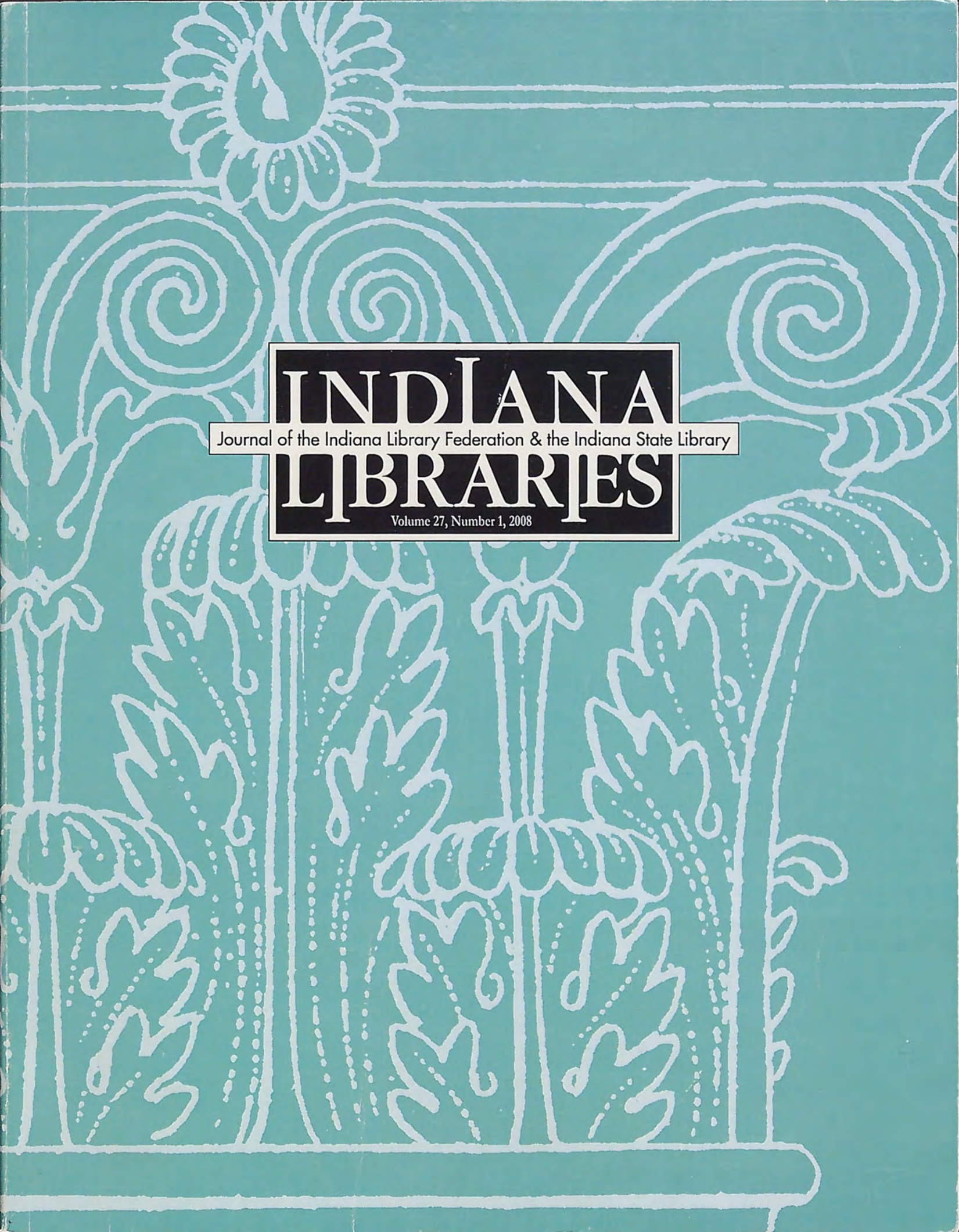


INDIANA LIBRARIES

Journal of the Indiana Library Federation & the Indiana State Library

Volume 27, Number 1, 2008

INDIANA LIBRARIES
Journal of the Indiana Library Federation & the Indiana State Library
Volume 27 Number 1, 2008

CONTENTS

INDIANA LIBRARIES
Journal of the Indiana Library Federation & the Indiana State Library
Volume 27 Number 1, 2008

C O N T E N T S

INDIANA LIBRARIES
Journal of the Indiana Library Federation & the Indiana State Library
Volume 27 Number 1, 2008

C O N T E N T S

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

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

Copyright 2008, The Indiana Library Federation. Except as may be expressly provided elsewhere in this publication, permission is hereby granted to reproduce and distribute copies of individual works from this publication for nonprofit educational purposes, provided that copies are distributed at or below cost, and that the author, source, and copyright notice are included on each copy. This permission is in addition to rights of reproduction granted under Sections 107, 108, and other provision of the U.S. Copyright Act.

Editor:
Alberta Davis Comer, Cunningham Memorial Library, Indiana State University.

Assistant Editors:
Emily Okada, Indiana University Bloomington

Marissa Priddis, Alexandrian Public Library

Julie Moline, Kitley Intermediate School

Managing Editor:
Crissy Gallion, Indiana Library Federation

Annual Subscription Rate: $20.00

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

ILF Publications Committee

Alberta Davis Comer, (Editor) Cunningham Memorial Library, Indiana State University Library

Marissa Priddis, (Committee Chair) Alexandrian Public Library

Carl Harvey II, (ILF President) Lebanon Public Library Trustee

Diane Bever, Indiana University Kokomo

Kim Carr, Burris Laboratory School

Crissy Gallion, Indiana Library Federation

James Cline, Porter County Public Library System

Kelly Currie, Delphi Public Library

Susie Grover, Avon-Washington Township Public Library

Andrew Griffis, Indiana State Library

Dee Holiday, Indiana University

Linda Kolb, Indiana Library Federation

Debby Shaw, Plainfield-Guilford Township Public Library

Tony Stamatoplos, Indiana University-Purdue University Indianapolis

FROM THE EDITOR'S DESKTOP

by Alberta Davis Comer

Welcome to the winter 2008 issue. I hope you enjoy this issue's offerings. Once again Indiana librarians and staff have proven that they are in the forefront on current library issues. Julie Bobay discusses an exciting new opportunity for libraries to engage researchers and readers alike, institutional repositories, while Emily Winburn talks about an oral history project. Tamara Marquam and Vicki Parker inform us on how homeschoolers and their families utilize libraries while J. Douglas Archer talks about serving the religious needs of our communities. Angela Clements takes us for a ride in her bookmobile, an article that brought back fond memories of my own earliest introduction to libraries. Jason Hatton, Denise Wirrig, and Dave Miller give us suggestions on how to make the library visible to businesses and nonprofits, and Teresa Williams talks about how to connect with the campus community. Julie Frew and Lettie Haver discuss young adult programming, and Susan Frey and Anthony Kaiser show us the importance of reference-as-place. Bill Helling keeps us up-to-date with technology in his article about RSS feeds while Lynn Hoffman expands on the technology topic with her article on Web 2.0. Chris Schellenberg shares her library's Big Read project success story, and Ryan Schwier's informative essay enlightens us on preserving Indiana's historic public libraries. Pamela Martin-Diaz and Christina Jones and Mary Frasier write companion pieces about a topic

that touches on every library, in one way or another, early childhood literacy. William Meehan's title, *On Loving the Book*, sums up my feelings, and perhaps yours too; his article is about connoisseurship and the archivist. Amanda Piegza talks about one of the most difficult tasks for a leader to do effectively, that of delegation. We also have our customary pieces: Ryan Weir talks to a SLIS faculty member and student to see what our soon-to-be librarians are learning; Mary Stanley offers us sage advice on human resources concerns; Marissa Priddis, our well-read librarian, talks about resources for boards of trustees; Jacob Eubanks interviews local author Eugene Gloria; and the State Library keeps us informed about what is happening in libraries around Indiana. Entitled "The Indiana State Library: Open for Exploration," the last article is by Roberta Brooker, Indiana State Librarian, who rounds out this issue by informing us about our wonderful state library.

I hope you enjoy reading this issue. Stay warm and stay in touch.

INDIANA LIBRARY NEWS

by State Library staff

The **Michigan City Public Library** Friends of the Library group has collected over $8,000 for the "Lincolns for Lincoln Campaign" which purchased sets of books for local schools by collecting pennies. Five-dollar bills, which like pennies also feature Abraham Lincoln, and other denominations were appreciated as well. The books are being given to schools in advance of the traveling exhibit titled "Forever Free: Abraham Lincoln's Journey to Emancipation," which re-examines Lincoln's thoughts about slavery throughout his political career and the conditions that led to the Emancipation Proclamation. The exhibit will open at the Michigan City Public Library on February 21, 2008, and will run through April 4. The Michigan City Public Library is one of just 63 exhibit locations across the county to host the exhibit.

The **Allen County Public Library** has been selected as the second library in the nation to serve as a testing site for professional genealogists seeking certification. Officials with the International Commission for the Accreditation of Professional Genealogists, based in Utah, made the decision after touring the genealogy department. Three hours of the test are spent using the collection to document a case, and an extensive collection is needed for the complex test. Allen County's genealogy department holds about 318,000 books.

The Indianapolis Colts and the **Indianapolis Marion County Public Library** have announced a special partnership through which the organizations will work together to promote reading. The collaboration kicked off with "The Mane Event," a family reading celebration at the Pike Branch and included Colts players Matt Giordano and Josh Betts and the Colts mascot. Similar events are planned for other branches of IMCPL this fall.

The **West Lafayette Public Library (WLPL):** has introduced a new system that allows members to download audio books for listening anywhere they can carry their MP3 player. NetLibrary is the name of the new system, and it gives library card holders easy access to 297 audio books on 25 different subjects. The service is free for WLPL patrons.

The **Rockville Public Library** recently acquired a collection of rare genealogical information, *The Great Book of Genealogies* by Duald MacFirbis, from family descendants who live in Rockville. The McFirbis families were scribes who were supported by the ancient clans of western Ireland to keep historical records of the area for several hundred years. Duald McFirbis, the last of the scribes, completed this work during the height of the Cromwellian Wars in the mid-17th century. The original manuscript is housed at the University College in Dublin.

The **Monroe County Public Library** currently offers Indiana University work study students as free tutors to K-6 students. Services provided by the tutors include assistance with reading, math, and homework directions. Currently there are 13 tutors participating in the program.

The **Mishawaka-Penn-Harris Public Library** celebrated its 100th birthday this year with displays and programs from the century the library has been open.

Public libraries around the state observed Banned Book Week in September with displays and discussions. The 10 most frequently challenged books in 2006 according to the American Library Association:

- *And Tango Makes Three* by Justin Richardson and Peter Parnell
- Gossip Girls series by Cecily Von Ziegesar
- Alice series by Phyllis Reynolds Naylor
- *The Earth, My Butt, and Other Big Round Things* by Carolyn Mackler
- *The Bluest Eye* by Toni Morrison
- Scary Stories series by Alvin Schwartz
- *Athletic Shorts* by Chris Crutcher
- *The Perks of Being a Wallflower* by Stephen Chbosky
- *Beloved* by Toni Morrison
- *The Chocolate War* by Robert Cormier

Bill Caddell retired from the **Frankfort Community Public Library** after serving as the director for 34 years. **Steve Martin** has been selected as the new director at the **Sheridan Public Library.**

CONSTRUCTION

Clinton County Contractual Library Board broke ground on the long awaited South Fork Library in Michigantown in August and construction began in September.

Progress continues on new library buildings in **Topeka** and **LaGrange** for the **LaGrange County Public Library**. The Topeka branch library is expected to be finished first, with a target date of July 2008.

The **Indianapolis Marion County Public Library** grand opening took place on December 9. Opening activities included a dedication ceremony and tours of the 293,000 square foot facility.

GRANTS

The **Dunkirk Public Library** received a $145,000 trust through the Dunkirk Foundation from a trust fund established by the late Betty L. Gaunt. The Gaunt Memorial Library Trust will be used for construction or a major renovation of the library building in Dunkirk.

The Friends of the **Walton and Tipton Township Public Library** are the recipients of a $12,000 Cass County Community Foundation Grant. The purpose of the grant is to provide a new behind-the-scenes computer operation. The grant will cover the purchase of a new server, fire wall, software, and the building of a local area network within the library.

Tipton County Public Library received a $500 donation from the Vectren Energy Delivery to support the library's annual summer reading club.

