between the median and the third quartile. Look at the figure and compare the distance between the median and the third quartile with the distance between the median and the first quartile. The wider portion of the box between Q3 and the median indicates a wider spread of the data in this range.

Once again, you may compare where your library lies on the Box Plot and evaluate its position with the rest of the libraries.

In this case "your library" has an operating expenditure that is near the third quartile. In other words, "your library" spends as much or more than 75% of all the other libraries in its population group. But the real question is why? To answer this question will require deeper investigation. Look closely at all your expenditures. Ask yourself why these expenditures are being made. Consider traveling to some of the other libraries and comparing yourself to them. Pick two libraries that spend more than you and two that spend less. See how your library compares to them.

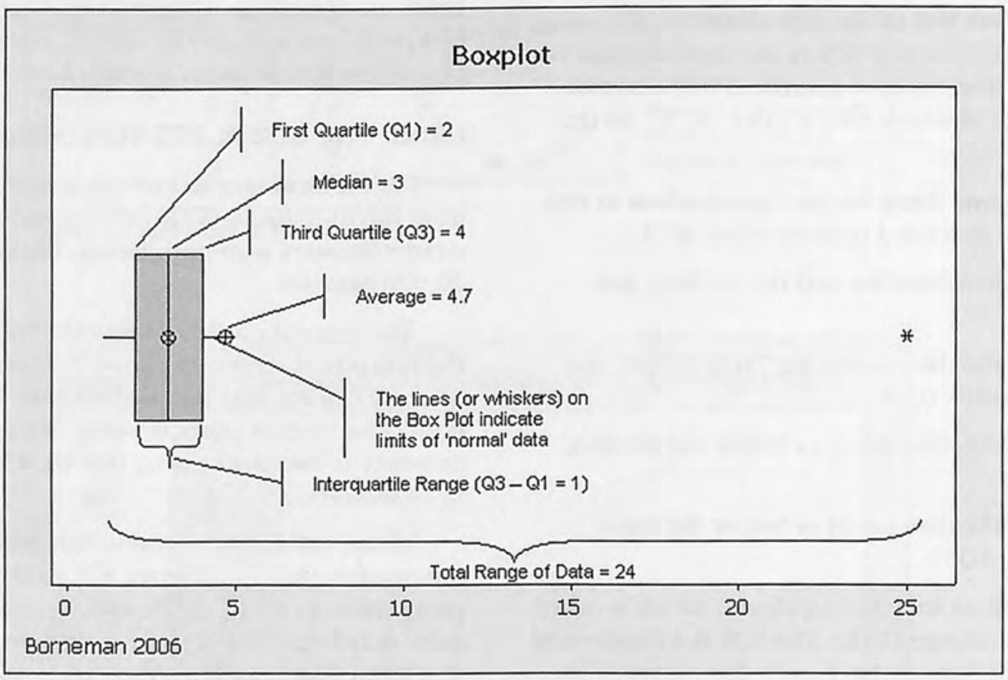

Figure 6 - Explanation of Box Plot

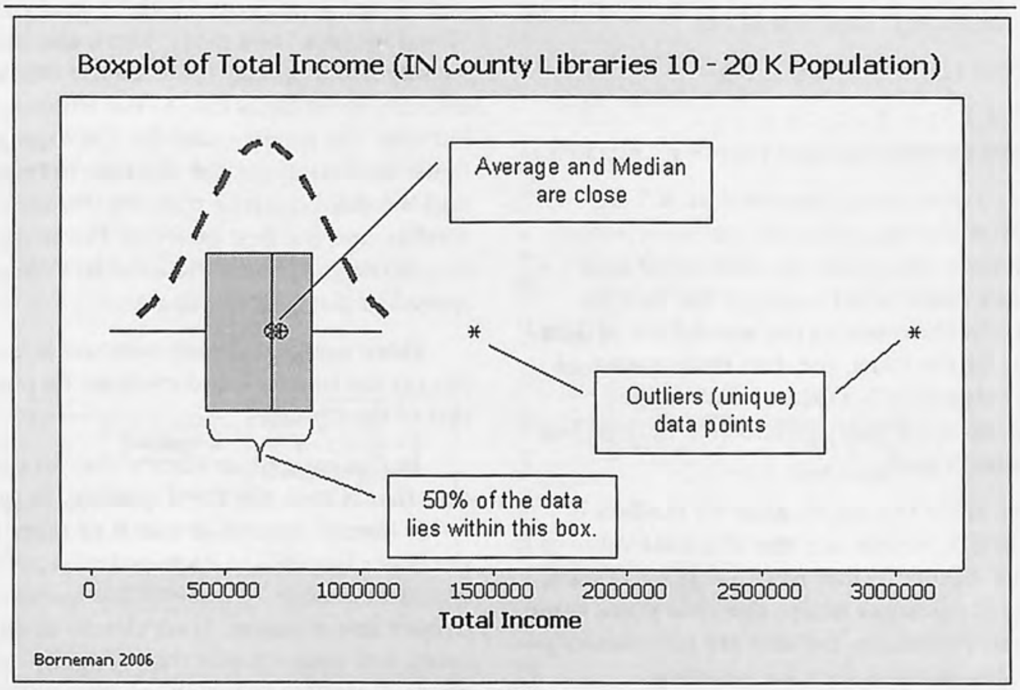

Figure 7 - Box Plot of County Library Income Data
(Compare this chart to the histogram above. Note that outliers are identified)

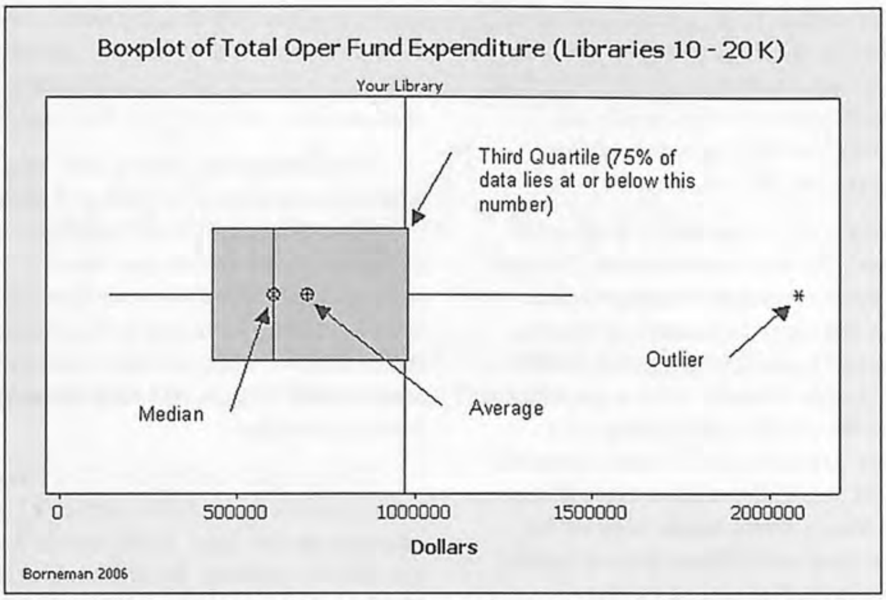

Figure 8 - Box Plot of Total Operating Expenditure of County Libraries (10-20 K)

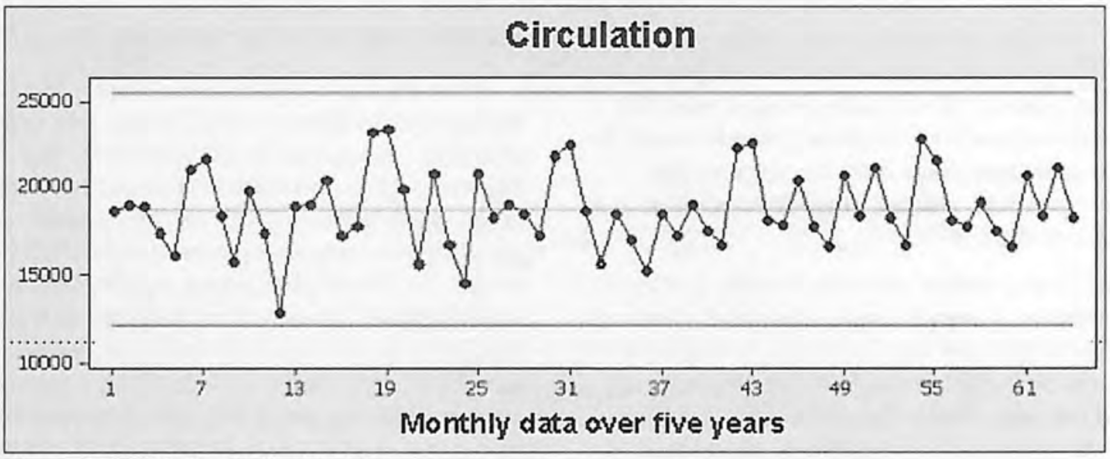

Figure 9 - Circulation Data Over Time

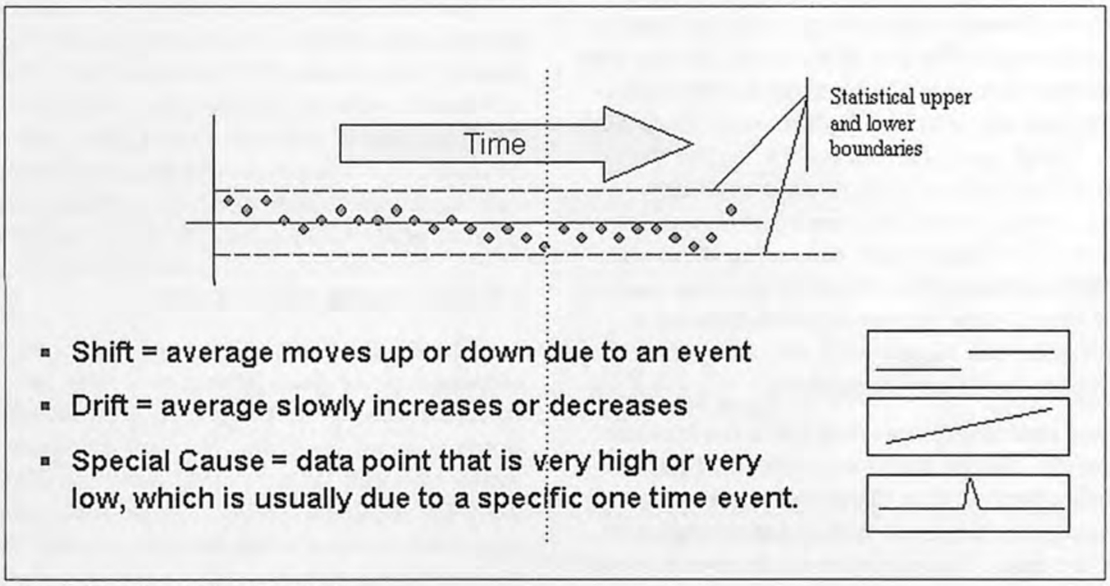

Figure 10 - Time Orientated Data

In the end, you may decide that you are spending just about the right amount for your library's specific conditions. Or you may find ideas from your visits that will allow you to reduce spending or to justify an increase. Either way, you now have good data that supports whatever you decide to recommend.