Grants totaling over $60,000 will support a new **Indianapolis Marion County Public Library** service that will encourage parents to read to their infants. The Baby Bunny Bags program, made possible by the combined support of the Comcast Foundation and the Library Fund, a fund of the Indianapolis Foundation, will provide materials appropriate for infants such as tactile books and board books that parents or caregivers can use to introduce books to their young ones. The Baby Bunny Bags are cloth tote bags that contain 15 books and information on caretakers highlighting the early literacy needs of babies.

IN STEP WITH INDIANA AUTHORS...

FEATURING AN INTERVIEW WITH EUGENE GLORIA

by Jacob Eubanks

Eugene Gloria is an award winning poet whose work includes *Drivers at the Short-Time Motel* (1998) and *Hoodlum Birds* (2006). Eugene was born in Manila, Philippines, the youngest of six siblings. He immigrated to the United States at the age of eight, and grew up in San Francisco, California. Eugene was raised by a family of educators and lawyers, so when he began to pursue his education he went to school with the intention of becoming a lawyer. He earned his BA at San Francisco State University in political science and English literature. After graduation, Eugene went to work for the California bar. After several years, he was ready to return to school, this time to become a teacher. Eugene accepted a scholarship to Miami University to study English literature. Eugene had no ambition to become a writer, but there was always a desire. It wasn't until he found a book by an immigrant writer, while on a trip home to San Francisco, that he realized his own potential. Upon completion of his MA degree, he learned that Garrett Hongo, an immigrant writer, was teaching creative writing at the University of Oregon.

Eugene moved to Oregon, and Garrett Hongo took Eugene under his wing. Eugene finally felt like he was developing the structure necessary to have a successful career as a writer. While at Oregon, Eugene received a Fulbright Fellowship and spent two years in his native Philippines researching local folklore. From this experience, he developed the award-winning, *Drivers at the Short-Time Motel*. The collection was a critical success, and Eugene received the Asian American Literary Award in 2000, and his collection of poetry was selected for the National Poetry Series in 1999. Eugene completed his second poetry collection, *Hoodlum Birds*, in 2000. Eugene's poetry has been published in numerous publications including: *The North American Review*, *The Greensboro Review*, *Shenandoah*, and *The Gettysburg Review*. Eugene has been a guest on *Profiles*, a program produced by National Public Radio. He is a professor of creative writing at DePauw University and lives with his wife, Karen, in Greencastle, Indiana.

I recently visited with Eugene in his office at DePauw University. The following is a transcript from that interview. The questions I posed are in bold–faced type and are followed by his responses.

You've done a great deal of traveling and have studied at several universities. Can you talk about your educational journey?

Originally I studied political science and English literature. I had no real ambition of being a writer. I come from a family of educators and lawyers. I did my undergraduate work at San Francisco State University and went to work for the California bar association in preparation for law school. I felt undisciplined and unstructured. I never felt like I could ever write as well as the authors we read in my undergraduate courses: Hemingway, Faulkner. All of my friends in San Francisco were artists, and I didn't talk to them about writing. I worked for the bar for a while, but I felt like I was in a dead end job, and I decided I was ready to go to grad school. I started applying and almost went to Columbia University in New York. New York was an amazing place. San Francisco was so different in comparison. In New York, there were artists working everywhere, and there was so much activity. I was accepted into the teacher's college at Columbia.

I was all ready to move to New York when I was contacted by Miami University, Ohio. I really liked New York, but I decided to visit Ohio. I'd never been to a Midwest city or to a Midwestern college, and I was awed. As much as I wanted to go to New York, I chose to go to Miami. I liked the feel of the Midwest, and they offered to pay for my education. After I finished my degree, I found out that Garrett Hongo was teaching at the University of Oregon. I was really interested in how to become successful as a writer, and here was this person just like me, and he was very successful. I still felt undisciplined and unstructured. So I decided to go there and work on a MFA in creative writing and Garrett took me under his wing.

When did you know you wanted to be a writer?

I didn't start thinking about it until I was a grad student. I always read and enjoyed writers. I remember I was in this small bookstore in San Francisco. There aren't many of these now. Small stores like this. I saw a collection of work by Jessica Hagedorn, *Pet Food & Tropical Arrangements*. I was reading the book, her subjects were about Filipinos. American Filipinos. Smokey Robinson. Here's this writer writing about this and I was encouraged. Here's this contemporary writer, and she was an immigrant just like me. Having Garrett as a teacher, he turned me onto other immigrant writers. Authors concerned with *Hyphenated Identity*. Displacement themes you find as natural subjects from immigrant writers.

You were a Fulbright Scholar?

Yes, as a grad student, I was interested in folklore study on family folk narratives. I returned to Manila, Philippines, for two years, visiting older relatives about stories and folklore. I intended to write a book on these stories, but when I arrived, I made so many new contacts with colleagues, people writing in English. It was an exciting time. It distracted me from my project. I decided to publish a collection of these English language Filipino works that writers were producing. This didn't happen. I was beaten to the punch. However, the product of that experience became my first book, the poems in *Drivers at the Short-Time Motel*. The collection of poetry was a direct response of the things I was experiencing, things I was thinking about; subjects about my family, San Francisco, the folklore and family stories. It was about being an immigrant.

I think in poetry you end up writing about fictive things, but autobiographical things slip through. Part of it is creating a fictional persona. I was raised Catholic with two older brothers and three older sisters. In the first book I wrote a lot about one of my brothers, because he was a Vietnam veteran, and I was fascinated with his stories and his non-stories. He never talked about his experiences much. My family members and family subjects emerge more in the second collection.

Could you talk about your method and approach to writing?

I do my best writing when I'm not teaching. Teaching is a wonderful profession, and I love it dearly, but you pay a price because you are so focused on spending time working with your students. I spend my breaks trying to get away. There's an artist colony in the Santa Cruz Mountains; people feed you, and clean for you and just take care of daily things, and you're provided with the time to actually work. It's just amazing. You're in this beautiful place, with amazing food, and it's like heaven. I write an hour or two a day, when I am home, but I'm able to really concentrate when I escape. I can focus.

In terms of process and methods, writing poetry, or any literature, is a continuation of reading. For me, writing is a conversation, as I read writers that I love; it becomes a collaboration in a way. I read constantly, and I develop my ideas from reading other's work. Garrett wrote with a street vernacular and was a classically trained poet. My childhood wasn't overly educated, my family didn't read much, and I think what echoes in my voice is my response to the environment and what I'm reading. I always tell my students to "Pay attention, read a lot." You also have to divorce yourself from your stories. That way, you can see things clearer. You find yourself responding to your own environment and projecting yourself as a writer.

An overriding theme in your poetry seems to be the act of human "migration." As an immigrant and a world traveler, how have your travels influenced what you write?

I think that the idea of the writer is outside, displaced, misplaced somehow. The Spanish landscape is very familiar to me, and still when visiting, it feels like I'm a stranger. What I write often times reflects what it feels like to be me. The idea of birds and hands became a motif in *Hoodlum Birds*; birds referring to the idea of poetry. There's a quote, "nest of birds, rest of the mind," I don't remember where I read it, but it's an idea that came out of Native American lore.

You've mentioned Garrett Hongo and Jessica Hagedorn. Could you discuss any other influences?

There are so many! The poets I love wrote about place. Poets like James Wright and Ohio. Richard Hugo writes about backwater towns in Montana. These poets have influenced my travelling. Being at a university that supports my travelling is one of the great things about teaching at DePauw. William Carlos Williams was one of my favorites. He really privileged the language; his plain spoken poetry. I loved the aesthetic, poetry developed from plain spoken language. It sounds so simple, but it's so difficult to unravel and get at that plain language! He really was one of my favorites.

What are you currently reading?

Most of what I'm reading has been for class. I like to make sure I'm as prepared as my students. So I don't have much time for personal reading. I just read *Divisadero* by Michael Ondaatje. He's a Sri Lankan Canadian. He wrote *The English Patient* which I really loved. I also just bought a Paul Bowels novel.

What is the importance of poetry to human beings?

I think it's the necessary nothing, that for me, I can't live without. What is the point of art? You know, there's this line of Nietzsche, "We have art so that we shall not be destroyed by truth." I think you can

translate that as a reason for poetry in our world. Writing, art, are really acts of the imagination. Imagining is necessary.

What have libraries meant to you in your life?

Huge! I was just telling my wife, that I want to go back to the small library back in San Francisco I used to go to. It was this wonderful place I used to go, and find books, not on poetry, or novels, but books on things like magic. This was when I was very young. It was this wonderful place that I would love to return to and write about.

The library to me is a great place to go and hide, and read and just relax and enjoy. I just did a workshop at the Putnam Library in Greencastle, and I had the kids reading about place. I had them reading Richard Hugo, *Degrees of Gray in Philipsburg* and James Wright, *Autumn Begins in Martins Ferry, Ohio*. I assigned them to write a poem about place. To me the library is the kind of place where image can take flight; it's just this wonderfully safe place.

What are you currently working on?

I'm working on two collections right now. The one I'm almost finished with is titled *1967*. It's really about my family, an immigrant family in San Francisco in 1967. The other collection is developed from my experiences during a two month visit to Kiyoto, Japan.

ABOUT THE AUTHOR

Jacob Eubanks is the Humanities Reference Librarian at Indiana State University. He holds a Master of Library Science from the School of Library and Information Management, Emporia State University.

INSTITUTIONAL REPOSITORIES: WHY GO THERE?

by Julie Bobay

Judging by the number of recent journal articles and conferences about them, institutional repositories are a hot topic in libraries today. Their appeal for librarians is easy to understand. In theory, their goals are in perfect alignment with librarians' core values; they have the potential to provide users around the world with quick and easy access to information that has been hidden in file cabinets, private computers, and systems that are restricted to subscribers.

Broadly speaking, institutional repositories are open-access software systems that allow institutions (usually through university libraries) to make the scholarship of their researchers openly available and preserved over the long term. These software systems provide low-barrier tools that allow authors to SELF-SELECT and SELF-ARCHIVE their scholarship into an open-access repository. Materials placed into these repositories are highly visible in the electronic world and are seen by users of search engines like Google as well as by specialized search systems like OAIster. Most large and many medium-sized academic libraries in Indiana have implemented some version of an institutional repository for a wide variety of reasons that correspond to needs on their campuses.

DEFINITIONS OF INSTITUTIONAL REPOSITORIES

The original vision for institutional repositories, heralded by the first institutional repository software, EPrints, was to support a world-wide network of interoperable open-access collections of journal articles that had been formally published elsewhere. The vision was of a world-wide, cross-searchable network of collections of high quality, open access journal articles; these rich collections would support increased scholarship as well as encourage scholarly publishers to change their business models.

In the seven years since Eprints was released, several other institutional repository systems have been developed and released: DSpace, another open source system, and hosted solutions like BePress's Digital Commons and ExLibris' DigiTool. These systems were developed with a larger view of institutional repositories beyond peer-reviewed published journal articles. The most widely-cited definition of this expanded view came from Clifford Lynch (2003):

> ...a university-based institutional repository is a set of services that a university offers to the members of its community for the management and dissemination of digital materials created by the institution and its community members.

For large academic libraries, where most of the implementations have occurred, institutional repositories are becoming more than repositories of peer-reviewed journal articles. In many cases, libraries are taking advantage of the increasing functionality and flexibility of these systems to provide access to a wide range of content and for a wide variety of purposes. In addition to encouraging faculty to deposit their peer-reviewed published journal articles in them, academic libraries are using these systems to provide access to:

- semi-published "gray literature" like conference papers and lectures
- dissertations
- monographs
- small datasets
- university administrative records (such as IUPUI's e-Archives)
- publishing platforms for journals and journal-like peer-reviewed publications
- repositories for backfiles of published materials; in fact, back issues of *Indiana Libraries* is available at IUPUI's IDEA Digital Archive
- platforms for full-blown digital library collections of library holdings. As one respondent noted in the recent MIRACLE survey of institutional repositories (Markey, Rieh, St. Jean, Kim, & Yakel, 2007): "At this small institution, it is imperative that I use an approach that addresses both scholarly communication and the institution's digital archival material."

Some academic libraries are banding together to create a large shared collections like the Texas Digital

Library, and some are partnering with other libraries to provide access to materials that did not originate from the institution at all, such as KSPACe, a partnership between Kansas State Historical Library and Kansas State University to develop a digital repository of Kansas state government publications.

What does this mean for users?

The phrase "institutional repository" has come to mean any implementation of an institutional repository software system. This, combined with the increasing functionality of institutional repository systems themselves, has blurred the lines between "institutional repository," "digital library," and even "publishing." Unfortunately for effective communication, these developments have made it increasingly difficult to understand what any individual really means when s/he says "institutional repository."

While admittedly creating a communication problem, however, this environment is actually quite rich with opportunities for libraries to make important materials easily available on the Web, and this is great news for users around the world. A growing body of easily-discoverable, important content is being "published" (i.e., made public) by libraries everywhere. Some commercial publishers are changing their business models to be more sustainable. And researchers are using these services as new channels for making their work public, both to colleagues in their disciplines as well as to the public at large.

IUSCHOLARWORKS AT INDIANA UNIVERSITY – BLOOMINGTON

IU-Bloomington implemented DSpace, branded as "IUScholarWorks" in 2006. It was, and still is, envisioned as an open-access repository of materials produced by scholars on the IU-Bloomington and regional campuses. It currently has 1700 items in it, including peer-reviewed journal articles, student journals, journal supplements, dissertations, working papers, monographs, and technical reports. We see it as a first step in providing a richer range of publishing options for IU researchers in the age of the Internet.

Our experience with this project has been similar to that of other academic libraries. After 18 months, our 1700-item collection is described as "not bad" by an institutional repository veteran, reflecting the fact that no institution has seen a huge up-take by their faculty to self-archive their own work. At IUB and elsewhere, scholars are generally supportive of the idea and, while many are slow to deposit their materials into IUScholarWorks, individual faculty and departments are becoming increasingly active. Like many libraries, the IUB Libraries are taking responsibility for not only encouraging faculty to deposit their materials, but also for submitting and managing those materials on their behalf and to help them with copyright issues, which lie at the very heart of the enterprise. We are developing partnerships with other university offices, such as the Graduate School and the Dean of Faculties, to help encourage researchers to deposit their scholarly materials.

After talking with dozens of faculty and department chairs, we have discovered unmet needs that could be categorized as "publishing": datasets, journal supplements, journals, conference proceedings, dissertations, new forms of scholarship, etc. In the rich technological environment of a large academic institution, we are exploring the use of IUScholarWorks for some of these and are searching for technical solutions for others elsewhere.

I'm interested in learning more – what should I do?

In the words of the copyright lawyers, "It depends." While the institutional repository experience to date has been almost entirely in large academic libraries, the open-source and commercial software systems present opportunities for all types of libraries that have content which would be valuable contributions to the openly-accessible body of information out there and that need to be preserved.

Some things you can do:

- Add OAIster to your searching routine when answering reference questions
- Do a little background reading, starting with the MIRACLE project's "Our Favorites for Getting Started"
- Evaluate software options (Reiger, 2007). Pick software that meets your needs – if you need to manage a curated collection of images with thumbnails and specialized metadata, institutional repository software might not be the best choice. If you need to publish journals as well as create digital repositories, BePress's Digital Commons has that functionality built in. If you don't have adequate technical support to sustain a local implementation of open-source software, investigate a hosted option or find a partner who shares your interest and can contribute those resources.
- Make a plan and define your purpose, but be flexible! Leave the door open for growth and evolution. Do not try to pre-determine all policies; when you talk with your users, you might discover other needs that this software could meet. There are even new service companies who offer their consulting expertise to help you plan, such as Care Affiliates.

REFERENCES

Lynch, C. (2003 February). Institutional repositories: Essential infrastructure for scholarship in the digital age. *ARL Bimonthly Report*, 226. Retrieved September 10, 2007, from http://www.arl.org/resources/pubs/br/br226/br226ir.shtml

Markey, K., Rieh, S.Y., St. Jean, B., Kim, J., & Yakel, E. (2007). *Census of institutional repositories in the United States: MIRACLE Project research findings*. Retrieved September 10, 2007, from http://www.clir.org/pubs/reports/pub140/contents.html

Rieger, O. (2007). Select for success: Key principles in assessing repository models. *DLib Magazine 13(7/8)*. Retrieved September 10, 2007, from http://www.dlib.org/dlib/july07/rieger/07rieger.html

SUGGESTED RESOURCES:

Berkeley Electronic Press: Digital Commons. Retrieved September 10, 2007, from http://www.bepress.com/ir/

Care Affiliates. *Are you sure you have a plan for success in offering repository services?* Retrieved September 10, 2007, from http://www.care-affiliates.com/care-mailing2.html

DigiTool. Retrieved September 10, 2007, from http://www.exlibrisgroup.com/digitool.htm

DSpace. Retrieved September 10, 2007, from http://www.dspace.org/

EPrints for Digital Repositories. Retrieved September 10, 2007, from http://www.eprints.org/

IDEA: IUPUI Digital Archive. Retrieved September 10, 2007, from https://idea.iupui.edu/dspace/

IUPUI University eArchives. Retrieved September 10, 2007, from https://archives.iupui.edu/dspace/handle/2450/1

IUScholarWorks. Retrieved September 10, 2007, from https://scholarworks.iu.edu/dspace/

KSPACe: Kansas State Publications Archival Collection. Retrieved September 10, 2007, from http://www.kspace.org/

Markey, K. et al. (2007) *Miracle Project: Our favorites for getting started*. Retrieved September 10, 2007, from http://miracle.si.umich.edu/bibliography/favorites.html

OAIster: Find the Pearls. Retrieved September 10, 2007, from http://www.oaister.org/

Texas Digital Library. Retrieved September 10, 2007, from http://www.tdl.org/

ABOUT THE AUTHOR

Julie Bobay has been a librarian at Indiana University-Bloomington for more than twenty years, holding various positions in instruction, public services, Web development, and electronic services. She is currently project leader for the IUScholarWorks initiative. She has a Masters Degree in Library Science as well as a Masters Degree in Public Administration from Indiana University.

ORAL HISTORY: A STRATEGIC INITIATIVE

by Emily Winburn

In the fall of 2004 I began my first job as an archivist and instructional librarian at Indiana University East (IUE) located in Richmond, Indiana. While the position title may seem like a peculiar combination, I was sure that I could fulfill the duties involved in it. The library had just changed directorship and was in the process of reinventing its image on campus. Reinventing the library's image is not a new phenomenon for most of us involved in libraries in Indiana and across the nation. I am sure that many of you have found yourselves trying to convince patrons that not everything is available on the Web. You have also probably heard the ubiquitous phrase "The library as place" (Weise, 2004). IUE directors and staff were determined to make the library a "place." To do this, we began to focus on strategic planning. Bennett (2007) said that libraries are "essential partners in learning and scholarship with faculty and other colleagues," and continued by saying that librarians can target several areas including innovation (p. 371). This article discusses the responsibility of the librarians as well as the importance of innovation in the library's collection.

The Marzntz Digital Recorder was used for the oral history project.

Our plan to make the library a central "place" on campus involved developing a premier library collection. This premier collection would include special collections such as regional oral history. The Regional Oral History project at IUE would not only include a physical collection housed in the library, but it would engage students, faculty, and staff in its development and implementation.

The library already held several oral histories from an earlier project coordinated by an IU East distinguished faculty member. The collection includes interviews of survivors, rescue workers, medical personnel, and city officials who were directly involved in the aftermath of the downtown gas-main explosion on April 16, 1968. This explosion is significant in the Richmond Community because it took forty-one lives and devastated the downtown area of the city. This event is viewed as significant to area residents not only because of the devastation but because of the outpouring of volunteers from the local area who put aside their personal differences to aid in the rescue and recovery effort. This collection, currently on analog tapes, was transcribed in the 1970s. The library's strategic plan includes provisions for the transfer of this collection to a more accessible digital format. An IUE faculty member is currently working to create a documentary film of the event. The library may find that making the collection more accessible encourages other researchers to utilize this and the library's other collections of regional oral history.

Discussions with several faculty members who had expressed an interest in some type of documentary history led to a partnership. Use of the oral history collection found its way into undergraduate research projects for many of the upper-level United States history courses. The obvious benefits were two-fold. First, the students in the history courses would be learning about the concept of oral history and collecting original information. Second, the library would gain a unique collection.

Once we formed the partnership, the next steps were to research and plan for the purchase of equipment, get the necessary campus approvals, and plan the course project logistics. The arrangement of equipment was probably the least difficult. The library was able to set aside some funds for the purchase of four Marantz digital recorders, and we borrowed four microphones. The oral history collection project was a multi-faceted process.

The process of oral history interviews may represent potential unintended consequences such as confidential information being revealed in the taped conversations. To avoid such consequences, Indiana University requires that this type of research have Institutional Review Board (IRB) approvals. The IRB is responsible for protecting the rights of subjects of institutional study and requires the investigator to provide all of the plans and processes for the study in order to determine how it could impact the subjects of that study. Informed consent is also an important part of this process. A form, signed by the interviewee, explains the interviewee's individual rights to withhold information or ultimately withdraw from the study. While the interviewer would have the interviewee sign a Deed of Gift (DOG) to the repository directing the interview, the IRB is more concerned with the rights of the interviewee. In the case of the student projects at IU East, the IRB request was approved on a conditional basis. The conditions were that the students submit interview questions to the IRB for approval and documentation conferring consent had to be signed appropriately during the interview process. The IRB promised a twenty-four hour turn around time on the approval of all of the interview questions. Also, the IRB recognized and approved the need for relevant follow-up questions during this type of interview.

The spring of the first year of the project I was awarded the Advancement in Teaching and Learning Award by the Indiana University East Information Technology Department. This award provided two additional Marantz recorders and six flat surface microphones. At this time the library also purchased a high quality Sony computer for manipulation and storage of the recordings.

Throughout the initial semesters of the project, students interviewed people for the following courses: *History of Women in America*, *Afro-American History*, *Survey of American History*, *Indiana History* and *The Nature of History*. The resulting collection includes interviews with prominent citizens of East-Central Indiana. Examples of the interviews in the collection include: an interview with a local area "Rosie the Riveter"; a pioneering African-American police officer; a Tuskegee Airman; and others whose history would be lost with the passing of a generation.

The future of the project is organic. The foundation of oral history at Indiana University East has been set. However, the challenges in its path include funding for transcription, provision of research access, database personnel support, and institutional commitment. With the evolution of scholarship in the area of history, memory, and community history, the project will continue to expand and evolve. Many oral history centers are now focusing on not just individual stories but are documenting a specific recent time period throughout a community. This would include all age ranges so that interviews would involve the very young, the very old, and everyone in between. Using this time capsule approach to history makes it accessible to all citizens and allows history to remain alive and vibrant.

REFERENCES

Bennett, M. (2007). Charting the same future? *College & Research Libraries News, 68(6)*, 370-377.

Weise, F. (2004). Being there: The library as place. *Journal of the Medical Library Association, 92(1)*, 6-12.

ABOUT THE AUTHOR

Emily Winburn, (winburn@indiana.edu) a 2002 Indiana University SLIS graduate, began her first librarian position in 2004. With responsibilities in archives and experience with local history collections and oral histories, she began incorporating her service and scholarship into a long term oral history project for East Central Indiana.

An Indiana University East student interviews longtime Richmond resident Alvin Ferguson.

The author prepares the recording equipment before an interview.

FABLE AND FACT: SERVING THE HOMESCHOOL POPULATION IN PUBLIC LIBRARIES

by Tamara Marquam with an introduction by Vicki Parker

INTRODUCTION

Vicki Parker

Once upon a time, many librarians seemed to think that teaching homeschoolers how to use the library was a fabulous program idea. However, homeschoolers are avid library users, and they already know *how* to use the library. Their library use has depth. They use the library as: a meeting place; a resource for learning and research; a cultural resource that provides programming and materials; a recreational reading resource; an environment where intellectual and social growth and interaction are facilitated; and a fun place to visit. In fact, homeschoolers use the library in a manner that is unequaled. When polled, a whopping 77.9% of homeschoolers reported the library as their number one resource (Princiotta & Bielick, 2006).

In the past, homeschoolers were often viewed as religious fanatics who were eagerly awaiting their chance to burn a few books. As difficult patrons...well, who could be worse? Actually, this outdated view is far from the truth. There are many misconceptions about homeschool families and why they choose to homeschool. The reasons for homeschooling are both numerous and vastly diverse. Homeschoolers are dedicated to the education of their children and the welfare of their family. They are loyal library users. During the last 25 years the homeschool population has burgeoned (U.S. Department of Education, National Center for Education Statistics, 2005). The few homeschoolers we used to see on occasion have grown to the many families we see quite often.

With minimal added cost, the library collection can be adapted to better serve these many homeschool families. For example, Westfield Washington Public Library chose to support the *Sonlight* literature-based curriculum—a perfect fit for our library. Many of the books in this curriculum are ones that would be purchased anyway. Homeschoolers pay attention to the library collection's strengths and weaknesses. They know which library collection best supports a specific subject or media. They are multiple library users seeking the best possible resources that will fulfill the needs of their curriculum. They talk to library staff members, and they *will* share this information with each other.