Remember when making comparisons with other libraries that you are making fair comparisons. The old "apples to apples" cliché becomes very important in statistical comparisons. One good example of this is circulation data. Obviously a small population library such as Tipton County Public Library, with a circulation of about 185,000, pales beside the circulation of a larger library such as the Tippecanoe County Libraries with circulation of about 1.4 million. However, if we adjust for county population (circulation divided by population) we can see that both libraries have values of "circulation per population" of about twelve (Tipton).

LOOKING WITHIN ONE'S OWN LIBRARY

We have already examined the use of medians, interquartile ranges, and the box plot to compare libraries to each other. These tools can also work for data generated internal to your library, but it would be nice to have some way to see how the data we are measuring (circulation, visitors, Internet usage) changes or reacts over time.

Many libraries generate monthly reports that list circulation, visitors, Internet usage, and other pieces of data in columnar formats with numbers, averages, and comparisons between this month and last month, or this year and last year. While this information can be interesting, these types of comparisons are seldom useful. For instance, what may we conclude if the circulation of December of this year is higher than December of one year ago? Is that a significant difference? Should the library trustees begin talking about a raise for the Librarians? The problem is that we can very seldom remember last year. One reason for this difference might be that last year had higher snow levels and fewer people could get to the library. Or maybe the circulation this December is part of an overall upwards trend since last year. Trends are very hard to spot when looking at a list of numbers and comparing them with previous periods of time. This is where keeping track of key pieces of library data in time-ordered fashion is extremely valuable. See Figure 9 for an example of time-ordered data for library circulation.

We can see that circulation data has a normal rise and fall over time. Part of this is seasonal, and part is just the natural ebb and flow of statistical variation. However, sometimes there are unnatural increases or decreases in the data. This could be for known reasons (such as a flood which closed the library or a new library promotional campaign). Plotting information over time and observing the patterns of change and the effects of specific changes is a powerful tool for decision making and proving the worth of a change.

The interested person can also calculate upper and lower boundaries. If a data point falls outside these calculated limits, it is an indication that some statistically significant event may have occurred. Unlike the median and IRQ, these calculations are beyond the scope of this paper and involve using the average differences in adjacent data points to estimate the standard deviation and thereby calculate the upper and lower guidelines.

The graphic in Figure 10 shows how we can use these graphs to look for outliers, "special cause" changes in the data, shifts in the data, or for signs that the data is drifting. By knowing this information, the library administrators can begin to explore why these changes are happening and either celebrate the success or correct the problem.

LIBRARY DATA WITH "SPECIAL CAUSE"

The Tipton County Public Library has been tracking its key data in time-oriented charts and using these charts to help gauge its performance. The chart in Figure 11 (Tipton County) is monthly circulation data taken since January 2000. As can be seen, the data have consistently remained within its calculated upper and lower statistical limits until June of 2006 when circulation increased to the upper limit. What the librarians realized was that curiosity about the progress of their new building project, coupled with a highly effective summer reading program, actually raised the circulation numbers.

LIBRARY DATA WITH "SHIFT"

The Windfall Branch of the Tipton County Library system was originally located in a small storefront with limited open hours. In October of 2002 the Board acquired a separate building in a key part of town. Then in June of 2006 the Board approved increased hours for the branch. As can be seen from Figure 12, each action can easily be shown to have achieved its desired goal of increasing the use of the branch library.

LIBRARY DATA WITH "DRIFT"

Finally, the Tipton County Library did have a very obvious case of data drifting over time. In retrospect, this drift was not surprising. As seen in Figure 13, Internet usage by adults, showed a definite drift upwards between January 2000 and June 2002. After June 2002 the usage of the Internet by adults seems to have stabilized. It was during this time period that the library was acquiring new computers and re-arranging its computer area. Additionally, this time period was

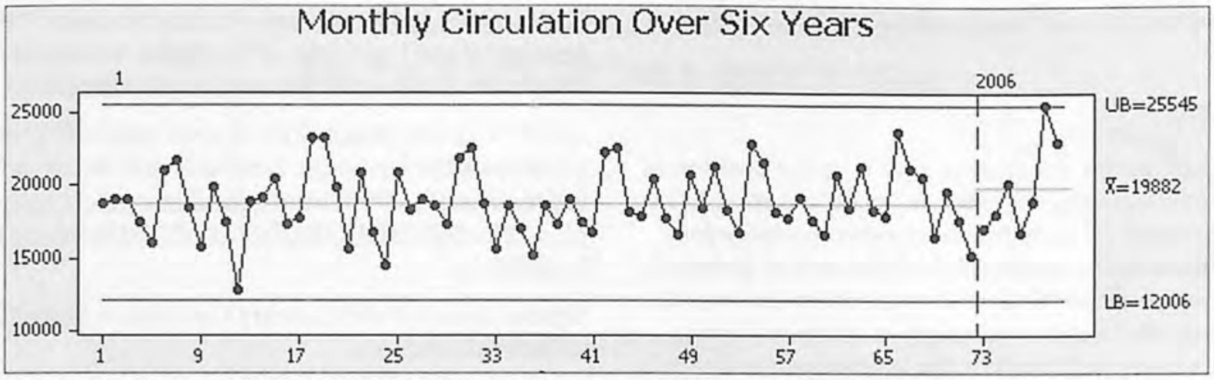

Figure 11 - Circulation Data Showing A "Special Cause" Event (3)

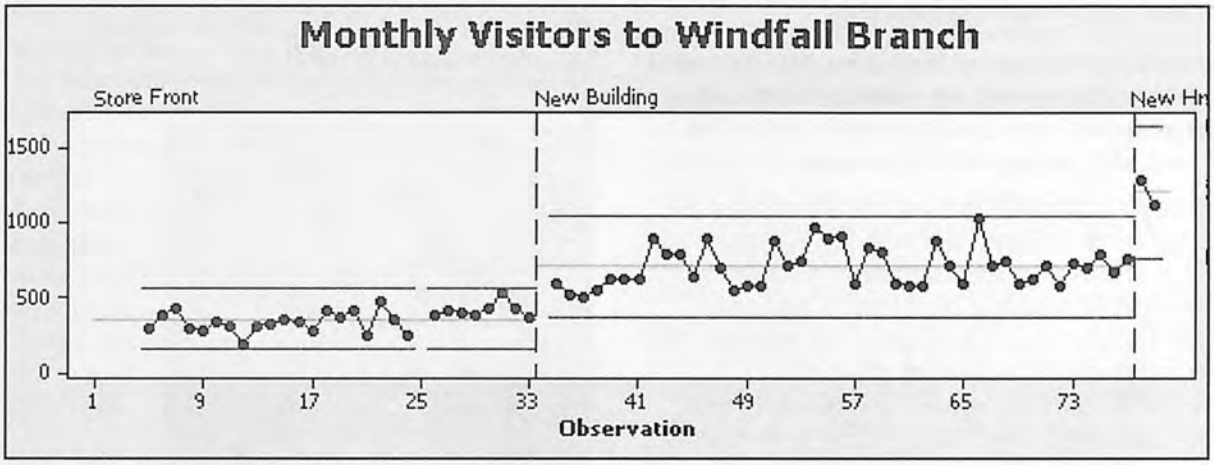

Figure 12 - Windfall Branch Visitor Data

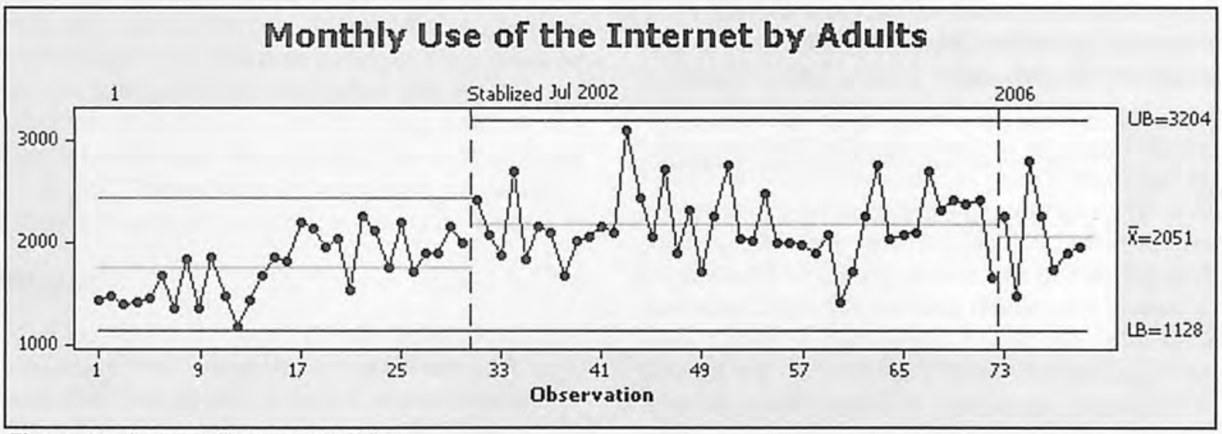

Figure 13 - Internet Usage By Adults

marked by an increase in interest by adults in "going online."

SUMMARY

The best advice for anyone who is in the position of creating or evaluating statistics, is "to be a skeptic." The science of statistics includes some powerful tools for making good decisions based on finite sets of information. However, it is always wise to question the source of the data, whether the comparison being made is a fair comparison and whether the investigator seems to have applied the appropriate types of statistics to the problem (Internet Public Library).

Remember that not all sets of data are normally distributed. Merely looking at the average value of a set of data can sometimes lead to incorrect decisions. The use of the median and interquartile range, along with the graphical box plot, can give investigators a great overview of the data and allow them to effectively compare their library with other libraries.

When looking within your library for data that can help you judge effectiveness, try plotting the data in time-oriented fashion and look for trends in the data. Also look for "odd" or special cause events.

If you wish to calculate the statistical limits for the time oriented charts or need any help in understanding these tools, you may contact this author. Alternately, Purdue University's Statistics Department has a free program for non-profit and governmental organizations called, Statistics in the Community (STATCOM). STATCOM is a student-run service that provides free, professional statistical consulting to local, governmental, and nonprofit organizations. Just visit www.stat.purdue.edu/external_relations/statcom.

Regardless of the exact type of statistics or calculations performed, use your data as an opportunity to improve.

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Tipton County Public Library Circulation Statistics, author calculations.

ABOUT THE AUTHOR

John Borneman is an engineer and "statistical practioner" for a major electronics manufacturing company in Indiana. He also has been serving as a Trustee of the Tipton County Public Library Board for the past six years. Recently, John presented a paper at the 2006 Indiana Library Federation Annual Conference titled, "Simple Statistical Tools for Evaluating Library Data." John may be contacted via email at john.borneman@gmail.com.

ANOTHER SIDE OF THE E-BOOK PUZZLE

by Susan E. Thomas

ABSTRACT

Electronic books, while not as popular as electronic journals, continue to be produced, marketed, and used with marginal popularity. Why is it that we see a strong public demand for electronic journals and a reluctance to use e-books? One reason that e-journals succeed may be that the articles are often shorter and easier to print. Research on user preferences indicates mixed reactions to the use of e-books. Is it possible that the printed word is the best technology for monographic publications? Is the problem with e-books more complicated than simple nostalgia for the touch and feel of a book? Existing research on the utilization of electronic text has not been widely distributed. This article will review survey responses, reactions, and feelings toward e-books, along with some of the current research findings indicating there may be more problems with e-books than meet the eye.