The Westfield Washington Public Library initially established the title of Homeschool Liaison and committed funds to pay for the creation, implementation, and maintenance of a Homeschool Folder. The cost was relatively small with a huge return. Homeschool families use our library often, requesting programs and services because they know we will respond. We are reputed to be a homeschool friendly library.

FABLE AND FACT: SERVING THE HOMESCHOOL POPULATION IN PUBLIC LIBRARIES

Tamara Marquam

Homeschoolers and libraries...they definitely go together! As homeschooling increases in popularity, there is more and more demand for libraries to accommodate the special needs and wants of the rapidly growing homeschool population. This article will address five basic questions regarding libraries and homeschoolers: Why should libraries serve homeschoolers? Who are homeschoolers? Is homeschooling legal? What do homeschoolers want? How can libraries provide special services to homeschoolers without breaking the budget?

Why should libraries serve homeschoolers?

We are expected to serve them – in fact, they depend on it. Public libraries are where most homeschoolers go first for books and other homeschooling materials. In a 2003 study, 77.9% of homeschoolers polled said they use their public library as their primary source of materials (Princiotta & Bielick, 2006). If you look around in your library during the day, you are almost certainly going to see some homeschoolers.

Homeschoolers are an entire population of library-lovers. Many have PLAC (Public Library Access Cards) cards and use several libraries regularly. PLAC cards cost $30 per year and allow the user to obtain library cards at any public library in Indiana. For many homeschooling families, purchasing a PLAC card is the

Educational Philosophy	Examples of some common sources used
formal curriculum	A Beka, Bob Jones, Alpha Omega, Christian Liberty, Calvert, Rod and Staff, Houghton-Mifflin, Scott-Foresman
classical education	*The Well-Trained Mind*, by Jessie Wise; Trivium Pursuit, Memoria Press; Tapestry of Grace; Biblioplan; TruthQuest; WinterPromise; Tanglewood, Charlotte Mason
literature-based education	Sonlight, Winter Promise, Robinson Curriculum, Accelerated Achievement, Living Learning Books, Charlotte Mason
Principle Approach	The American Christian History Institute, James Rose, Stephen McDowell, Rosalie Slater, F.A.C.E., The Pilgrim Institute, The Mayflower Institute, The Providence Foundation, Richard "Little Bear" Wheeler - Mantle Ministries
Homemade curriculum	free internet sources, workbooks, library sources, etc.
unit studies	Konos, The Weaver, Five in a Row, Alta Vista, ATI (Bill Gothard), Delight Direct Studies (Gregg Harris), Valerie Bendt, Katherine Stout
child-directed learning	Montessori Method, less formal/planned use of library materials and community opportunities
eclectic homeschoolers	Tend to use bits and pieces of all types of sources to fit individual needs.
unschoolers	*Teach Your Own*, by John Holt; *Homeschooling for Excellence*, by David and Micki Colfax; *Life Learning* Magazine
Distance learning	Clonlara School; Calvert with the tutorial option; Home Study International; Laurel Springs School
Electronic education	Bob Jones satellite, Switched on Schoolhouse, ACE

Figure 1.

least expensive thing they can do to enhance their curriculums. Inter-library loan is nice, but PLAC cards give the users the ability to browse multiple collections as well as instant access to materials from multiple libraries. Homeschoolers tend to use all parts of the collection, all formats of materials. They are frequently very aware of the strengths and weaknesses of the collections of several libraries in their area.

These are children who are going to the library every week and who will become lifetime library users as a result. These children are our future Friends of the Library members, library board members, and staunch library advocates. The best part is that we don't have to do anything special to lure them to the library – they are visiting us already. We need only to strive to make their experiences as positive as possible. If we make that extra effort, they will always remember these positive experiences and their future libraries will benefit greatly.

Who are homeschoolers?

The homeschooling population has changed drastically in the past few decades. It is a rapidly changing demographic, including families from all walks of life and representing all faiths and viewpoints. Although the homeschooling movement was primarily pioneered by Christians who were homeschooling for religious reasons, the current population of homeschoolers is far more diverse. More recently, religion is still ranked as one of the top three reasons for homeschooling – but it is no longer the number one reason, and there are many more religions represented these days. In a recent study, when asked about their most important reason for homeschooling, 31.2% cited "concern about environment of other schools," 29.8% cited "to provide religious or moral instruction," and 16.5% cited "dissatisfaction with academic instruction at other schools" (Princiotta & Bielick, 2006, p. 13). According to a recent Harris poll, 65% cited "dissatisfaction with academic instruction," 60% cited "to provide religious or moral instruction," and 53% cited "concern about safety at school (or on the bus)" (Harris Interactive, 2006, p.2).

Families have many other reasons to homeschool as well, such as meeting the special needs or learning styles of the child, enjoying the flexibility of the schedule for those who travel, dissatisfaction with state/government regulations at school, to provide individualized teaching, to improve family unity, to provide year-round schooling, and many more. If you were to ask five different families about their reasons for homeschooling, you are likely to get five different answers...and it is getting easier and easier to find five families to ask about homeschooling. In fact, according to that same Harris poll, one-third of U.S. adults knows someone who homeschools their child.

While the demographic for homeschoolers keeps expanding, there are some general factors that still apply to most homeschooling families. The majority of homeschooled children (77%) are white and live in two-parent households (81%) (Princiotta & Bielick, 2006). Over half of homeschoolers (54%) live in two-parent households where one parent works and the other stays home, and homeschooling families are more likely to have three or more children (66% compared to 44% of families using public schools) (Princiotta & Bielick, 2006). There is some indication that the higher the education level of parents, the more likely the family is to homeschool children ages 11 and under, although there seems to be no such relationship between the parents' education level and homeschooling children over the age of 12 (Isenberg, 2006). In 2003, there were no appreciable differences in rates of homeschooling among students when considering their household income (Princiotta & Bielick, 2006). Regardless of their demographics, one fairly universal trait of homeschoolers is that they are, almost without exception, avid library users.

There are many educational philosophies utilized by homeschoolers. Of these mixed philosophies, there is a wide spectrum ranging from formal curriculum, classical education, literature-based education, Principle Approach, homemade curriculum, unit studies, child-directed learning, eclectic homeschoolers, unschoolers, and more. (See Figure 1.) There is an increasing market of resources targeted for use by homeschoolers. Some are basic educational philosophy books, while others are commercial curriculum sources, textbooks, and workbooks.

One thing to keep in mind is that, as with any large population, homeschooling families employ a wide variety of philosophies, values, approaches, opinions, etc. There are those who excel and those who struggle. There are going to be those who exemplify the best and the worst of the homeschooling population. As the homeschooling population continues to grow, there will be a wider and wider distribution of types of people choosing this educational option. This makes stereotyping less and less accurate. In fact, the stereotype of children practically chained to the kitchen table all day, doing schoolwork, and being sequestered from the world simply does not apply these days. Homeschooled children are generally very active in local homeschool groups, extracurricular activities, and in their communities (Basham, 2001). But what about socialization? That is the single most common question that people ask about homeschoolers. For most homeschoolers, this is such a non-issue as to be almost humorous. Between their local homeschool groups, extracurricular activities, and interests in the communities, homeschooled children are generally very well "socialized." In fact, several studies measuring children's self-esteem, communication skills, and social

development have concluded quite firmly that homeschoolers perform as well as or better than children in public schools (Klicka, 2007).

Is it legal?

Homeschooling has been absolutely legal in every state since 1993 (Basham, 2001), although states have different legal guidelines. Homeschools are viewed as non-accredited private schools by the state of Indiana (Indiana Department of Education, 2007). In fact, the term *homeschooling* is not a legal term in any Indiana legislation. All students are required to attend school from the ages of 7 to 16 (Indiana Department of Education, 2007). Homeschools have the same guidelines that parochial schools and other private schools follow. That is to say, they are expected to keep attendance for at least 180 days of instruction. Attendance is the ONLY legal requirement (Indiana Department of Education, 2007). There are no curriculum rules, no testing requirements, and no teacher qualifications. In Indiana, there is no such thing as "registration." Parents may choose to report enrollment, at which time they would receive a private school number from the state. However, they only are required to do so if requested by the State Superintendent of Schools (Indiana Department of Education, 2007).

Many families choose to report enrollment when pulling a child out of public school. Often those whose children have never attended public school opt to not report enrollment. Reporting enrollment involves nothing more than reporting the number of students – no names, no grades, and no specifics. Reporting enrollment is frequently and incorrectly referred to as "registration." Many states do require formal registration. Actual registration requires far more detailed information about the students, the teachers, and sometimes the lesson plans. Registration is usually accompanied by restrictions, formal curriculum guidelines, and/or testing requirements. This makes it an important distinction - in Indiana there is **no** "registration."

Studies indicate that as of 2003, over 2% of students in the United States are homeschooled (U.S. Department of Education, National Center for Education Statistics, 2005; Isenberg, 2006). This number continues to rise. The percentage of homeschooled students in Indiana is likely to be higher than 2% due to the laws which make homeschooling in Indiana less cumbersome than it is in other states. Those laws are unlikely to change any time soon. We have several state senators who are homeschooling parents themselves. There is occasionally some proposed resolution introduced to examine the need for homeschooling guidelines, but it usually dies in committee. Indiana remains one of the least restrictive states in which to homeschool.

What do homeschoolers want?

New homeschoolers especially want books about homeschooling from recognized leading authors in the field such as Rebecca Rupp, Linda Dobson, Mary Griffith, John Holt, John Taylor Gatto, Grace Llewellyn, Penny Gardner, Susan Wise Bauer, and others. They are eager to learn the language of this new world they are entering, so they frequently want to read about the different educational philosophies and decide where their family fits into the world of homeschooling. They want to be familiar with classical education, the Charlotte Mason method, Montessori, unschooling, and more – the whole array of approaches from which they can choose. Sometimes it is possible to gauge from talking with a new homeschooler which sources might resonate best with their family. That is always particularly rewarding to both the patron and the librarian. Another good general source of homeschooling information can be homeschooling magazines, such as *Homeschooling Today*, *Life Learning*, the free bi-monthly *Homeschooling Parent*, and others.

Homeschoolers do look to their libraries for curriculum support, but not in the way many might think. They are usually not seeking textbooks or formal curricula so much as they are looking for historical fiction titles, activity-based materials, audio books, circulating encyclopedias, and teacher resources. Many of these are items that are included in the collection anyway, so it is no great hardship or strain on the collection budget to include titles from popular curricula. This may mean making an effort to purchase books recommended in sources like *The Well Trained Mind* or popular literature-based curricula catalogs such as *Sonlight*. Most libraries have a good portion of those recommended titles already, as many of them are award-winning books. Occasionally a title may be out of print or unavailable for purchase. Some homeschoolers will not want to deviate from their source recommendations, while others are open to alternate suggestions. For those unwilling to use substitutions, sometimes interlibrary loan is the answer. Other times they might benefit from sources the librarian can point them to so that they might be able to purchase the titles more cheaply themselves (examples: http://www.bfbooks.com/ and used book sites). Often, the more experienced or relaxed homeschoolers are fine with substitutions as long as the topic/historical timeframe and the reading level are about the same as the unavailable book.

Teacher resources such as guides from Scholastic, GEMS guides from the Lawrence Hall of Science (Great Explorations in Math and Science), History Pockets, activity guides, phonics programs, etc. are especially well-received. At Westfield Washington Public Library, we have had several programs developed from GEMS

guides, which are also used by local school teachers and parents leading co-op classes. Many of the resources preferred by teachers are heavily used by homeschoolers as well.

Newer homeschoolers are especially seeking information about local support groups. The single biggest obstacle for new homeshoolers is finding support! This is not a trivial obstacle. It is very important to the success of this venture to have adequate support. There are many homeschool groups in every county. Some have a particular world view, while others may be secular or inclusive. Some are for social support only, while others may offer co-op classes. It is very important to the new homeschooler to find these resources in his or her community. There are a number of ways libraries can help in this regard. One way is to compile a list of local support groups which may seem daunting at first. It isn't as hard as it sounds, though. Simply talking to homeschooling patrons is a good place to start. Other ways of finding out about local groups include posting signs seeking homeschool group information; checking the IHEN.org web site's database of support groups (organized by county); and contacting any state and local groups to inquire about other groups in the area, as local groups are generally somewhat aware of each other. Another easy tool is the homeschool social. Simply post signs about a homeschool social event, and many will show up. It's an inexpensive and easy way to help homeschoolers to connect with each other while it also enables gathering information about the local support groups. The cost is minimal – basically staff time and refreshments if you choose to serve them.

The single biggest obstacle for homeschool support groups is finding cheap (free) space to meet and hold educational events. This is a great free and easy way to help local homeschoolers. If the space is there, why not use it? Homeschoolers normally meet during school hours, which are typically lower library usage times. Most libraries aren't using their space for programs or storytimes every day all day long, so there are usually times that the space could be otherwise utilized. If library policy doesn't allow it, request a change in policy. One thing to consider is that if you make space available to one group, it must be available to all groups. A simple solution is the first come, first served policy. Opening your space for use by the community will only increase library usage, which is a good thing. Be prepared for the consequences: increase in circulation, profuse heartfelt thanks from homeschoolers, and increase in PLAC card use.

There are other services that libraries can provide for homeschoolers, such as daytime programming for school age children, educational workshops, or foreign language classes. Also, libraries can provide academic team and competition opportunities such as Lego Mindstorm, chess, Odyssey of the Mind, Scrabble, Math Pentathlon, Word Power Challenge Club, geography bees, spelling bees, science fairs, international fairs, and more. It might seem too much for the library budget or resources, but that is not necessarily true. It may take some creative financing and outsourcing, but it can be done. And the more it is done, the easier it gets to do more.

How can we serve homeschoolers without breaking the budget?

At Westfield Washington Public Library in 2006, we offered 188 supplemental program events targeted to homeschoolers. These programs were attended by 1594 patrons and cost the library a total of only $308. Our budget is pretty tight and we have no excess of staff persons. So how did we do it? We let the homeschoolers fund the programs they wanted by requiring pre-registration and pre-payment. All checks are made to the Friends of Westfield Library, and the treasurer of the Friends simply writes one check to each instructor. With the cooperation of the Friends, this system has allowed us to provide far more than we otherwise would be able to offer our patrons. The library provides space, opportunity, and registration only for programs outsourced to local instructors. Occasionally the library programming budget contributes a portion of the presenter's fee in order to reduce the cost to the patron to an affordable level. Knowing what patrons will pay is important and usually discovered through trial and error. We have had to cancel a few programs on occasion, but that is fine. It was often an indication of a price point or the day/time the class was offered. In almost all cases, the program was offered again at another time or price and was well-received.

These programs occurred during low usage times (school hours) and increased circulation and program statistics while successfully meeting the needs of local homeschoolers. After offering a couple of classes in this manner, patrons started recommending instructors or requesting particular types of classes. The more we offer the more instructors we learn about and the easier it is to offer programs of this type. This fall we actually had more class opportunities than we had time to offer in one season. There are so many types of programs that are well-received: foreign languages, sign language, science workshops, music classes, writing classes, chess instruction, drama classes, knitting/crocheting classes, art classes – just to name a few. Many of these classes were taught by patrons. Every community has resources like this – it is just a matter of seeking them out and taking advantage of the resources at your disposal.

There are some useful guidelines that simplify this process. When dealing with instructors, we ask them

for a price per participant, as well as the minimum and maximum number of participants they would like to teach. This is far easier than setting a fixed amount per class, which leaves us to guess at how many might sign up, and therefore to guess at how much to charge per child. Requiring the instructor to set a price per participant solves a lot of potential problems. Another simple policy that reduces problems is the no refunds policy. Unless a program is cancelled, there are no refunds. If someone is ill, forgets, oversleeps, has an emergency – sorry, no refunds. If the instructor agrees, occasionally we will pro-rate a class for students who know they will miss a week or two – but that is up to the instructor. On the rare occasion that we have had to cancel programs due to low registration, we encourage patrons to apply that money to future programs. This reduces the number of refund checks we issue and patrons are generally happy to do this. This is made easier by the volume of programs we offer – they know there is likely to soon be another class in which they are interested.

Our registration form is very simple. We ask for the caretaker's name, phone number, and e-mail. Then they list the children's names, programs, and prices. We record whether cash or check was received, the amount received, and who accepted payment and registration (employee's initials). At that point, the child's name and phone number go on the instructor's sign up sheet for that class – with, again, the employee's initials. Once or twice per week, we enter the information from the registration form into an Excel spreadsheet. It is always good to check to be sure the same number of registrants appears on both the spreadsheet and the sign up sheet for the instructor. It is also good to verify that the total amount recorded on all registration forms equals the total funds received. In over three years of taking registration in this manner, we have had remarkably few problems. Occasional errors occur, but rarely have they impacted the classes in any real way. After a class session has begun, we simply tally the column for that class and have a check written to the instructor.

We offer classes and programs on a quarterly basis. There is generally much time spent in scheduling and arranging classes about six to eight weeks prior to each session. Promotional brochures and registration forms are available approximately a month prior to the beginning of each session. The time spent decreases over time, as the process is the same each time. Forms and sign up sheets are easily modified for each session, as are some promotional materials. We had one instructor who taught Spanish classes for over three years. Setting up her classes took very little time – usually a quick phone call and a few minutes changing dates on forms and signs. It truly does get easier the more we do.

The Westfield Washington Public Library also received an LSTA grant this last year. It was a diversity grant, written with homeschoolers as the diverse group to be served. This grant allowed us to better serve the diverse population (homeschoolers) by providing no-cost art programs. This grant allowed us to purchase quality art supplies far beyond the scope of our usual budget. The art programs were very well received.

The library also has a Lego Mindstorms team. The team does not consist exclusively of homeschoolers, but many homeschoolers have participated. The initial supplies were obtained through a technology grant from Rose-Hulman Institute of Technology three years ago. The team is coached by parent volunteers, so the cost to the library is minimal. Last year we actually had two teams, both of which performed very well at the Regional Competition and went on to win medals at the State Competition. For more information about forming a Lego Mindstorms team, visit http://www.etcs.ipfw.edu/~fll/web_objects/documents/Starting_FLL_Team.pdf.

So, with few resources but some creative effort, the Westfield Washington Public Library has found ways to offer additional daytime programs for homeschoolers. We also offer a homeschool information folder free to anyone. This folder contains relevant library collection and services information as well as community-based information. The library information sheets include a welcome letter, a list of items of particular interest to homeschoolers, a guide to our foreign language materials, and a bibliography of books about homeschooling. The community information sheets include a list of support groups in and around Hamilton County, an information sheet about the legalities of homeschooling in Indiana, a list of local merchant who offer discounts to homeschoolers, a list of extracurricular activities for homeschoolers, a list of statewide homeschool organizations, and a list of national homeschool organizations. With the folders purchased every fall during back-to-school sales, the cost of this service is kept very low. The advantage to local homeschoolers is great, and it actually saves the library time and money in the long run. The folders are far less expensive than the time it would take to personally disseminate that much information. Contact information in the folders is verified once or twice per year. After offering this to patrons for a few months, people started bringing us information to include in the folder as well. In this manner, our list of local support groups has grown to include 17 groups with brief descriptions about each group as well as relevant contact information. This is probably our most popular service to homeschoolers. There are peak times when more folders are taken, such as just before school starts, just after school ends, and December/January. These are times when more parents are considering

not sending their children back to school and are seeking more information about their local homeschool communities.

CONCLUSION

As the homeschooling population grows, there are more and more ways in which libraries can serve homeschoolers. Providing homeschool-related information, meeting opportunities/use of library space, resources, and programs are a few key ways to meet some of the needs of this rapidly expanding population. These friendly library-loving patrons are very appreciative of any efforts on their behalf and generally are quick to offer suggestions and share ideas as well, so a little effort can go a long way towards serving this segment of your communities.

REFERENCES

Basham, P. (2001). *Home schooling: From the extreme to the mainstream.* Retrieved August 6, 2007, from http://www.fraserinstitute.ca/admin/books/files/homeschool.pdf

Harris Interactive. (2006). *The Harris Poll, #29.* Retrieved July 9, 2007, from http://www.harrisinteractive.com/harris_poll/index.asp?PID=653

Indiana Department of Education. (2007). *Indiana homeschool help sheet.* Retrieved August 1, 2007, from http://ideanet.doe.state.in.us/sservices/homed.htm

Isenberg, E. J. (October 2006). *The choice of public, private, or home schooling.* Retrieved August 2, 2007, from ncspe.org.

Klicka, C. (2007). *Socialization: Homeschoolers are in the real world.* Retrieved August 6, 2007, from http://www.hslda.org/docs/nche/000000/00000068.asp

Princiotta, D. & Bielick, S. (2006). *Homeschooling in the United States: 2003*, (NCES 2006-042). U.S. Department of Education, National Center for Education Statistics, Washington D.C: 2005.

U.S. Department of Education, National Center for Education Statistics. (2005). *The condition of education 2005*, NCES 2005-094, Washington, DC: U.S. Government Printing Office.

ABOUT THE AUTHORS

Tammy Marquam has been a children's librarian at Westfield Washington Public Library for over seven years and is a homeschooling mother. As the library's Homeschool Liaison, she also assists homeschoolers, compiles local homeschool information for distribution, arranges classes, and more. Contact Tammy at tammy@marquam.org

Vicki Parker has worked at the Westfield Washington Public Library for 25 years. She has been the Head of Children's Services for 20 of those years. Before becoming a librarian, Vicki worked as a graphic designer and illustrator. Ms. Parker firmly believes that to be a children's librarian is to encourage the love of literature with the ultimate goal of creating lifetime library users. Contact Vicki at Vicki@westfieldlibrary.lib.in.us

Children at a recent Bubble Festival science program, based on the GEMS guide, *Bubble* Festival.

SERVING THE RELIGIOUS INFORMATION NEEDS OF OUR COMMUNITIES WITHOUT BLOWING THE BUDGET: PART 2, SCRIPTURES

by J. Douglas Archer

If providing resources to answer questions about religion can blow your budget, just think of what it would cost to make available all the scriptures or sacred books of interest to people in the average Indiana community! Indiana may not be as religiously diverse as New York, Los Angeles, or Chicago, but it is far more diverse than often thought. In addition to Christians and Jews, Indiana has its share of Muslims, Hindus, Buddhists, and Baha'is – not to mention followers of the major Chinese philosophies, Daoism and Confucianism.

AUDIENCE

This follow up to "Serving the Religious Information Needs of Our Communities without Blowing the Budget" (Archer, 2005) will help Indiana librarians collect scriptures to meet those needs at minimal cost. As with part 1, part 2 has a relatively narrow focus, perennially underfunded small to medium sized Indiana public libraries. It should also be of assistance to anyone building a basic collection of religious text since no one, regardless of the size of one's library, ever seems to have enough money to meet all community needs.

METHODOLOGIES

The strategy used here is to identify the minimum number of titles necessary to adequately represent the world's major (oldest, largest, and/or most influential) religious traditions. The specific needs of specific local communities will vary.

A second approach is to remember that paperback editions are available for almost all of these texts. If there is any doubt about priority, buy inexpensive paperback editions of potentially low priority titles. If titles wear out quickly, replace them with more durable editions as needed. Rather than think of this approach as wasting money, consider it cheap market research.

Occasionally there will be strong demand for additional reference materials related to specific texts. If the budget doesn't allow for such purchases, buy study editions of the texts that usually include notes, maps, concordances, and other helpful features.

Lastly, use the Web. Unlike some topics for which relevant electronic resources are expensive, free Web resources can be of great assistance in augmenting print collections of religious texts. If nothing else, earlier translations now in the public domain are readily available through services like Google Books, Project Gutenberg, and the homepages of individual religious bodies.

ASSUMPTION: THE INTELLECTUAL FREEDOM CONNECTION

As with part 1, a basic assumption of this exercise is that American public libraries "should provide materials and information presenting all points of view on current and historical issues" (American Library Association, 1996). The reason someone might want to refer to a particular sacred text should not be an issue. The library's concern is not the promotion of any or all religions – or none. It is to meet the reader's information needs. The fact that a citizen might want to refer to a particular scripture of his or her tradition or of someone else's is, in essence, no different than a dog owner asking for a book about dogs, or cats, or canaries.

SELECTION FACTORS

It must be admitted, however, that buying religious materials calls for a lot more sensitivity than buying books about pets. Selecting scriptures themselves is even more difficult. It is tempting to say, "Ask your local religious leaders." While in some circumstances this may be the best (and perhaps the only effective) way of identifying the most appropriate version or translation of a given text, in general it would be irresponsible given the theme of this article..

Scripture selection is dependent on several factors. It is helpful to have a rudimentary understanding of the differing attitudes toward scripture of the major religious traditions. Some groups have one sacred book while others have many. Some view their book(s) as revelation while others view them as collected wisdom whether divine or human. In almost all cases, there are many translations of those texts from which to choose.

And, there is another problem. Readers of scripture vary from the casually curious to the dedicated scholar. The latter will require critical texts in the original language. Their needs are beyond the scope of this article which will, with one or two exceptions, stick to English translations.