INTRODUCTION

E-books were predicted to take off fast, with expectations that they would rapidly replace their print counterparts (Dillon, 2001; Gunter, 2005; Rao, 2003, 2004). When this did not happen as predicted, the advocates retreated somewhat but with a continued insistence that there were some issues, such as a workable business model, that needed to be resolved. Once these issues were resolved, they insisted, e-books would take over the print market. Librarians have also been blamed for not doing more to promote electronic books with the assumption that if they employed better marketing strategies for this new product, then e-books would see the insurgence in usage that was initially predicted (Bennet & Landoni, 2005). Long (2003) stated that "e-books have been around for at least three decades" (p.29). These three decades have provided enough time for some interesting research findings.

THE PRODUCT

Most of the literature on electronic books and their lack of anticipated success point to problems with business models but quickly goes on to express enthusiasm and anticipation for future success (Gunter, 2005; Herther, 2005; Sandstrom, 1999). Advantages and disadvantages are listed to highlight some of the better features and possibly to point out the need for continued development, while the disadvantages are downplayed. The advantages are often listed over and over like a well-tuned marketing ad. The lists include features such as around-the-clock availability independent of actually visiting a library or a bookstore; textual mark-up features; increased storage capacity making it easier to carry multiple titles; and increased shelf-space and ease of re-shelving (Armstrong et al, 2002; Chu, 2003; Clyde, 2005; Gunter, 2005; Herther, 2005; Littman & Connaway; 2005; Long, 2003; Rao, 2003, 2004). With regards to the textual mark-up features, however, very few articles discuss exactly how helpful these will be to consumers who are reading the latest bestseller on a palm pilot. Unfortunately, while the ability to search and highlight text is a definite enhancement over print text, it is not a feature that is currently available with all e-books or readers. Another advantage listed for electronic books is that they are considered to be environmentally friendly (Rao, 2003) because they don't require paper, but few if any articles address the problems of recycling electronic devices or that electronic devices require a power supply that typically is generated with non-renewable energy resources.

Disadvantages to e-books tend to be downplayed in the literature as if to acknowledge there are some problems but with expectations for improvements in the near future. The biggest disadvantage cited and most listed reason for the slow growth of e-books is the lack of a standardized product with a sustainable business model. E-book readers and e-book software have yet to stabilize or to find one industry standard to allow transferability (Gunter, 2005; Sandstrom, 1999). Dillon (2002) notes that "by mid-2001, there were 21 competing e-book formats in use" (p.354). Multiple reading devices and software, most of which tend to be proprietary in nature, mean less portability and transferability from one reading device or software to the next. Other disadvantages found with e-books are the limited selection of titles, subscription-based access instead of ownership in perpetuity, and the cost of the technology which may be too expensive for the average consumer. Another market disadvantage with e-books that tends to be glossed over is print limitations. Digital Rights Management concerns continue to be compounding factors in developing a sustainable business model (Armstrong et al., 2002). But even with the fact that printing out entire books is neither an efficient, cost-effective, or environmentally friendly method of obtaining a copy, there remains a continued desire by users to print electronic text, perhaps because the print offers better resolution and is easier to read. Bennett and Landoni (2005, p. 15) note that this reliance on printing e-book content, "negates the benefits that e-books offer and adds additional costs." However, most users prefer reading print text instead of reading an electronic format (Liu, 2005).

E-book technology has also failed to provide a viable reader that is portable and affordable enough for the average consumer to purchase while eliminating problems of text visibility and eye fatigue. Screen resolution remains very poor in an electronic environment (Gunter, 2005). Print resolution begins at 300 dpi (dots per inch) while the resolution on monitor is around 100 dpi (Rao, 2004). This means that reading electronic text requires the brain and the eyes to work harder to achieve comprehension. Eyestrain becomes a side effect from reading in an electronic environment, as anyone who has worked at a computer all day knows all too well. Bennett and Landoni (2005) have noted that "screen resolution is still not comparable with paper resolution and this has both inspired research in the area of technical quality and created the perception that there is a need for extra value to be added to e-books in order to justify the discomfort of 'reading' them on a relatively poor resolution screen" (p. 10). Liu (2005) noted that "the lower resolution on a computer monitor is one of the major factors that people print out documents (especially lengthy documents) for reading" (p.702). Of course, restrictions on printing electronic books frustrate this desire to print the text for reading. As Herther (2005) notes, "the issue of protecting content and the rights of the content owner, while giving users flexibility (to print) is still a hot button issue in the industry" (p. 48).

While it is easy to note that business model problems and a lack of standards have definitely not helped with the marketability of the product, perhaps there is more to electronic books than simply listing reasons why they are a better format than print. If one were to take an informal poll of users, say at a mall or a supermarket, and simply ask people if they have used electronic books and, if they have, did they find the experience pleasant enough to repeat, we might find that the majority of people don't want to read an electronic book. So what is it about an electronic book that makes it less attractive than paper? Electronic journals are expected, and in some cases even demanded, by library patrons, but this same demand and expectation do not seem to carry over to electronic books.

In reviewing the survey literature the data appear overwhelmingly to suggest that people do not want to read electronic books, at least not for sustained reading, and perhaps even more surprisingly, not for educational purposes. And yet library usage studies on electronic books indicate that they do circulate, in some cases circulating more than their print counterparts (Littman & Connaway, 2004). Similar research by California State University, however, discovered that when both print and electronic formats for the same title were available, they were both used equally (Littman & Connaway, 2004). Research with library usage studies admittedly reveal an inability to know how the books are being used with some suggestion that e-books are being used for quick reference or to complete a research paper, but not for sustained reading activity (Littman & Connaway, 2004). Other researchers have also noted that e-books are well suited for a reference environment, either because the amount of text needing to be read electronically is short or because short passages are usually permissible to print. Perhaps e-books are being checked out because they offer a new technology in need of sampling. It may be possible that high circulation statistics are more indicative of the product's novelty factor and, once users have had enough exposure to the product, we will see less demand. Coleman (2004) examined e-book usage figures in a library and noted that fewer than 100 titles out of 1,625 had been accessed more than 10 times, which may indeed be indicative of a novelty factor. Coleman (2004) suggests that people may be more inclined to use an e-book if the print version is unavailable and that readers with an initial interest in computers may be more receptive to e-books; however, he notes that both theories require further study. The California State study suggested that, as users become more familiar with electronic books, their use will increase (Littman & Connaway, 2004). Dillon (2001) also suggests that as more individuals gain experience using e-books, the use of the product will expand. What has not been suggested is that the opposite may be just as likely. As more people are exposed to e-books, more people may reject them as the preferred method of reading. Coleman (2004) suggests that "e-books may simply offer a better delivery mechanism, not a better way to read" (p.124).

While e-books certainly appear to have many practical applications for educational settings, current research on students' perceptions indicates a continued preference for learning with print (Noyes & Garland, 2005, 2006). Bennett and Landoni (2005) also documented in their findings that "although the majority of users interviewed expressed a willingness to use e-books in the future, it was clear that many feel that currently the usability of e-books is too poor to offer a genuine alternative to printed resources for serious academic study"(p. 15). Surveys of students who have been involved in test markets of electronic textbooks have clearly indicated a preference for the print, even when the price of the electronic textbook was substantially reduced (Carlson, 2005). This seems to boggle the minds of producers, librarians, and technology advocates who still cling to the notion that the paperless office will someday materialize. Bennett and Landoni (2005), citing a JISC Gold Leaf study from 2003, noted that students who were questioned about their use of e-books indicated that they were using them for reference purposes but not for leisure reading. The National Association of College Stores surveyed 4000 students on 21 campuses and found that 73% preferred buying textbooks in a traditional format (Carlson, 2005). Another study discovered that 80% of the students surveyed preferred "to read a digital piece of text in print in order to understand the text with clarity" (Liu, 2005, p. 702). The students did not seem to mind accessing the text electronically but wanted the ability to print it to read it, indicating once again the desire to print with the suggestion that there is something strenuous or unpleasant about reading text electronically.

The business model of the e-textbook market has also revealed some frustrating practices, such as only being able to download the textbook once to a PC, a limited number of page views (permitting students to review a page so many times before being locked out), and passwords set to expire in a short period of time rendering the product unavailable for future reference (Carlson, 2005; Foster, 2005). Electronic textbooks also don't offer students the opportunity to share or resell their text (Carlson, 2005). Examining some of the survey comments provides even more insight into consumer expectations. One responder from Carlson's (2005) study noted that you "can't go to the library with the e-book. Have to be tied to a monitor." Another responder from the same survey indicated a refusal to buy an online textbook, "I prefer to have an actual hard copy of the book on hand to read whenever I want" (Carlson, 2005). Liu (2005) also notes the discovery that undergraduate students who read online text find it to be more difficult to understand, less interesting, and the authors less credible than reading the printed version.

Other survey findings also indicate a preference for print. Gunter (2005) found that 56% of 3,916 subjects on a survey in the United Kingdom indicated a preference for not reading "extended passages of text from a screen" (p.513). A survey of library science students in 2003 indicated an unwillingness to use e-books citing such reasons as the difficulty in reading and browsing and the requirement of special equipment to use (Chu, 2003). Another study noted that 46% of online consumers, people who are used to shopping and supposedly working in an online environment, expressed a lack of interest in reading any form of digital content (Peek, 2005). Reid (2002), reporting on a survey conducted by Knowbetter.com, concluded that users were frustrated by high prices for e-books, the lack of transferability between electronic devices, and the limited title selection.

READING SPEED AND COMPREHENSION

Researchers, primarily in the fields of education and psychology, have been studying the effects of electronic text on reading speed, comprehension, and cognitive load for at least three decades. Noyes and Garland (2005, 2006) surveyed undergraduate psychology students in two separate studies and noted that students showed a clear preference to learn from books rather than computers and even expected to learn more from the books. When Noyes and Garland repeated the study they did find more acceptance for using both books and computers to learn from, but the preference to use print remained.

Although educational research on the effects of reading comprehension with computerized text began in the 1970s, the studies have revealed mixed findings that reading electronic text either increases, decreases, or has no effect on comprehension (Doty et al., 2001; De Jong & Bus, 2002, 2003; Maynard, 2005; Reinking, 1988). Unfortunately, all of these studies have admitted flaws in their methodology making it difficult to say with any certainty that electronic text has a positive or negative effect on comprehension. Observable limitations include small population sets (30 to 100 subjects); using beginning or elementary readers; differences in the print and electronic text used within the same study; and few controls for distractions, prior knowledge, or experience using computers. One consistent finding with the research reveals that interactive, hyper-infused text seems to have a positive effect on reading comprehension (Doty et al., 2001).

Research on reading comprehension has also revealed that reading speed and comprehension are correlated. Reading fast is seen as increasing comprehension while reading slowly is seen as reducing or slowing comprehension. Reading speed is documented as being reduced up to 30% on an LCD panel, indicating the potential for reduced comprehension (Liu, 2005; Rao, 2004). Some research has indicated, however, that it is possible to read too fast to fully comprehend the text (Nell, 1988).