Of course, there will at times be a need for a particular scripture translated into a particular language for a particular community. By knowing the language of the original and significant English versions of it, one should be in a good position to locate a needed translation. And, since such a need is most likely to arise within a given religious tradition and language community, contacting a local representative of that tradition and community should provide helpful and appropriate guidance.

There are many ways to categorize scriptures including tradition, language, and place of origin; claims to inspiration; and availability of translations. The primary method used here will be to organize scriptures by their traditions' attitudes toward them.

There are at least three such streams. There are religions of "The Book," religions of "Many Books," and religions of oral tradition. The latter are mostly indigenous traditions (e.g. Native Americans) whose stories have only recently been written down and printed. These stories are certainly not considered by their adherents to be any less sacred that those of other traditions. However, the resulting texts don't tend to have been as highly codified as the ancient written traditions – though the oral tradition may be just as ancient. The best thing to do for these traditions is to select a sampling of recent texts that exemplify their "voice."

RELIGIONS OF "THE BOOK"

The four traditions of "The Book," Judaism, Christianity, Islam, and Sikhism, traditionally view their scriptures as revelations from God or as the "Word of God." While the meaning of that phrase varies within and among these traditions, the result in each case is a tightly defined, relatively small set of authoritative texts treated as one book. The selection of specific translations (or versions) of these books often produces heated debate. Extremely careful selection is, therefore, crucial.

THE JEWISH BIBLE

For Judaism and Christianity "The Book" is, of course, the Bible. Yet different texts are meant by that title. The average Christian knows the Jewish Bible as his or her Old Testament.

The Jewish Bible consists of the written Torah (the first five books of Moses or the Pentatuch), the Nevi'im (the Prophets) and the Kethuvim (The Writings such as Psalms and Proverbs). Taking the first letter of each of these collections gives TNK which is written out as TaNaKh or Tanakh. Tanakh, or simply the Bible, is the name used within much of Judaism when referring to the scriptures.

Many people are unaware that Orthodox Judaism holds both the written Torah (the first five books of the Bible) and the oral Torah (given verbally by God to Moses but written down after centuries of oral transmission) to be of equal importance. The oral law is recorded in the Talmud along with centuries of rabbinic commentary upon it. It would be impossible in the scope of this treatment to speak to the information needs the Talmudic student – and those needs would be for the traditional Hebrew and Aramaic texts. If one lives in a community with a large Orthodox population and the demand for such texts is great, there will most certainly be experts available within that community who will be more than competent to give advice and counsel.

It should be obvious, but often isn't, that simply having a Christian Bible on hand does not meet the need for a Jewish Bible even though the Jewish scriptures will be included in it. In addition to the fairly obvious problem of judgmental labeling ("Old" as opposed to "New") and differing ways of presenting the text, the faith commitments and assumptions of the translators make an inevitable and crucial difference.

RECOMMENDATIONS

The standard modern version of the Tanakh based on the traditional Masoretic Hebrew text was published by the Jewish Publication Society (JPS) in 1985. If there is a significant demand for a Hebrew text, the JPS has also published a Hebrew-English edition which can meet the needs of readers of either or both languages. A 2004 study edition is available from Oxford University Press. Choose one.

Tanakh: A new translation of the holy scriptures according to the traditional Hebrew text. (1985). Philadelphia: Jewish Publication Society.

JPS Hebrew-English Tanakh: The traditional Hebrew text and the new JPS translation. (2nd Ed.). (1999). Philadelphia: Jewish Publication Society.

The Jewish study Bible: Jewish Publication Society Tanakh translation. (2004). New York: Oxford University Press.

CHRISTIAN BIBLES

There are at least three Christian biblical traditions, Catholic, Orthodox, and Protestant. The New Testament (written originally in Greek) of all three traditions contains the same books. However, they differ as to which Jewish books are included. This is due to the use by early and medieval Christians in both the Greek

East (Orthodox) and Latin West (Catholic) of different versions of a 4th century BCE Greek translation from Hebrew of the Jewish Bible known as the Septuagint.

The Septuagint was prepared in Alexandria, Egypt, for the large Greek speaking Jewish diaspora. Since it was done *before* the contents of what is now know as the Kethuvim (Writings) portion of the Jewish Bible had been finalized within Judaism, some books that made it into Christian Bibles did not make it into Jewish Bibles.

Protestants follow Jewish practice or at most include these "extra" books in a separate section known as the Aprocrapha. The Orthodox Christian tradition includes all of them in the Old Testament while the Catholic Church includes most of them in the Old Testament but notes that they are "deuterocanonical" (of a second order). The result is three slightly different collections of "Old" Testament texts for the three traditions.

In moving from the content (books) of the Bible to English translations, things become both simpler (for Catholics and Orthodox) and more complicated (for Protestants). Both the Catholic and Orthodox traditions have clearly sanctioned modern translations. When looking for a Catholic Bible, the New American Bible (NAB), available in paperback and in various study editions is the obvious choice. For Orthodox the New Revised Standard Version (see below) fits the same bill.

Protestants, being extremely diverse and lacking a central authority, present something of a problem. The King James or Authorized Version (first printed in 1611) was for generations the standard translation among Protestants with unrivaled influence on English language, literature, and culture. However, it is no longer in widespread use except among the most conservative or traditionally minded of Christians. Since the middle of the 1800s, there has been an ever growing flood of new, more accurate and often more engaging translations from which to choose. A reader can find everything from folksy, slang-filled paraphrases to highly accurate but stilted literal translations. The choice is almost endless.

With a bottomless bucket of money, a library could afford to have as many of these versions as desired to meet the varying tastes of its local community. The versions written by single translators such as Eugene Peterson's *The Message* or the older *Living Bible* (a paraphrase of the KJV by Kenneth Taylor) are often the most popular. Their distinctive points of view and lack of official oversight allow for the use of truly creative, dynamic language resulting in fresh interpretations of traditional texts. Official translations usually done by large teams of scholars with editorial committee oversight tend to be more literal and less far adventurous in their renderings.

Luckily for librarians on a tight budget, two of these official translations seem to have won the day among Protestants as both authoritative and readable, the New International Version (NIV) and the New Revised Standard Version (NRSV). The NIV was translated by a team from the International Bible Society and is favored by evangelicals while the NRSV was translated by a group sponsored by the National Council of Churches of Jesus Christ in the U.S.A. and is favored by ecumenicals. [Both *evangelical* and *ecumenical* labels are gross over-simplifications and totally unfair but nevertheless helpful.] Since the National Council of Churches is made up of both Protestant and Orthodox Churches, the NRSV is an officially sponsored English version of the Bible – when printed with all of the Apocrapha – for Orthodox Christians. The NRSV has the added benefit of reflecting the language of the KJV/AV tradition up-dated when necessary for contemporary comprehension.

RECOMMENDATIONS

Given its historical significance, it is almost inconceivable that a library would lack a copy of the King James (Authorized) Version. The American Bible Society sells copies for practically nothing. The difficult task is deciding which modern translations to add to it.

The ideal solution would be a translation acceptable to Catholic, Orthodox, and Protestant Christians. If you are willing to accept a slightly older translation, an Ecumenical or "Common Bible" edition of the Revised Standard Version with the Apocrapha/Deuterocanonical books first published in 1973 will work for all but evangelicals. Being sponsored by the National Council, it had both ecumenical Protestant and Orthodox approval from the start and later received a Catholic imprimatur. Unfortunately for our purposes, the NRSV was not so fortunate. While a "Common Bible" edition was published, it did not receive an imprimatur due to inclusive language concerns.

Though out of print, many copies of the RSV Common Bible are available through Amazon.com and other online vendors. Add to it a copy of the NIV and you have covered almost all constituencies.

SUMMARY

A minimal collection of Christian Bibles could include the King James or Authorized Version (KJV/AV), a New International Version (NIV), and a Revised Standard Version (RSV) – Common or Ecumenical Edition. A slightly larger but more up to date set of translations would include a copy of the King James or Authorized Version (KJV/AV), New International Version (NIV), New Revised Standard Version (NRSV), and New American Bible (NAB). The American Bible Society, Zondervan, and Oxford University Press are three

significant publishers of these versions. Since prices and features vary greatly, it will be best to look at their online catalogs – or at those of their competitors – when putting together a selection that fits the needs of the local community.

ISLAM: THE QUR'AN OR KORAN

Unlike the Bible, there is only one textual tradition for the Qur'an. This simplifies selection immensely. However, Islamic tradition also holds that the only true version of the Koran is in Arabic. All attempts at translation are human interpretations. The traditional view is that, if one really wants to encounter the Word of God, learn to read classical Arabic.

Since no translation can really substitute for the Arabic original, there has been less emphasis until recently on translation. In addition, no translation is an official substitute. Lastly, almost all of the readily available modern translations are one person efforts. Consequently, there is significant variation among them. One translation (or interpretation) just won't do. A library needs to have at least two and preferably three English versions for comparison. Given the desire among Muslims to make the Qur'an widely available, many inexpensive editions are available.

RECOMMENDATIONS

If there is a strong demand for the Qur'an in Arabic, meet the needs of both the Arabic and English reader by acquiring a parallel Arabic-English version of the Koran. All of the following English versions are available with parallel Arabic text. And, given the wide variation of interpretation represented in these and other available translations, buy at least two English versions.

The Meaning of the glorious Koran. (M. M. Pickthall, Trans.). Imprint varies.

The Koran interpreted. (A. J. Arberry, Trans.). Imprint varies.

The Koran. (1990). (N. J. Dawood, Trans.). NY: Penguin.

al-Qur'an: A contemporary translation. (1984). (A. Ali, Trans.). Princeton, NJ: Princeton University Press.

An Interpretation of the Qur'an. (2002). (M. Fakhry, Trans.). NY: New York University Press.

The Quran: A new interpretation. (1997). (C. Turner, Trans.). Richmond, England: Curzon.

The Sikhs: *Adi Granth*

For orthodox Sihks, the Guru Granth Sahib is the continuation, record, and heir of their first ten gurus. While it is not worshiped (only the one God is worshiped), it is venerated, occupying the central spot in all Sihk temples. English translations are rare and generally expensive.

RECOMMENDATIONS

Until relatively recently, Sikhs have been concentrated in the Punhjab of India and Pakistan. However, there is a growing international diaspora with communities spread throughout the United States, including Indiana. If needed, the following edition is currently in print.

Adi Granth or the Holy Scripture of the Sikhs. (3nd Ed). (1997). (E. Trumpp, Trans.) New Delhi: Munshirm Manoharlal Pub Pvt Ltd.

RELIGIONS OF MANY BOOKS

The great religions originating in South and East Asia (Hinduism, Buddhism, Daoism, and Confucianism) each possess dozens if not hundreds of sacred texts. Few if any Indiana libraries can afford or would need to collect all of the texts of a single tradition much less all of those traditions. The fact that these religions approach their texts a bit differently than those religions of a single book will actually allow librarians to be simultaneously selective and responsible. Few if any readers will expect to find every text in a local library. Having copies of the signature works and a collection of sample texts should be adequate.

Before proceeding further, it should be noted that just because these religions have many texts and don't consider them to be revelation (the Word of God) in the same way that the religions of The Book do, does not mean that they value them any less. They simply value them in different ways. Their texts represent to them the wisdom of the ages and of the sages providing a window to the divine.

Hinduism

Hindu religious texts can be divided into many categories, the most common of which are the Vedas (ancient Sanskrit hymns), the Uphanishads (meditations upon the Vedas), epics such as the *Mahabarata*, including the *Bhagavad Gita* (that relate stories of gods and heroes), bhakti or devotional literature, and various meditations credited to particular figures or schools of thought.

RECOMMENDATIONS

The most familiar texts and those most likely of interest to our communities are the Upanishads and the *Bhagavad Gita*. Here is a sampling of available, inexpensive editions of three versions plus two general collections from which to choose. Purchase at least one collection and one each of the *Upanishads and the Bhagavad-Gita*. Imprints may vary.

Hindu scriptures. (1996). (D, Goodall, Ed.). Berkeley: University of California.

The Hindu tradition. (1972). (A. T. Embree, Ed.). NY: Vintage.

The Principal Upanishads. (2003). (Swami Nikhilananda, Ed. & Trans.). Mineola, NY: Dover.

The Upanishads: Breath of the eternal. (1957). (Swami Prabhavananda & F. Manchester, Eds.). NY: New American Library.

The Upanishads. (1965). (J. Mascaro, Trans.). NY: Penguin.

Bhagavad-Gita: The song of God. (2004). (Swami Prabhavananda & C. Isherwood, Eds.). Whitefish, MT: Kessinger Publishing.

The Bhagavad Gita. (2000). (W. J. Johnson, Trans.). Oxford: Oxford University Press.