COGNITIVE WORKLOAD

Aside from screen resolution, there are also issues involved in trying to read electronic text while manipulating the electronic device. Reading a paper based book requires the eyes to skim the text with fairly good resolution and manually turn pages as needed. This is a relatively straightforward and, in most cases, enjoyable process that occurs without our awareness when our attention is fully focused on the content (Nell, 1988). But with electronic text there is the issue of reading from a low resolution environment coupled with the need to continuously click and scroll. Clicking and scrolling involve more steps than simply turning a page. Either a mouse or a stylus are used for both the clicking and scrolling processes so our ability to keep up with the text is more or less dependent on how fast the computer device can respond to the clicking and scrolling. Personal experience with attempting to read a book on a PDA reveals that I am able to read printed text much faster than I am able to click and scroll and that the tasks of clicking and scrolling interfere with my ability to keep my place on a screen the size of a half dollar. Wastlund et al. (2005), in two sets of experiments, assessed the physiological and psychological factors of using video display technology versus paper and noted the dual-tasking problem involved with manipulating electronic text. Test subjects in both experiments were found to have impaired performance in both consumption and use of the information in the VDT format coupled with higher levels of stress and tiredness. Wastlund et al. (2005) suggest that we experience a type of cognitive overload when interacting with electronic text caused by the challenge of reading in a low-resolution environment coupled with the task of manipulating the electronic device. The result is reduced comprehension, increased eye fatigue, and increased overall tiredness (Wastlund et al., 2005). My experience supports the research findings that problems exist in trying to read and comprehend electronic text due to the dual-tasking functionality involved in both reading and comprehending, while scrolling, clicking, and trying to keep one's place in a lower resolution environment.

Other research has uncovered issues involved with spatial memory. Liu (2005) discusses research findings suggesting that a person's ability to remember where a certain passage was found in a print-based book is an ability that does not appear to transfer to the electronic text. "Flipping and scanning (a reading pattern associated with printed documents) is not only a means for locating information in a document, but also a means to get a sense of the whole text. Scrolling on a computer screen does not support this mode of reading and information processing" (Liu, 2005, p. 703). At this point, the most definitive statement that can be made is that we simply do not know enough about the effects of reading in a digital environment to make any declarative statements. Even the researchers of existing studies admit that more research is needed. The admission that we don't know enough and that more research is needed is the one commonality found in almost every research article on electronic text.

SOLVING THE E-BOOK PUZZLE.

E-books seem to generate more questions than answers. Certainly the lack of a stabilized product directly contributes to market success, but this alone is not a reason for the lack of e-book popularity. If the majority of the population had fully embraced electronic books, as they have electronic journals, the market might have been faster to offer a stabilized, affordable product, but because the product was introduced without consideration to some of the known limiting factors, as well as the possibly unknown factors regarding e-book usage, the consumer response was lukewarm at best and has, for the most part, continued to be mediocre.

Advocates of both e-books and the technology behind them seem reluctant to admit that there are any problems with e-books outside of perhaps a better marketing strategy or a "magic bullet" to push the industry forward (Herther, 2005). When some of the stagnating factors are presented, advocates are quick to cite statistics of use as indicators that the momentum for e-books may have slowed but has not died. Statistics of any kind indicating usage are seen as a positive sign that e-book technology still has the potential to replace paper. It just seems that it may take a bit longer than anticipated. It is entirely possible, however, based on some of the existing research, that e-books, at least in their present form, will be nothing more than another means of accessing information. "Early adopters have begun to utilise this format, but many readers are still reluctant to abandon paper books for books held on an electronic reader" (Gunter, 2005, p.514).

When compared to the electronic journal, which was quick to find an industry standard that permits printing for in-depth reading, the lack of a similar industry standard without print limitations is a major factor affecting the success of electronic books. As Herther (2005) notes in her research, "The industry itself remains optimistic, though tempered by the realities of the many obstacles which will need to be overcome in order for the e-book as they define it, to become viable" (p. 47). Another hurdle to creating a more viable product seems to be finding agreement on a standard for digital rights management (Dillon, 2001). The Association of American Publishers has proposed minimal standards but, unfortunately, has left much of product development up to the individual producers (Dillon, 2001). Herther (2005) accurately notes, "As long as proprietary or competing, incompatible standards exist, e-books will remain a small market" (p. 47).

Technical and business model issues are only one piece of the e-book puzzle. Research findings indicate potential problems in utilizing this medium and, along with survey responses, show there are other issues affecting use. When we examine some of the existing research on reading and comprehending in a digital environment, we find results indicating problems with reading speed, spatial memory, and impairments with cognitive load leading to increased physiological and psychological stress. We also have user surveys, of which this article only provides a sampling, indicating a reluctance to use electronic media for sustained reading activity. To make matters even more difficult to decipher, the present research shares a commonality in finding that more research is needed. Not enough is known about reading in a digital environment to make a declarative statement that e-books have either a positive or negative effect on our cognitive abilities. For most, it does appear that reading in a digital environment is not a pleasant experience worth repeating unless there is a need for the information that overrides the discomfort factor. Social implications also seem frequently overlooked amidst the hype to jump on the e-book bandwagon. When e-books are held up in conversations discussing the digital divide, it seems evident that electronic books have a greater potential to widen the divide rather than offering any bridging solutions. Problems with reduced reading speed and slower comprehension also have strong implications for literacy rates. "The digital environment has begun to affect how people read. However few studies have explored this fundamental issue" (Liu, 2005, p.703). And what about the population masses that do not have computer skills, do not know how to manipulate a computer and cannot afford the electronic gadgetry required to read this new medium?

This is a puzzle that may eventually be solved with greatly improved and affordable technology or with the development of a book hybrid that is better suited to the digital environment. The present literature suggests that to make consumers happier with existing e-books, producers and providers of e-books need to focus on three things users want: 1) a cheaper product; 2) the ability to print and manipulate the text electronically to suit their needs; and 3) a version portable enough to be used on all of their electronic devices. Consumers expect the electronic book to be less expensive than the paper (Armstrong et al., 2002; Bennet & Landoni, 2005; Boss, 2004; Reid, 2002). A quick search in *Books-in-Print,* however, reveals that electronic books are being sold by publishers at the same price as the cloth, even when a less expensive paper version is available.

While improvements in technology are expected to solve many of the implied problems with the current e-book, especially with screen resolution, there are some strengths of the present product worth noting. For libraries, the literature provides some fairly straightforward criteria to use when considering the addition of electronic books to the collection. Littman and Connaway (2004) suggest that e-books be purchased for heavily circulated print copies and that selection of e-book titles be targeted for disciplines with known usage such as psychology and education. For reference purposes, the e-book is quickly becoming the preferred format because reference works are shorter, making them easier to digest on screen with the added enhancement of text searching (Gunter, 2005). E-books tend to be well-received by distance education students who may only need to consult a few passages of a text for reference or research purposes and may not necessarily read the work from cover to cover (Littman & Connaway, 2004). There are also some indications that hyper-infused text aids reading comprehension, giving some support in the direction of the development of a book hybrid that takes better advantage of the electronic environment. Another discovered advantage with e-books is that allowing patrons to browse a title electronically has actually increased sales of the print version (Littman & Connaway, 2004).

On the surface, e-books appear to offer numerous advantages over their print counterparts, but on closer inspection we see that there are underlying issues with e-books that make their use more complex than simply finding an industry standard or developing a better business model. In fact, some of the present research raises the question that if standardization and better business models do materialize, will the e-book be any more desired then it is presently? Will improvements in the technology happen in five or more years? When it does happen, we will have to hope that the improvements provide us with a product that is not only affordable but also offers the same comforts and pleasure experienced with paper. At this point it seems important to note that the printed word has not lost its appeal. "E-books offer features that print materials cannot match, but they still do not beat print materials for reading comfort. They also cannot duplicate the simplicity of the printed book, which is always ready to be picked up and read without having to learn 'how-to' or having to consider compatibility with a specific computer operating system" (Balas, 2001, p. 58). E-books are definitely here to stay, but replacing the print counterpart for sustained reading activities appears to be farther into the future than initially predicted.

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REFERENCE AND INFORMATION SERVICES FOR THE NEXT GENERATION

by Susan Bannwart

WHO IS THE NEXT GENERATION?

In their article, "Born with the Chip," Abram and Luther (2004) discuss the next generation of library users. At 81 million, NextGens are next in size to boomers. Born between 1982 and 2002, this next generation represents an underserved user group that may not be well understood by current libraries. This generation who grew up using computers does not think of them as technology but as part of their everyday culture. Abram and Luther (2004) reveal the following key points that explain the significant impact this user group will have on the services that libraries provide.

This next generation group does not recognize differences in information content nor do they differentiate between print and media formats. "Format agnostic," these users gather information from all sources, print or not. Their media literacy skills will need to be highly developed, a skill that libraries and librarians can help develop. Their ability to critically evaluate sources of information quickly and effectively is also essential. The authors predict that libraries lacking wireless capabilities will be rendered irrelevant. Libraries will need hardware that fits the next generation's information access needs and ability to share and then mesh them with their workflow. Information-seeking skills will utilize exploration, navigation, and discovery. The digital divide between generations may widen, but libraries must serve all populations. Research being conducted by the PEW American Internet and Life Project is an excellent resource for gaining an understanding of teen Internet and technology use (Lenhart, Madden, & Hitlin, 2005). A key point is that librarians must be integrated with the virtual environment in order to fill the roles of coach, mentor, and information advisor. If Abram and Luther's (2004) outlook proves true, libraries that change will survive while those that do not will fall victim to irrelevance and disuse.

THE FUTURE IS NOW

The advent of technology has increased the library's ability to practice the profession with greater efficiency and to serve a much wider audience. As the former president of two separate Canadian library associations and the current VP of Innovation for SirsiDynix, Stephen Abram (2005) knows librarianship and technology. With his article, "Web 2.0 – Huh?! Library 2.0, Librarian 2.0," Abram takes Patrick O'Reilly's seminal work on Web 2.0 and applies it to libraries and librarians. Just as significant as O'Reilly's work, this article started a wave of blog discussion among LIS technology gurus such as Michael Stephens and Jenny Levine. By presenting his personal perspective on the evolution of the Web and developing a vision for the future of libraries and librarians, Abram has created the roadmap of how we can meet the needs of the next generation.

Abram's article has had repercussions throughout the library profession. He explored the ways that Web 2.0 creates opportunities in the library world. Primarily, these changes will involve library websites, databases, OPACS, Intranets, and portals, allowing users access and communication through their mode of choice. These points of access and modes of communication are what the next generation users expect and demand. Librarian 2.0 will implement these changes by understanding the library users' work flow and social and content needs. Thankfully, the new library 2.0 environment is one that librarians are, by their very nature, well equipped to learn. If librarians do not learn this environment, the Googles of the world surely will and library users will be served, though perhaps not well, by them.

COLLABORATION, THE KEY TO SUCCESS

The next generation user has unique information needs that are addressed by experienced YA librarians Byczek and Vaillancourt (1998) in their article "Homework on the Range: Public Librarians Can't Afford to be Lone Rangers." The authors state that public librarians need to partner with teachers and media specialists to make the information seeking and research experience of these students a positive and satisfying event. Librarians must respect the teen patron by giving them full attention when students are brave enough to ask for help. When teens are roving aimlessly through the stacks, librarians need to approach them and provide friendly assistance. The mission of the library as well as reference policies should reflect the ways that librarians will interact and assist teen patrons. Just as with adult users, librarians need to conduct reference interviews to clarify what students need. If the student is unclear what the assignment is about, their questions will be just as unclear. Librarians must take the time to ask about the assignment, what they have already found, when it is due, etc. They must make the research experience positive by ensuring that materials are easily found and that computers are easily accessible as is the ability to print and photocopy and by making sure that the patron does not leave empty handed.

RELEVANCY THROUGH THE COLLECTION

Kathleen Sullivan (2005), librarian and member of the boomer generation, explores the changing information resources in her article "Collection Development for the 'Chip' Generation and Beyond." This article goes beyond who the next generation is, as addressed by Abram and Luther (2004), into the collections and resources that will best meet next generation user needs. Sullivan tells ten expectations that identify quality and format of information sources and address the "self help" library user trait, as well as listing overall satisfaction with the information seeking process. By overcoming fears that libraries and books will cease to exist, she offers solutions that can be implemented over the coming decades to keep libraries relevant. By addressing user expectations of choice, functionality, and flexibility, Sullivan offers sound advice on collection building. Reference services for the future will involve electronic resources even more than today. Over time, users have learned that audio visual and Web sources frequently offer more timely and pertinent information than print resources. As a result, users want to see more full text articles in databases, and they want to be able to search the database easily and quickly to find the information they need.

YA LIBRARIAN = ENDANGERED SPECIES

In a recent study of public library reference and information services available to young adults, Winston and Paone (2001) reveal trends in library reference and information services. They state that young adults comprise 25% of today's library users, and this number will increase. Their article highlights the lack of focus and attention given to young adult services within public libraries. Information needs of young adults include homework, research help, personal information, career and college guidance, reading for fun, and entertainment found through library programs and services. Less than half of the libraries surveyed in New Jersey employed an individual responsible for working with young adults. Ironically, over half of Winston and Paone's (2001) survey respondents stated they believed teens are more likely to try to find information independently although many felt this group needed the most assistance. Unfortunately, reference policies and procedures often do not match identified user needs. Libraries need to remedy this deficiency by supplying trained staff to help meet the needs of this significant population of library users.

CONCLUSION

The lack of formalized library services and specialized staff for young adults are the leading indicators of an underserved population. The ultimate result in under serving this population is that they will go elsewhere for their information needs and will not gain the multi-literacy skills that libraries are skilled at teaching. Hopefully, change is coming. Within the last few years there are indications in library literature and on the Web that information professionals are starting to transform the ways in which reference and user services are delivered. Campbell (1994) interprets *The Fair Garden and the Swarm of Beasts*, a book written by Margaret Alexander Edwards (1969), and challenges us to constantly strive to lure the "beasts" into the library by providing books, information, and services that young adults need. This may be accomplished by conducting surveys, focus groups, and programs that enable each organization to understand this generation of library users and, more commonly, non-users. Employing young adult librarians, designing physical spaces for young adults, and offering materials and services via multiple formats and channels are also important. Library professionals are beginning to realize they cannot wait for the next generation to come to them. Instead, the library must go to them by creating teen Web sites and by collaborating with youth organizations and schools. Such efforts will "lure" this population into viewing the library as a relevant and vital organization of primary importance in their lives.

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RETROSPECTIVE BAR CODING OF GOVERNMENT DOCUMENTS

by Rebecca H. Byrum

INTRODUCTION

The Henry F. Moellering Memorial Library on the campus of Valparaiso University (VU) was built in 1959. It had been expanded and remodeled over the years; however, it became clear in the mid-1990s that the library building could not be effectively used to lead the university into the 21st century. Planning for a new building began in 1999 and, with a generous gift by Jay and Doris Christopher, the new building became a reality. Groundbreaking for the Christopher Center for Library and Information Resources took place in April 2002, and the building opened its doors in August 2004.

One of the challenges in planning the building was how to increase space for books while retaining the building footprint within reason, thereby keeping the building costs down. After much discussion about the pros and cons of compact shelving, library administrators decided that the new building would include an automated storage and retrieval system (ASRS). The ASRS[1], a storage system of 1,872 automated bins, would hold all bound periodicals dated before 2000 and most of the government documents. In order for these items to be stored in the ASRS all would need a record in Galileo, the library's Innovative Interfaces catalog, and a bar code. At the time of the groundbreaking in 2002, statistics showed that the library had 63,899 paper government documents and over 656,000 microfiche, almost all of which were not bar coded.

BACKGROUND

Moellering Library at Valparaiso University became a federal depository library in 1930 and is one of six depositories in the First Congressional District of Indiana which includes VU's Law Library. Even though undergraduate enrollment is under 4,000, Moellering's government document selection rate was near 70% in 1997. This resulted in a large collection of documents that was not well suited to the needs of the university or community and was difficult to use.

For years, a major obstacle to using the documents was that most of them were not accessible to the public through the card catalog. Shortly after VU launched Galileo in 1991 the library began receiving monthly bibliographic records from Marcive, Inc., for the documents, including retrospective records back to 1985. While this helped with accessing the documents, it also caused confusion because records added through the Marcive monthly loads, as well as the retrospective, were never checked against the collection to see what was actually received nor were efforts made to catalog these documents for which records were never received. Another problem was that catalog records did not always reflect the actual format of the document on the shelf. Sometimes these errors were discovered and corrected but many times they were not.

Building the Christopher Center and the ASRS meant that the documents collection would need to be bar coded. Although the prospect of completing the project seemed daunting, it was clear that several other benefits would be realized. First, by making sure that every document on the shelf was represented in Galileo, the collection would be inventoried– a first time process for the documents. Once the bar coding of the collection was complete, Galileo would be cleaned up by deleting all of the records for documents that were never received. As part of the project, the collection would be weeded since items without bar codes would need to be either cataloged or discarded. Finally, during the process of checking documents without bar codes and bar codes without documents, all of the location code errors would be corrected.

PREPARATION

The library decided in its early planning that the Christopher Center would not have a physical shelf list for any collection in the new building, so the library subscribed to Marcive's Shipping List Service in March 2000. As building plans progressed and the need arose to bar code the entire documents collection, we contracted with Marcive to receive smart bar codes (bar code labels with SuDocs number and title) for all new receipts. For the remaining documents, the library contracted with Marcive to export the document item records, have Marcive generate smart bar codes and labels, and export the records back into the online catalog.

The next step was to talk with Innovative Interfaces, Inc. to find out what needed to be done with the system in order to achieve this goal. Innovative determined that an additional profiling program would be needed to reload the item records into the catalog so that they would overlay onto the correct bibliographic records. Before exporting the item records to Marcive, sweeps of the catalog were made to correct location codes before the bar codes were produced. After cursory weeding, some ranges of SuDocs numbers were excluded from the project because the documents were to be eliminated from the collection as the SuDocs numbers were obsolete or the documents no longer fit the collection development plan.

PRODUCING THE BAR CODES

Since the government documents are housed in three distinct collections by material type (paper, microfiche, and disk), it was important to have the bar codes printed in SuDocs order and separated by material type. Using the List Function in Galileo, lists of item records were created for each material type and sorted by location code, call number, and bar code number. Records with bar code numbers were removed from the list. The lists were then sorted by SuDocs number so that the bar codes would be printed in order of shelf arrangement. In May 2002 these lists were sent to Marcive by File Transfer Protocol (FTP). Marcive generated 13-digit Codabar bar codes with smart labels and FTPed the file back into the OPAC.

In reloading the item records into Galileo, several small test batches were run to make sure that the item records would overlay onto the correct bibliographic records. Although the tests worked well, it was discovered that the reloading process ran too fast for the indexing. Innovative Interfaces facilitated the process by adding to Galileo a loading function with a slower speed so that the records could be overlayed properly. This process was accomplished during three nights while the library was closed.

PROCEDURES

With the records and bar code labels ready, the job of affixing them to the documents began in August 2002 when the student assistants returned to campus for the fall semester. With a move-in date to the new facility of June 2004, the project had to be completed in less than two years.

The documents went through several stages during the bar coding process (see Figure 1). Starting with the paper documents, students would fill a book truck with documents in SuDocs order. Their assignment was to add a bar code label to a document only if the SuDocs number on the label exactly matched the number on the document itself. Those documents were then returned to the shelf; the remaining documents were sent to the government information services librarian. On average, only one-third of the documents had the matching SuDocs number. Of the remaining two-thirds of the documents, the librarian searched Galileo for catalog records to determine if bar codes were mistakenly produced in the microfiche run because of wrong location codes. She also searched for earlier or later editions, incorrect SuDocs numbers, or more recent "Internet only" records. The documents were then evaluated for retention. MarciveWEB Docs and OCLC's WorldCat were used to find bibliographic records for the documents that were to be kept and the records were then downloaded into Galileo. The documents were bar coded and reshelved. Discarded items were placed back on the book truck for the student assistants to type disposal lists on spreadsheets, then stored while awaiting permission from the regional depository to discard. The spreadsheets were converted to Web pages and posted to the documents homepage and notification sent to the depository community through various listservs. Each of the two student assistants kept two book trucks in rotation between bar coding and disposal listing during most of the project.

As work progressed at a steady pace, the large number of documents on disposal lists waiting for discarding became a major issue. A disposal list log was developed to keep track of the lists and to record the SuDocs ranges, number of documents withdrawn, notification of the Regional Depository, and where the documents were being stored. The log was also used to note any requests for documents from other libraries or individuals.

By December 2003 the disk collection and about half of the paper document collection had been bar coded. It was clear that procedures would have to be altered in order to finish the paper collection before June 2004. During the construction of the new building, the department received news that the microforms room in the Christopher Center would be able to accommodate government documents on microfiche. Since that segment of the collection would not be stored in the ASRS, there was no need to have the microfiche bar coded before the move.