The Bhagavad-Gita: Krishna's counsel in time of war. (1986). (B. Miller, Ed.). NY: Bantam.

Buddhism

No single collection of texts representing the teachings of the Buddha or of his early followers is completely common to all of the varied forms of Buddhism. However, the Tripitaka or Tipitaka, "the three baskets," is widely accepted. The three collections listed below contain selections from all of the major traditions. There are also three versions of the Dharmmapada, a short collection of the Buddha's sayings taken from the Tripitaka/Tipitaka. Many additional collections and editions are in print.

RECOMMENDATIONS

These titles are all available in paperback editions. Acquire at least one collection and one copy of the *Dhammapada*. Buy two of each if at all possible. Imprints may vary.

Buddhist texts through the ages. (1995). (E. Conze, Ed. & Trans.) Oxford: One World.

The Teachings of the compassionate Buddha. (1982). (E. A. Burtt. Ed.). NY: New American Library.

The Buddhist tradition in India, China & Japan. (1972). (W. T. De Bary. Ed.). NY: Vintage.

The Dhammapada: A new translation of the Buddhist classic. (2005). (G Fronsdal, Trans.). Boston: Shambhala

The Dhammapada: Verses on the way. (2004). (G. Wallis, Trans.). NY: Modern Library.

The Dhammapada: With introductory essays. (1996). (S. Radhakrishnan, Trans.) NY: Oxford University Press.

Taoism

Some consider Taoism to be more of a philosophy than a religion. In either case, with Confucianism and traditional folk religion, it forms the religious underpinnings of Chinese life and culture. The traditional founder of Taoism is the ancient sage Lao Tzu and the text attributed to him is the *Tao Te Ching*. Lao Tzu's teachings were further recorded and expanded upon by his most prominent follower, *Chuang Zu* (which is also the name of his book). Just to confuse things a bit, in the newer transliteration system of Pinyan, Lao Tzu becomes Laozi, *Tao Te Ching* becomes *Dao De Jing*, and Chuang Zu becomes *Zhuangzi*. There are, of course, many other significant writings in these traditions, but inexpensive English translations of them are far more difficult to acquire.

Recommendation:

There are many paperback editions available of the *Tao Te Ching*. Buy one copy of it and a second if possible before adding the *Chuang Tzu*.

Tao Te Ching. (1997). (D. C. Lau, Trans.). NY: Columbia University Press.

Tao Te Ching. (2007). (R. B. Blakney, Trans.). NY: Signet Classics.

Tao Te Ching: Lao Tzu. (2001). (D. Hinton, Trans.). Washington, DC: Counterpoint.

Chuang Tzu: The inner chapters. (1998). (D. Hinton, Trans.). Washington, DC: Counterpoint

The Book of Chuang Tzu. (2007). (M. Palmer & E. Breuilly, Trans.). NY: Penguin.

Confucianism

As with Taoism, Confucianism is a philosophy or a religion depending upon one's point of view. With Taoism and traditional religion, it is the other foundation of Chinese life and culture. It was founded on the teachings of another great ancient sage, Confucius (Pinyan – K'ung-fu-tzu or K'ung-tzu), and expanded upon in the writings of his follower Mencius (Pinyan – Mengzi). The basic teachings of Confucius are contained in his *Analects* and expanded on by Mencius in a collection usually title simply *Mencius*. By the way, there is no transliteration problem with "analects" because that term is already a translation from the Chinese. There are, of course, many additional imprints of the Analects. There are also many writings by later figures, but they are less accessible. The goal remains: minimum coverage at minimum cost.

RECOMMENDATIONS

As with Taoism, buy at least one copy of the *Analects* and two if possible before moving on to *Mencius*. The *Analects* are much easier to obtain.

The original analects: Sayings of Confucius and his successors. (2001). (E. B. Brooks & A. T. Brooks, Trans.). NY: Columbia University Press

The Analects of Confucius. (1998). (S. Leys, Ed. & Trans.). NY: W.W. Norton.

Analects of Confucius. (1999). (D. Hinton, Trans.). Washington, DC: Counterpoint.

Mencius. (1999). (D. Hinton, Trans.). Washington, DC: Counterpoint.

Mencius. (2005). (D. C. Lau, Trans.). NY: Penguin.

OTHER TRADITIONS

In addition to the ancient "great" religions, there are at least two other religions of more recent origin that should be represented in most if not all Indiana public library collections of scripture.

The Church of Jesus Christ of Latter Day Saints (Mormons).

Mormons affirm the Christian Bible and the *Book of Mormon* as their scriptures. It is the only scripture listed here that originated in the United States. That origin and the Church's size and growing political influence all argue for inclusion of a copy of its foundational holy book in library collections. The translation into English by Joseph Smith of golden plates found in upstate New York is the official text. There are no other translations and only one textual tradition.

RECOMMENDATIONS

Several editions are available from the Church and from commercial publishers; select one.

The Book of Mormon: An account written by the hand of Mormon upon plates taken from the plates of Nephi. (1981). (J. Smith, Jr., Trans.). Salt Lake City, Utah: Church of Jesus Christ of Latter-day Saints.

The Book of Mormon: Another testament of Jesus Christ. (1981). (J. Smith, Jr., Trans.). Salt Lake City, Utah: Church of Jesus Christ of Latter-day Saints. Imprint varies.

The Book of Mormon: A reader's edition. (2005). (G. Hardy, Ed.). Urbana: University of Illinois Press,

Baha'i

An offshoot of Shia Islam in the mid-19th century, the Baha'i faith has spread around the world. The writings of its founder the Bab ("Gateway"), Iranian Mirza 'Ali Muhammad, and his follower, Mirza Hoseyn 'Ali Nuri, are central. The latter declared himself to be the messenger of God predicted by the Bab and was from then on referred to as Baha-Ullah ("Glory of God"). All sacred scriptures of the world's religions are affirmed. While no single text by the founders seems to be considered new scripture, two collections by Shoghi Effendi Rabbanim the great-grandson of Baha-Ullah give a taste of their teachings..

RECOMMENDATIONS

If possible, get both texts. If not, either will provide that taste.

The Kitab-i-Iqan: The book of certitude. (2003). (S. Effendi, Trans.). Wilmette, IL: Baha'i Publishing Trusts, U.S.

The Kitab-i-Aqdas: The most holy book. (1993). (S. Effendi, Trans.). Wilmette, IL: Baha'i Publishing Trust, U.S.

OTHER TRADITIONS, OTHER TEXTS

There are bound to be other traditions and texts of interest to particular Indiana communities and, therefore, candidates for purchase. The primary entry for any given religion in *Merriam-Webster's Encyclopedia of World Religions* (1999) will identify the basic texts in its concluding paragraphs.

COLLECTIONS OF SELECTIONS

Any small selection of texts from a much larger body of works of necessity does an injustice to the variety and depth of experience recorded in that larger collection. That said, if the money just is not there, one of the following will at least give a flavor of the traditions represented. Many are out of print, but all are readily available on the Web whether new or used.

The world's great scriptures; An anthology of the sacred books of the ten principal religions. (L. Browne, Ed.). Various editions

The portable world Bible. (R. O. Ballou, Ed.). Various editions.

Sacred books of the world. (A. C. Coates, Ed.). Various editions.

A world religions reader. (1996). (I. S. Markham, Ed.). Cambridge, MA: Blackwell.

Sacred texts of the world: A universal anthology. (1982). (N. Smart & R. D. Hecht, Eds.). NY: Crossroad.

World scripture: A comparative anthology of sacred texts. (1995). (A. Wilson, Ed.). St. Paul, MN: Paragon House.

The world's wisdom: Sacred texts of the world's religions. (1991). (P. Novak, Ed.). San Francisco, CA: HarperSanFrancisco.

CONCLUSION

Following the minimum recommendations, a representative but minimally adequate collection of

sacred texts could be build with the purchase of approximately 15 titles unless one settles for a collection or two of selections. If that's too much for one year, take two.

REFERENCES

American Library Association, Office for Intellectual Freedom. (1996). *Library Bill of Rights*. Retrieved September 1, 2007, from http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm

Archer, J. D. (2005). Serving the religious information needs of our communities without blowing the budget. *Indiana Libraries, 24 (1)*, 42-46.

Merriam-Webster's encyclopedia of world religions. (1999). Springfield, MA: Merriam-Webster, Inc.

ABOUT THE AUTHOR

Doug Archer is Reference and Peace Studies Librarian at the University Libraries of Notre Dame and may be contacted at 109 Hesburgh Library, University of Notre Dame, IN 46556 (archer.1@nd.edu). Doug is a member of ALA's Intellectual Freedom Committee, Chair of ILF's Intellectual Freedom Committee, and Chair of ALA's Intellectual Freedom Round Table.

ON THE MOVE WITH THE TCPL MOBILE LIBRARY: WHAT IT TAKES TO KEEP ROLLING

by Angela Clements

The Tippecanoe County Public Library (TCPL) Mobile Library has been in business for almost forty years because the Library Board, administration, staff, and public value and support its efforts. Needless to say, support from our system's stakeholders is the vital component to creation and continuation of this outreach service, but the operational details embedded are the nuts and bolts that keep our mobile library rolling.

According to the Indiana State Library's *Statistics of Indiana Public Libraries 2006*, out of 240 libraries, only 29 have bookmobile service. This is proof that bookmobile service in Indiana is limited and unique. So, whether you are an experienced bookmobile employee, or an administrator envisioning a mobile unit for your community, or just very curious, I hope the information in this article provides you with some interesting, practical, and useful insight into Tippecanoe County's Mobile Library service.

BOOKMOBILE HISTORIES

In order to gain a better understanding of the current use of bookmobiles both nationally and locally, it is helpful to learn about the history of past bookmobiles. After all, these rolling relics are the inspiration and foundation on which we build our service.

In the United Sates

Western Maryland's Historical Library (WHLIBR) is home for preserving and disseminating information about the first bookmobile and its founder. WHLIBR's *Bookmobile Collection* home Web page reports that the first bookmobile was the brainchild of a progressive and forward-thinking librarian named Mary Titcomb. In 1905, as the first librarian of Washington County Free Library in Maryland, Mary introduced the first bookmobile in the United States. Her desire to expand library resources to a countywide system was first manifested in 1904 as a deposit collection service. Sixty-six collections with thirty books per collection were delivered, by the library wagon, to general stores and post offices throughout the county. Mary was not satisfied. The Web page provides a poignant section of her work titled *The Story of the Washington Free County Library* in which she expresses her idea to transform the service to a traveling library:

> Would not a Library Wagon, the outward and visible signs of the service for which the Library stood, do much more in cementing friendship? Would the upkeep of the wagon after the first cost be much more than the present method? Is not Washington County with its good roads especially well adapted for testing an experiment of this kind, for the geography of the County is such that it could be comfortably covered by well planned routes? These and other aspects of the plan were laid before the Board of Trustees - who approved of the idea, and forthwith the librarian began interviewing wagon makers and trying to elucidate her ideas with pen and pencil... No better method has ever been devised for reaching the dweller in the country. The book goes to the man, not waiting for the man to come to the book. (Western Maryland's, n.d.)

The Library Wagon, pulled by two horses and driven by the janitor, Joshua Thomas, hit the road in April 1905. Mr. Thomas delivered books to rural homes throughout Washington County until 1910 when the wagon was hit by a freight train and demolished. Following its unfortunate demise, services resumed and deliveries were made with a motorized vehicle. Mary's inspiration, methodology, and end goals in 1905 are still relevant in 2007.

Tippecanoe County

Tippecanoe County's first bookmobile started service in August 1968. It was funded by a federal demonstration grant to serve both Tippecanoe County and the northern half of Montgomery County. When the grant expired in 1970, Montgomery County taxpayers voted against a tax levy that would continue to fund the service. In fact, service was also discontinued in Tippecanoe County until January 1971 when support from petitioners, combined with a six-month grant from the State Library, resurrected the bookmobile.

The first bookmobile was replaced in 1979 with a thirty-two foot Beechcraft unit. The third iteration of TCPL bookmobiles was a Ford Flat-Face Bus, which began service in 1988. This bus, which is a term many of our current patrons still use, was replaced in September 2002, at which time the TCPL Bookmobile became the TCPL Mobile Library.