During the semester break, large groups of older materials that were to be kept, but that had not been cataloged, were identified and pulled. These included documents from the now defunct War Department, State Department, and presidential documents before the Reagan administration. The documents were boxed, each box bar coded, and the bar codes were entered

Bar Coding Work Flow

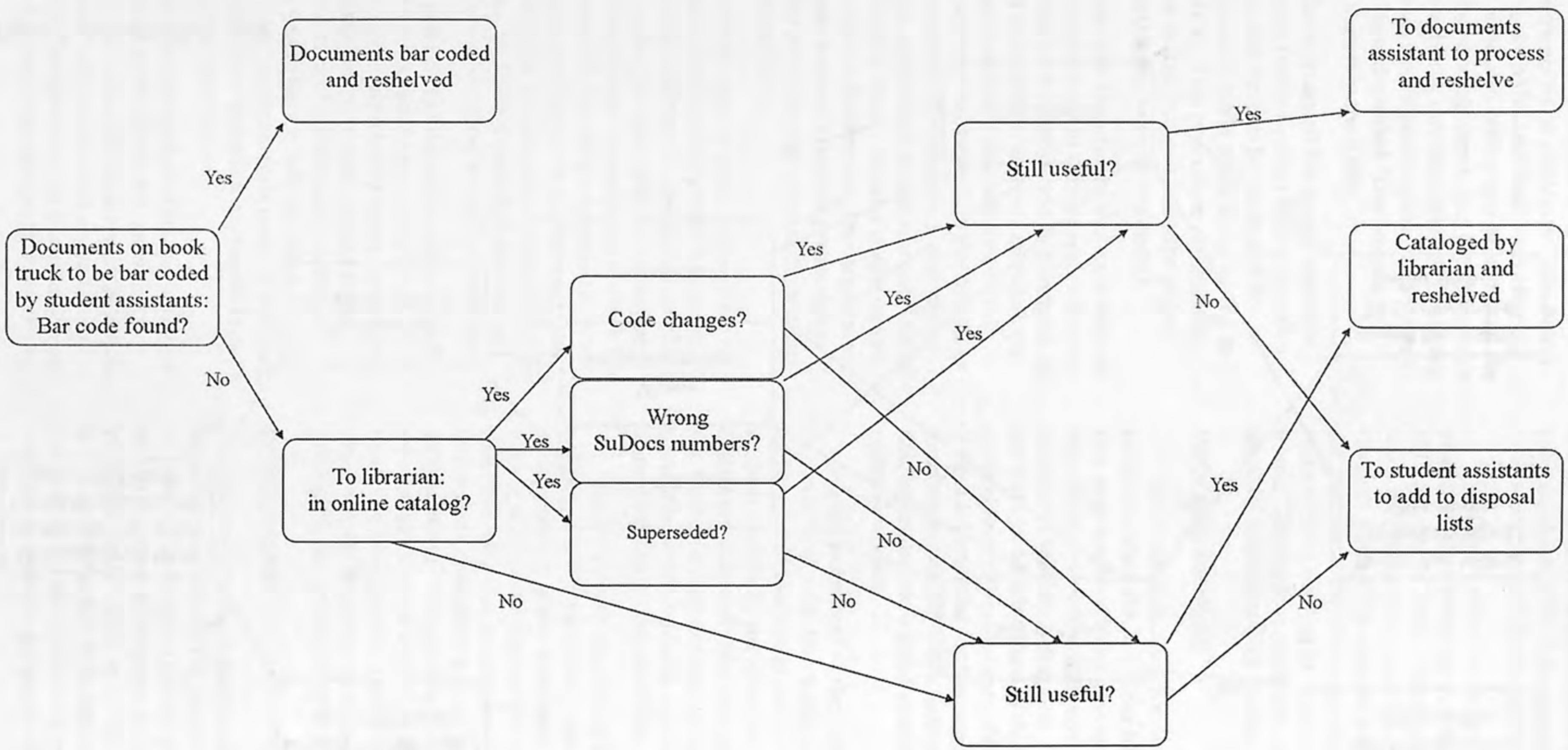

Figure 1 - Bar Coding Work Flow

Adjusted Work Flow

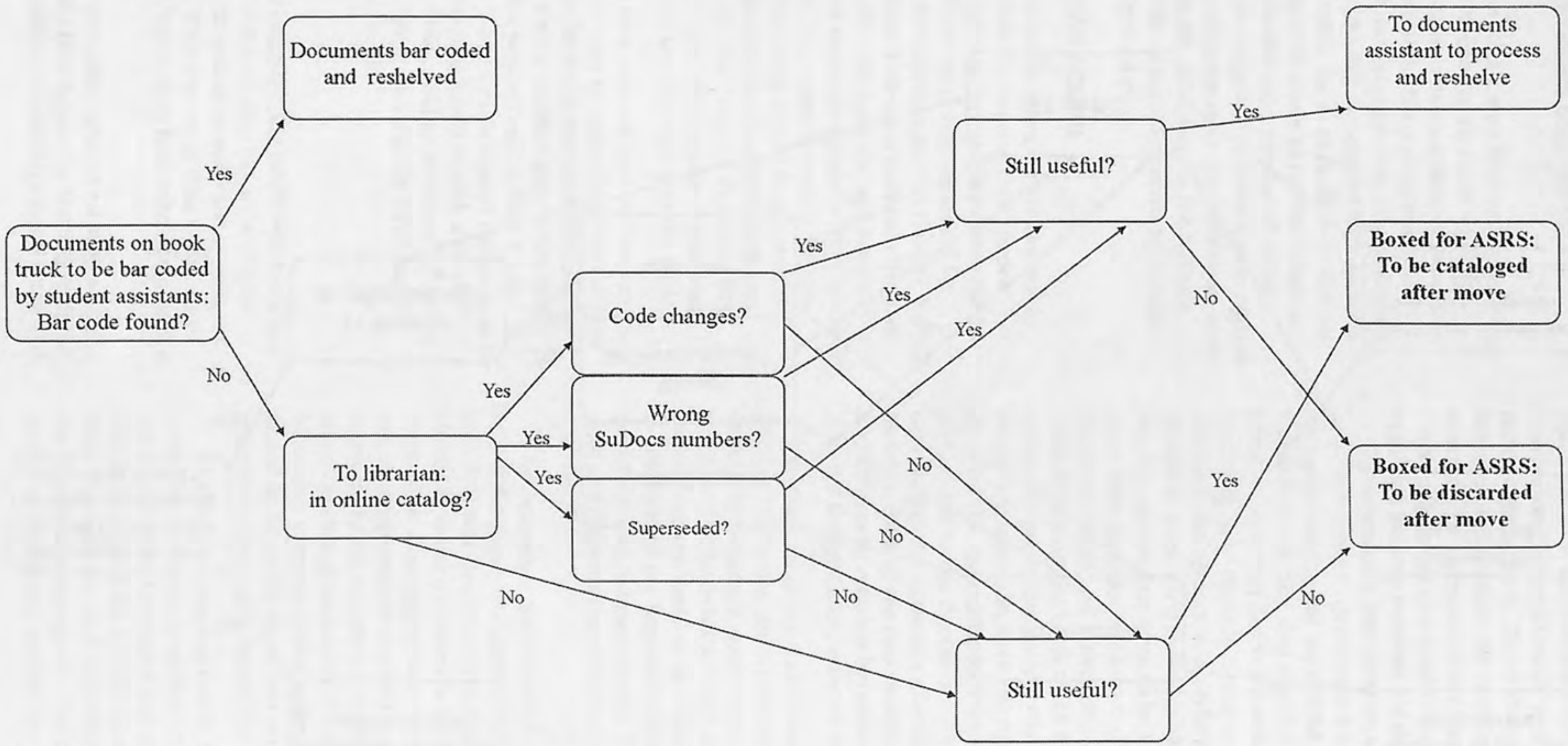

Figure 2 - Adjusted Work Flow

onto item records attached to a bibliographic record with the title "Documents to be cataloged." The boxes were to be stored in the ASRS and dealt with after the move. Documents were also pulled and boxed from the Post Office, Personnel Management, and Judiciary since they had been deleted from our item selection as being outside our collection development plan. These boxes were attached to a record entitled "Documents for disposal" and also stored in the ASRS.

When the students returned for spring semester, the bar coding project continued but with a modification: all documents that were to be cataloged or disposed were boxed and made ready to be stored in the ASRS (see Figure 2). This procedure significantly sped up the project so that by April 2004 the paper documents with cataloging were all bar coded.

While the documents department was busy with its bar coding, bound periodicals in the general collection were being bar coded by the circulation department. As that project neared completion, accurate calculations could be made regarding space needed for current periodicals, which were to be shelved on the first floor along with the government documents. It was discovered that the current periodicals would not need all of the shelf space allotted to them, thereby doubling the space for the government documents. The department was now afforded the luxury of deciding what documents to store in the ASRS instead of what documents to retain on the open shelves.

Three concerns were kept in mind as those determinations were made. First, no document was to be placed in the ASRS that had not first been evaluated for retention. The bar coding project gave the department an opportunity to weed those documents for which bar codes were not produced, but large numbers of documents were bar coded and returned to shelves by the student assistants without passing under the eyes of the documents librarian. By leaving these documents on the open shelves, future weeding would be facilitated.

Second, since pamphlets and leaflets are not well-suited for storage in automated bins, the general publications, which are comprised of many pamphlets, were to be kept on the open shelves. Fragile items, especially those of historical significance, would be placed in the ASRS where they would be more secure. Finally, documents that are frequently used or updated, such as the *Code of Federal Regulations*, would remain easily accessible on the open shelves.

Those items to be stored included bound volumes of the *Congressional Record*, Serial Set, census volumes, *U. S. Statutes At Large*, and back issues of various annuals. As the library collections were moved to the new building in June, the government document items for the ASRS were the first be to relocated, followed by the government document stacks. At the end of the project, about 25% of the paper government documents were stored in the ASRS.

Final clean up of the paper document bar coding project started when the student assistants returned for fall semester of 2004. Thousands of bar codes, left after the paper documents had been processed, had to be checked against the microfiche collection. Changes to the records in the database were made as needed and records were deleted for documents that were not found. The student assistants also resumed typing disposal lists upon their return.

PROCESS REPRISE

The process that was followed in completing this project is adaptable for other library endeavors. The first step is to develop a plan outlining major actions that the project will entail. Envision each step and establish a workflow diagram. The minute details do not have to be addressed at this step but having a general flow pattern is important as the process begins. It then is beneficial for the supervising librarian or staff member to actually work through the procedures so that he or she has a good working knowledge of the entire operation.

Assign personnel to the workflow steps as their expertise warrants. Match the jobs to skill levels of the employees so that maximum advantage can be taken of student assistants, paraprofessionals, and professionals. Make sure that staff members are adequately trained for the work that they are expected to perform. As the project is underway, seek input from the staff for improvements to the workflow.

Finally, identify the problems or bottlenecks during a process review after the project has begun. Keep the main objective at the forefront of the project and be willing to compromise on lesser objectives. The main objective with this project was to have the entire paper documents collection bar coded before the move to the new building. The secondary processes of disposing of weeded documents and cataloging documents that would be kept created a serious drag on the main objective. By devising an alternate plan for these processes, the main objective was realized.

CONCLUSION

The documents department worked diligently to complete bar coding the paper documents and realized the goals that were set for the project. Better patron access to paper documents and those on disk has been provided by the clean-up of the catalog and the collection better reflects a 23% selective depository. All of the documents on the shelves are represented in Galileo and all have correct location codes. The extraneous records for paper documents that were never received have been removed from Galileo, making the catalog more efficient and reflective of the collection. The disposal lists for the 150 boxes of discards have been typed, sent to the regional depository library and other libraries for consideration, and the documents have been properly disposed. The remaining challenge is to complete bar coding the government documents on microfiche. While the impetus for moving the collection has been satisfied, the benefits of inventory, catalog clean up, and weeding are too great to ignore. A plan is now in place to complete this project in two years.

FOOTNOTES

[1]For more information on the Automated Storage and Retrieval System see AmRhein, R. & Resetar, D. (2004). Maximizing library storage with high-tech robotic shelving. *Computers in Libraries, 24(10),* 6-8, 51-56.

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Rebecca Byrum graduated from Indiana University with an MLS in 1979. She started her library career as the Head of Reference at Marion Public Library, Marion, Indiana. She worked as a reference librarian at Indiana University - South Bend from 1989-1991 where she also helped in Technical Services when IU went online with its first automated system. Since 1997 she has worked at Valparaiso University where she is currently the Government Information Services Librarian.

Automated Storage and Retrieval System (photo by Aran Kessler)

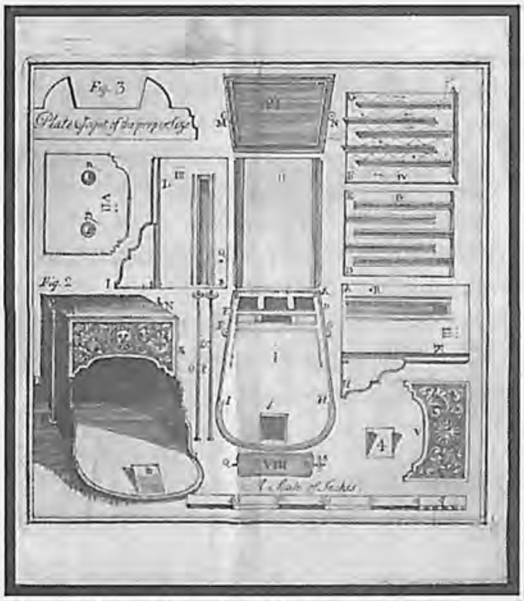
BEN FRANKLIN, PRINTER: SELECTIONS FROM THE INDIANA UNIVERSITY LILLY LIBRARY COLLECTION

by William F. Meehan III

The Body of
B. Franklin,
Printer;
Like the Cover of an old Book,
Its Contents torn out,
And stript of its Lettering and Gilding,
Lies here, Food for Worms.
But the Work shall not be wholly lost:
For it will, as he believ'd, appear once more,
In a new & more perfect edition,
Corrected and amended
By the Author.

— An epitaph Franklin wrote in jest in 1728,
at the age of twenty-seven

Ben Franklin's career as a printer occupies an important part of a life distinguished by remarkable accomplishment. Often overshadowed by his scientific inventions and civic activity, Franklin's pursuits as a printer reveal an industrious, clever, and resourceful business owner whose sway affected printing throughout colonial America, particularly from Philadelphia to Charleston. His work as official printer for Pennsylvania, beginning in 1730, demonstrates his gift for winning friends and influencing lawmakers, as well as his ability to deliver quality work. Typical of printers in Colonial America, Franklin also sold books, and the title page of his imprints is a clarion call to bibliophiles still today: "Printed and Sold by B. Franklin." The second printer to set up shop in Philadelphia, Franklin became one of the trade's leading members, his venture combining roles as type founder, papermaker, binder, and woodcut artist.



Franklin Stove, Courtesy, The Lilly Library, Indiana University, Bloomington, Indiana

Franklin's career as a printer began as an apprentice at the age of seventeen in his older brother James' shop in Boston. Five years later, in 1723, Franklin arrived in Philadelphia and began work in the print shop of Samuel Keimer before heading to London and working for several printers. Franklin returned to Philadelphia and worked a short time with Keimer before setting up his own shop in 1728. Franklin formed several partnerships, the most productive association with his successor David Hall lasting from 1748 to 1766, although Franklin had retired from the day-to-day operations of the shop in 1757. Franklin's imprint appears on more than three hundred books.

To celebrate his achievement as a printer, the Lilly Library at Indiana University in Bloomington took advantage of the tercentenary of Franklin's birth in 1706 to assemble an exhibition of books he printed. The items, all from the Lilly Library collection, were displayed in the exhibit, "Ben Franklin, Printer," and represent significant examples of Franklin's printing during the years 1730 to 1783. Provenance is noted when applicable.

Pennsylvania. General Assembly. Law to Session of January 12, 1729-30. George II. Tertio [Naturalization Act]. Philadelphia: Printed and Sold by B. Franklin and H. Meredith. 1730. Folio. From the library of George A. Poole Jr.

From Franklin's first press, this is one of the earliest imprints with his name on it and one of the few surviving titles produced by the Franklin and Meredith partnership in 1728 to 1731. Franklin, who was named Pennsylvania's official printer in 1730, printed the act in the collection of laws for the session, but the government requested the text reprinted to publicize more widely the right of immigrants to own land. The type, Ben Franklin English, is one of the six styles Franklin stocked in his inventory until 1742.

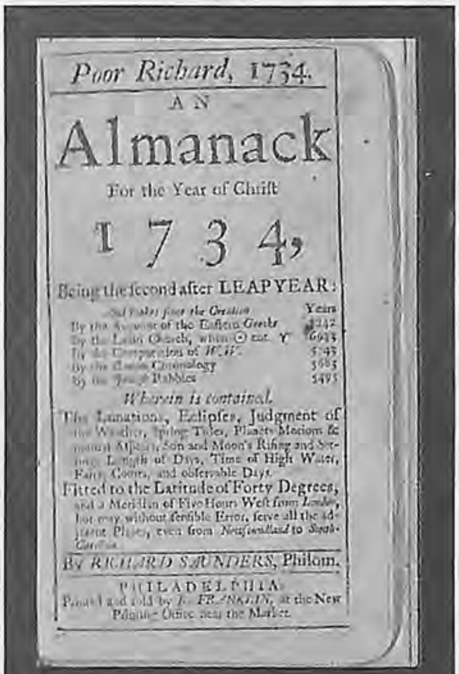
New Version of the Psalms of David. Nicholas Brady and Nahum Tate. Philadelphia: Printed and Sold by B. Franklin. 1733. 12vo.

This edition of the *Psalms*, an imperfect copy, is the only Franklin imprint in which the cloverleaf watermark of the Rittenhouse Mill appears. The paper apparently was supplied by Andrew Bradford, the Philadelphia printer who owned the local mill and commissioned Franklin for the job. Franklin, who also used imported paper purchased from local merchants in the book, included Bradford's name on the title page as a seller, evidently as part of the deal.

Poor Richard, 1734. An Almanack for the Year of Christ 1734. Richard Saunders. [Benjamin Franklin]. Philadelphia: Printed and Sold by B. Franklin. First edition. [1733.]

Poor Richard Improved 1757. Richard Saunders. [Benjamin Franklin]. Philadelphia: Printed and Sold by B. Franklin and D. Hall. [1756.] From the Library of J.K. Lilly.

With all sorts of practical information, almanacs were indispensable to colonial Americans, and Franklin, combining his resourceful skills as a "scribbler" and entrepreneur, turned his publication into an unrivaled commercial success. He wanted the almanac to entertain readers, in addition to being useful, and the combination gave rise to a commercial hit.



Courtesy, The Lilly Library, Indiana University, Bloomington, Indiana

The first *Poor Richard* appeared in 1733. Richard Saunders, the imaginary astrologer who authored the practical information, adages, and aphorisms, is one of the personae Franklin assumed as a journalist. Franklin altered the salutation of the preface to "Courteous Reader" from "Courteous and Kind Readers," in the 1734 edition. The almanac became such a favorite of colonial Americans that Franklin started issuing a pocket edition in 1740. With the 1746 edition, Franklin changed the title to *Poor Richard Improved*. Franklin began using monthly panels, probably his own woodcut ornaments, in the 1749 *Poor Richard*, the first edition printed in his partnership with Hall, which lasted until 1766. When he sailed for England in 1757, Franklin handed editorial responsibility for the almanac over to Hall.

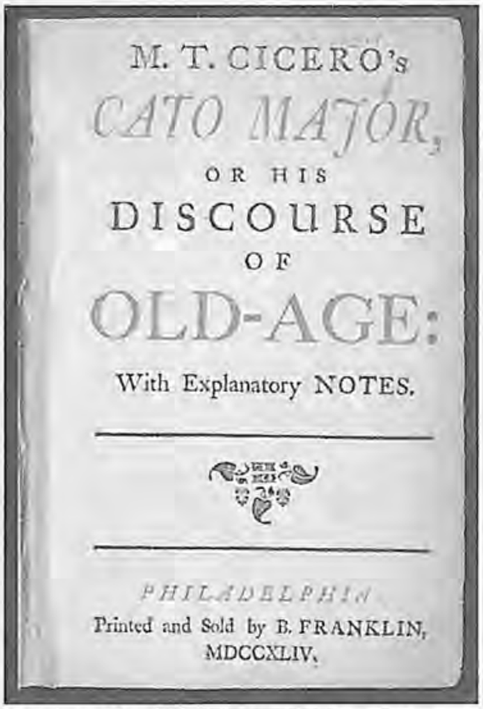
Three Letters from the Reverend Mr. G. Whitefield. Philadelphia: Printed and Sold by B. Franklin. 1740. 8vo. From the Library of George A. Poole Jr.

Franklin published these letters, by one of the Great Awakening's most popular figures, separately in successive issues of *The Pennsylvania Gazette*. But Franklin knew Whitefield was a good bet and decided to publish them together in book form. Franklin's imprint appeared in approximately 226 religious books by several authors from 1727 to 1748, but Whitefield is the only one of them Franklin published. Franklin was a skilled woodcut artist, and this title page ornament appears in only eleven of his imprints.

Cato Major. Marcus Tullius Cicero. James Logan, translator. Philadelphia: Printed and Sold by B. Franklin. 1744.

This copy is a first issue of the first edition of the book generally regarded as the finest example by Franklin's press. Printed out of admiration for his aging friend James Logan, who translated the work from Latin, *Cato Major* is one of the few books that Franklin produced at his own expense. After *Poor Richard*, Miller (1974) writes in the definitive *Benjamin Franklin's Philadelphia Printing 1728-1788: A Descriptive Bibliography*, it is "probably Franklin's best known publication; many think it his most handsome piece of printing, and for a large number of important collectors in the late nineteenth and early twentieth centuries, it was the only Franklin imprint worth having in their collection" (p. 182).

The book's allure rests with the rubrication on the title page, as well as with a typo that appears on page 27, line 5. A shop employee noticed that "ony" was printed instead of "only" and stopped the press to



Courtesy, The Lilly Library, Indiana University, Bloomington, Indiana

make the correction, thereby creating two states of the first impression. The Lilly's copy is a first-state imprint. Franklin mixed two sizes of paper and two impositions in the printing process, a bibliographic discovery in the late 1970s by Edwin Wolf 2nd, who was librarian at the Library Company of Philadelphia. With one exception, the Caslon type used in *Cato Major* was Franklin's preferred typeface starting in 1742.

An Account of the New Invented Pennsylvania Fire-Places. [Benjamin Franklin]. Philadelphia: Printed and Sold by B. Franklin. 1744. 4to. From the Library of J.K. Lilly.

Franklin printed his essay to publicize the fireplace he invented, known now as the Franklin Stove. The plates, imported from Germany, were engraved in Boston, most likely by James Turner, from illustrations drawn by Lewis Evans. Franklin thought the depiction of the flow of air unclear in one illustration, a profile of the chimney and fire-place on page 17, and apparently had it outlined in ink by hand in the shop. A foldout illustration of the stove and its parts is tipped in at the end of the book, following page 37.

The Pennsylvania Gazette. October 28, 1756. No. 1453. Philadelphia: Printed and Sold by B. Franklin and D. Hall.

The weekly newspaper that Franklin started in 1729 was central to Franklin's printing business and essential to his success. The *Gazette* was characteristic of weeklies in the 1700s, consisting of local and foreign news summaries, political commentary, advertisements and notices, and letters. Although it was the second newspaper in Philadelphia, the *Gazette* had better coverage of current news and was written in a more effective style than Andrew Bradford's paper, the first in the port city on the Delaware River.

Franklin's triumph as a newspaper publisher and editor was his impartial political reporting that was fair to both sides of an argument and free of controversy. "I my self have constantly refused to print any thing that might countenance Vice, or promote Immorality ... I have also always refus'd to print such things as might do real injury to any Person," Franklin writes in his essay "Apology for Printers," printed in the June 10, 1731, issue of the *Gazette*. Franklin maintained an open-press policy on the belief that he could refuse to print potentially libelous commentary but, in turn, also offer to print a separate pamphlet, without his imprint and at the writer's expense. His example was followed by printers throughout the colonies.

The Lilly owns three issues of the *Gazette* printed by Franklin, two in 1744 and one in 1746; twenty-two issues printed by Franklin and Hall between 1750-1757; and numerous issues printed by Hall from 1757-1774. The Gazette is the first use of Caslon type in Philadelphia.

Des Hocherleuchteten Theologi. Herrn Johann Arndts.Weiland General-Superintendenten Des Füstenthums Lüneburg, ec. Sämtliche Sechs Geistreiche Bücher vom Wahren Christendum, Das ist: Bio: William F. Meehan III is Senior Fellow for Archives at the University of Louisville. He curated "Ben Franklin, Printer," an exhibition that ran 9 January-17 February 2006 in the Lilly Libraryat Indiana University. Von Heilsamer Busse, Hertzlicher Neue und Leid über Die Sünde, Wahrem Glauben, auch Heiligem Leben und Wandel Der Rechten Wahren Christen. Reue Aufflage mit Kupfern, Samt Richtigen Anmerckungen, Kräfftigen Gebetern über Alle Capitel, und Einem Sechsfachen Register. Johann Arndt. Philadelphia: Gedrukt und verlagt bey Benjamin Fräncklin und Johann Böhm. 1751. 8vo.

Franklin's *Philadelphische Zeitung*, the first German-language paper in colonial America, lasted only two issues in 1732 and was reissued in 1756-1757. But the *Sechs Bücher*, the largest book printed in Philadelphia up to that time—measuring 13.5 mm thick and numbering 1,356 pages—is a landmark achievement of the German press in colonial America and a masterwork of the three-year partnership Franklin formed with Böhm, which ended in 1752 when Böhm died. One of the rarest of Franklin's imprints, this copy contains only sixty of sixty-four plates.

The book was first printed at Frankfurt in the early seventeenth century and became the principal work of emblematic devotional literature in Germany. The emblems and the accompanying letterpress were machined separately and carry their own set of signatures, a method common in the printing of large illustrated books in Germany but rare in colonial American print shops. The engraved plates apparently were imported from Germany. The contemporary binding, in brown sheepskin over wooden boards, features clasps.

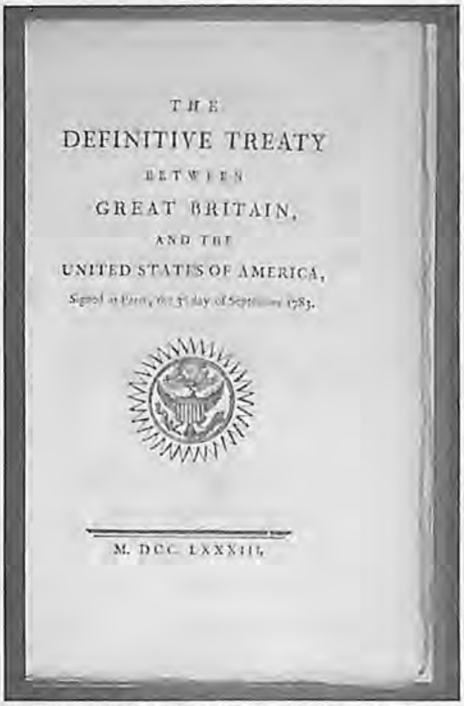
Constitutions Des Trieze Etats-Unis de L'Amérique. A Philadelphie, Et se trouve à Paris, Chez Ph.-D Pierres [et] Pissot, père et fils [i.e. Printed at Paris by Pierres for Benjamin Franklin]. 1783. 4vo.

Definitive Treaty Between Great Britain and the United States of America, Signed at Paris, the 3rd Day of September 1783. [Printed at Paris by Philip Denis Peirres for Benjamin Franklin]. 1783. 8vo.

During his time in France as a member of an American diplomatic delegation, Franklin, affectionately known there as La Famous, Le Brilliànt, and Monsieur Papa, established a press at Passy and produced works that crown his life's achievements. This copy of the *Constitutions*, which belonged to George III and is handsomely bound in contemporary red morocco, with full gilt spine, gilt edges, and Royal arms of Great Britain stamped on front and back covers, is the first printing of the French translations of the state constitutions as a collection and one of 100 copies produced. The Arms of the United States on the title page is believed to be its first appearance in a printed book. Included in the volume are the Declaration of Independence, the Articles of Confederation, and three treaties.

Franklin's service as a statesman culminated with his appointment as one of three commissioners responsible for negotiating peace with Great Britain. The treaty, which secured Great Britain's recognition of United States independence, is considered the pinnacle of Franklin's grand life.

In addition to this material, the Lilly Library collection of nearly two dozen books printed by Franklin includes Alexander Arscott's *Some Considerations Relating to the Present State of the Christian Religion* (1732), which is part of the George A. Poole Jr. collection at the Lilly and the first American edition of a book owned by only two other research libraries, the New York Historical Society and the New York Public Library; *Charters of the Province of Pensilvania and City of Philadelphia* (1742) contains a list and summary of all the laws in force in the colony and is part of the George A. Poole Jr. collection; *Iroquois Indians. A Treaty Held at the Town of Lancaster in 1744* (1744) is a stitched folio and one of several treaties Franklin printed; and Lewis Evans' *Geographical, Historical, Political, Philosophical and Mechanical Essays* (1755), which was printed by Franklin and Hall and the first book in colonial America to be accompanied by a map, which was issued separately.



Courtesy, The Lilly Library, Indiana University, Bloomington, Indiana

The acquisition of some additional books printed by Franklin would enhance the Lilly collection. Among the books the Lilly might consider adding are *A Modest Inquiry into the Nature and Necessity of Paper-Currency* (1729), which Franklin also wrote and which, influenced the government's decision to print money; *Delaware. Kent County. General Loan Office. This Indenture. Mortgage Bond* (1730) is the earliest printed bond of its type and printed on Royal half-sheet; *The General Magazine* (1741) lasted only six volumes, from January to June, and contains a woodcut ornament used in no other Franklin imprint; Samuel Richardson's Pamela Vol. II (1742) is the first American edition and the fifth edition of the popular British novel first published in London in 1740; *A Catalogue of Choice and Valuable Books to be Sold by B. Franklin, April 11, 1744* (1744) contains the first use in the colonies of Ben Franklin's Bourgeois type, which was his favorite type in that year; and the *Pennsylvania Gazette* issues 14 August–11 September 1746 (issues #922 to #926) represent the only use of Ben Franklin Bourgeois type in the newspaper.

Franklin, who died in 1790, left a legacy of unequaled accomplishment that endures today. Throughout his fulfilling life, however, Franklin always considered himself a printer, and many fine examples of his craft can be enjoyed by patrons of the Lilly Library.

REFERENCE

Miller, C.W. (1974). *Benjamin Franklin's Philadelphia printing 1728-1766: A descriptive bibliography*. Philadelphia, PA: The American Philosophical Society.

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THE WELL-READ LIBRARIAN: FRIENDS OF LIBRARIES RESOURCES

by Marissa Priddis

ARTICLES

Ferguson, D. (2003). Friend or foe? The role of Friends of Library groups in community development. *APLIS, 16(3)*, 110-114.

Though Ferguson is discussing Friends groups in Australia, many of the same principles and ideas apply in the United States. Ferguson explores the roles of Friends groups, the resolution of volunteer issues, and reprints the "Ten Commandments of FOL Groups" as written by Sandy Dolnick, the founder of FOLUSA.

Hill, N. M. (2006). Care and keeping of Friends groups. *Public Libraries, 45(4)*, 20-26.

This article details the view of several public library administrators on how to create and cultivate a successful Friends group, as well as their responsibilities to the library – raising funds for the library, and being good advocates for their library.

Houck, J.A. (1996). Practical suggestions on forming a Friends of the Library organization for an academic library. *College & Undergraduate Libraries, 3(1)*, 17-24.

Though Friends groups are most often associated with public libraries, many academic libraries have established their own Friends organizations. This article details how such groups can provide additional funding in times of budget crunches, work as liaisons with library administration, and promote the library to the larger community. Much of the success of academic groups depends on the commitment of the administration and the continuing support of the library system.

Taylor, M. E. (2004) It's hard to make new Friends: What to think about creating a Friends of the Library group. *Library Trends, 48 (3)*, 597-606.

This article discusses the genesis of a library Friends group, from defining a purpose for the group and organization to programming, operational costs, staffing and the role of the library in conjunction with the Friends group.

BOOKS:

Dolnick, S. (2004). *Essential Friends of Libraries: Fast facts, forms and tips*. Chicago: ALA Editions.

Dolnick, founder and retired executive director of FOLUSA, has written this title that "delivers vital information into easy bites and combines a new CD, packed with over 50 easily customized forms, guidelines, and templates, with 156 text references (keyed to the CD) in a searchable, easy-to-use encyclopedic dictionary."

Dolnick, S. (1996). *Friends of Libraries sourcebook*. Chicago: ALA Editions.

The third edition, released in 1996, is a "one stop" resource for Friends groups, includes information about 501(c)(3) status, gift shops, constitutions, and tips and tools for coordinating the group and is filled with real-life examples from Friends groups around the country.

Herring, M. Y. (2004). *Raising funds with Friends groups: A how-to-do-It manual for librarians*. New York: Neal-Schuman Publishers, Inc.

Herring's title details how to form or rejuvenate Friends groups in academic and public libraries. He also discusses publicity, program planning, advocacy, and how to raise funds for the library.

LINKS:

Friends of Libraries U.S.A.
http://www.folusa.com/

The official FOLUSA website "provides resources, services, and networking opportunities for Friends, Trustees, and Foundations across the country to increase and enhance their efforts on behalf of public, academic, and school libraries."

Friends of Indiana Libraries
http://www.incolsa.net/~foil/

The FOIL website provides a calendar, information about membership, "great ideas" to use in a variety of libraries, and contact information for becoming a member of FOIL.

LibDex – FOL
http://www.libdex.com/fol.html

The LibDex (The Library Index) provides a geographical index of all existing FOL websites, organized alphabetically. The LibDex also has links to FOLUSA, Friends of Canadian Libraries, and Friends of Australian Libraries, and even provides a "Friends Site of the Week."

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Indiana Libraries

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Style. Manuscripts should follow the parenthetic citation style of documentation modeled by the American Psychological Association (APA). The Publication Manual of the American Psychological Association: Fifth Edition was most recently updated in 2001; some online information on using the APA Manual is available at http://www.apastyle.org/. The article should be double-spaced throughout with one-inch margins on all sides. Pages should be unnumbered. Manuscripts should be original and not published elsewhere. Authors are responsible for the accuracy of all materials including quotations, references, etc.

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

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

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3. Text of article with references to source material in APA parenthetic notes

4. References for source material in APA format

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3. Save files with distinctive names (i.e., your last name, or a word or phrase specific to the article content) rather than with generic ones which anyone might use (i.e., indianalibrariesarticle.doc or reference.doc).

See Also:

1. The Librarian's Guide to Writing for Publication (Scarecrow Press, 2004)

2. APA Style Home at www.apastyle.org

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