CURRENT VEHICLE

In the world of Mobile Library service the vehicle absorbs a significant portion of our time and energy. We often sound more like mechanics and truck drivers than librarians. Our current vehicle is a unique truck and trailer combination with a gooseneck connection,

Inside of Bookmobile.

commonly called a fifth wheel. The truck is a 2002, 550 Ford Crew Cab with a 7.3 Liter Power Stroke Diesel Engine. The trailer is a converted twenty-eight foot long Featherlight. The contract for our trailer conversion was awarded to Matthews Specialty Vehicles located in Greensboro, North Carolina. The truck was delivered July 12 and the trailer on July 26, 2002. The first run was in September of the same year. The approximate cost of the truck was $44, 260 and $107, 573 for the trailer. The trailer is decorated with a vinyl wrap. The graphics for the wrap were created by one of our reference librarians. Power for the Mobile Library is provided by a twelve-kilowatt Onan diesel generator, which is installed in the nose of the trailer. Approximately five thousand items can be shelved in the trailer.

The truck GVWR (Gross Vehicle Weight Rating) is 17,500 pounds and the trailer GVWR is 14,500 pounds. Any combination of vehicles with a GCWR (Gross Combined Weight Rating) of 26,001 or more pounds, provided the vehicle being towed is more than 10,000 pounds, is categorized, according to the *2007 Indiana Bureau of Motor Vehicles CDL Test Booklet*, as a Class A vehicle. Therefore, all of our drivers must have an Indiana Class A Commercial Driver's License. The head driver, outreach librarian, and department head are all well trained, licensed drivers. Before each run, the driver is legally required to perform and document a thorough inspection of the truck and trailer. In addition, both truck and trailer must pass a yearly DOT (Department of Transportation) inspection in order to remain street legal.

Vehicles of this magnitude require constant care and attention. Routine maintenance, like an oil change, is necessary. In addition, the truck and trailer systems are complex, interdependent, and vulnerable to a wide variety of damages and breakdowns. This is especially true when you factor in the weight of the trailer and continual travel often on rough roads. This year alone we have had to repair and/or replace a truck battery, a generator battery (which exploded one day when we started the generator), generator glow plugs, and the generator belt and radiator hoses. We consider the mobile library a facility. While our maintenance issues are not a direct reflection of those in a brick and mortar facility, they are parallel in the importance of our ability to provide service to our patrons.

The Mobile Library is equipped with two laptop computers. Ideally, one computer is used for check in and the other for check out. The check in computer is located in the front, or near the nose, of the trailer and

Outside of Bookmobile.

is in immediate view as patrons enter the side door. The check out computer is located in the back, or end of the trailer, and patrons exit through a back door and down a ramp. This facilitates a flow in patron traffic. Patrons return items as they enter in the front and check out before exiting out the back. Upon each arrival, we walk to the back of the trailer and release and lower a ramp and, before leaving, we lift and lock in the ramp.

Each laptop is equipped with a Sprint Mobile Broadband Access Card to enable wireless connection. Two external antennas have been installed on the roof at each end of the mobile library to enhance connectivity. Wires connecting the antennas to the cards run through the ceiling and behind and out through the walls. TCPL uses SIRSI Workflows for its circulation component. The connection is generally reliable and fairly fast, considering the amount of data we're sending and receiving. However, we often lose connection at our most remote stops at which time we resort to a stand-alone system. The stand-alone system allows us to locally gather and store check out information. The data is then saved on a storage device, which is returned to the library to be uploaded into Workflows. The disadvantage is that we cannot get "real time" response regarding a patron's borrowing status. If we have doubts, are not familiar with patrons, or need to register a new patron, we call the main library, using our cell phone to get information that allows us to complete accurate transactions.

OPERATIONS MANUAL

Almost every aspect of TCPL's mobile library, homebound, and nursing deposit collection services is organized, outlined, and described in an in-depth and thorough operations guidebook we call the *One-Minute Manual*. The manual contains a master copy of all our record-keeping documents, driving directions, important phone numbers, contact names, card and stop applications, policies, and procedures and practices. Our manual is fluid and organic. There are often modifications to circulation procedures, changes in nursing home contact names and material requests, and fluctuations in driving directions and stop schedules. Yet the manual provides stable and appropriate guidelines to ensure that processes, decisions, and solutions are grounded in a solid foundation of best practices, knowledge, and experience.

Mobile Library Section

The Tippecanoe County Public Library's Mobile Library is one of 39 in the state of Indiana. Like all libraries, there are similarities and differences in the way we operate. A combination of factors has evolved in the past forty years that have contributed to the formation of the current Mobile Library section of our One-Minute Manual. These factors include TCPL's history, mission statement, policies and procedures, community, and *ABOS (Association of Bookmobile and Outreach Services) Bookmobile Guidelines* as well as other libraries' bookmobile policies and procedures. The Mobile Library section of the *One-Minute Manual* is organized and divided into subsections. The subsections used most frequently contain information about our statement of purpose, stop criteria, service priorities, daily and monthly routines, and instructions for special situations.

Statement of Purpose

Our Outreach Statement of Purpose is the philosophical foundation on which we build our service. The Statement of Purpose currently documented in our *One Minute Manual* states:

> The Outreach Services Department strives to provide library materials and services to those who, for a variety of reasons, cannot take advantage of them at the main library.

However, many of our Mobile Library patrons return materials from the other facilities so we know they use at least one of our three buildings. Clearly, for many of our patrons, convenience is a driving factor for Mobile Library usage. Still, our main focus is to continue to identify and serve citizens that need the convenience. Our current working draft statement of purpose addresses mobile library service criteria to include users who value the convenience and users who need the convenience.

> It is the role of the Tippecanoe County Public Library Outreach Services Department to deliver library services and resources to persons outside the library with emphasis on those who are un-served or underserved due to physical, economic, social, geographic, or other barriers.

Our working draft furthers defines un-served and underserved populations.

Definition of Underserved Populations for Mobile Library Service priorities:

Geographic:

- Communities of persons residing three or more miles from a public library facility
- Students whose school does not have an in-house library and are two or more miles from a public library facility.

Socioeconomic:

- Communities/neighborhoods/educational institutions in which fees or rent are determined on a sliding scale or are government subsidized
- Nursing Homes, Senior Housing, and Assisted Living facilities residents

- Facilities that house and/or educate physically and mentally disabled persons
- Persons who are incarcerated

In addition to providing service to the above-defined populations, the TCPL Mobile Library may also reach underserved populations by expanding service to:

Convenience Clusters:

- Workplace stops
- Consumer/commercial stops
- Promotional/Special Event stops

Daycares/ Summer Camps:

In order for daycares and/or summer camps to be eligible for TCPL Mobile Library service they must be licensed, have at least 15 children ages 2-14 registered and meet at least one other criterion in the list below:

- Located 2 miles or more from a library facility
- Receive government assistance, enrollment fees determined on a sliding scale, or have children receiving government assistance
- No facility owned vehicle(s) capable of legally transporting groups of children.

Stop Criteria

The stop criteria section provides the fundamental principles on which selection, retention, and deletion decisions are made for of all our service points. Many of these principles are widely used and some variations can be found in the *Association of Bookmobile and Outreach Services Guidelines (2004)* (ALA Office for Literacy, n.d.). Before adding a new stop, a representative or contact person for that stop should first complete a standardized stop application form. The application addresses the criteria essential for consideration. When we consider adding a new stop, the stops must:

- Be located in Tippecanoe County
- Reflect the Statement of Purpose of the Outreach Services Department
- Be evaluated by priority level
- Provide ample room to maneuver, park, and provide ample room for patron accessibility

and should:

- Provide a sufficient level of safety
- Fit into the schedule geographically
- Allow consistent wireless connectivity
- Be allowed to promote or advertise service.

Priority levels also help us in our stop selections and are included in the *Schedule* section below.

Daily, Weekly, and Monthly

Much of the mobile library's day-to-day staff activities mirror those of the brick and mortar facilities. Daily tasks and responsibilities that occur in the office and on the Mobile can include checking books in and out, registering new patrons, replacing lost cards, placing, canceling and trapping holds, dealing with damaged items, shelving, item selection and rotation, patron and item database maintenance, and more.

In addition to these standard, library-related tasks, preparing the mobile library for business also requires processes unique to the service. Staff must follow set-up and tear down procedures before the mobile leaves and each time it returns. In addition, the driver must perform and document a full inspection of the truck and trailer before each run as well as schedule various required, maintenance routines for the vehicle. Our *One-Minute Manual* addresses all of these operations by including instructions for each and every one of the processes listed above along with vehicle mileage and fuel reports, routine maintenance checklists, and master copies of all the documents needed for record keeping.

Special Situations

Sometimes, we are forced to cancel stops due to inclement weather, dangerous road conditions, or mechanical malfunctions. When our patrons experience this interruption in service, we handle it as if their library has closed due to circumstances beyond their control. This philosophy guides our procedures. The routine for handling these situations is outlined in the manual. We immediately send an e-mail to inform staff that services have been cancelled for the evening, the names of the stops affected, and a reminder that all items due on that day will be renewed. This information prepares non-outreach staff members to accurately answer phone queries regarding cancellations. We also call many of our regular patrons to inform them of cancellations. Finally, we send an e-mail to our automation librarian to request due date changes for all the items checked out by the patrons whose stop has been cancelled. We have a report script that will change due dates. The script searches out all items due on a certain date and checked out through Outreach Services. The end result is that all items due on the day or night of the cancellation are renewed for two weeks.

COMMUNITY

Like any library, providing optimal levels of service and resources require an in-depth knowledge of the community it serves. For mobile library services it is especially important to have a big picture of population demographics, district topography, and housing trends. All of these aspects factor in to examining and developing our service priorities, stop selections, and driving routes.

Demographics

The TCPL Mobile Library provides service to a wide array of locations within Lafayette and Tippecanoe County with the exception of West Lafayette Public Library District and the town of Otterbein. According to STATS Indiana (n.d.), a state sponsored, web-based information service, 156,169 people live in Tippecanoe County, which is 499.8 square miles with a population density of 312.5 people per square mile. Approximately 119,821 people live in the TCPL service district. Tippecanoe County is the home of Purdue University, farms, and multiple, large manufacturing facilities. Therefore, the diversity in commerce and education reflects the diversity in our service population. Ethnic and language diversity abounds. Most notably, Tippecanoe County has become a permanent home for many Hispanic families as well as a temporary home for many international Purdue students and their families.

Topography

The landscape is primarily flat with pockets of deep valleys and steep hills cut by the Wabash River and Wildcat Creek. Snowdrifts on flatlands, flooding, and slick, sloping roads are factors that can have significant impact on our ability to deliver service and play a part in creating driving routes to new stops or making last minute adjustments when en route to or from stops.

Housing Trends

Tippecanoe County's population is increasing. New housing is especially abundant and prevalent in the south side of the county. Much of this building trend is fueled by industry location such as the Subaru plant, which recently added approximately one thousand jobs in a partnership deal with Honda. Other factors contributing to the housing growth are new roads, proximity to Interstate 65, and the expansion of city utilities. Clearly, all of these factors are interconnected. When scouting out new locations for potential stops, these housing and subsequent migration trends factor into our decisions for new stops as well as driving strategies.

SCHEDULE

The TCPL Mobile Library currently visits 36 stops every other week and five daycare stops once monthly. We have three schedules a year, summer, fall, and winter-spring. Length of stop times range from thirty minutes to two hours and fifteen minutes. The populations we serve run the gamut of the socio-economic scale but always stay within the parameters of our service priorities and stop guidelines. We visit eight outlying towns, twelve low-income and three senior housing areas, nine subdivisions, three private educational institutions, five daycares, and one workplace stop. These service point categories are in order according to our service priorities with outlying communities as our first priority and workplace stops as our last. These service priorities are directly related to our population and geographic profile. They are essential in developing schedules and deciding what stop to add in the event of a time or route conflict.

We go out Monday through Thursday and generally begin our routes anytime between 1:00 and 3:00 in the afternoon with the exception of Tuesday mornings, which go from 8:30-11:30. We complete our routes between 6:30 and 8:00 p.m. We visit daycares once monthly on the first three Friday mornings of the month. We rely on our *One-Minute Manual* guidelines and completed stop applications to determine the time and day for each stop and the clustering of stops for each day's run. Workplace, senior housing, daycares, and educational institutions can be scheduled for mornings or early afternoons. We generally schedule outlying communities, low-income apartments and neighborhoods, and subdivisions for late afternoon and early evenings so that people can visit after work or school. Clearly the TCPL Mobile Library Department is committed to visiting as many stops as our scheduling and staffing allow so that we can provide service to a wide range of people who both need and value the convenience. It is interesting to see that we are still providing service to some of our very first stops from forty years ago. These stops are the small towns within our county and remain our first service priority. This reminds us that Mary Titcomb's goal in 1905 to deliver public library materials to those furthest away is still relevant today.

STATISTICS/EVALUATION

In accordance with the *Association of Bookmobile and Outreach Services Guidelines (2004)* (ALA's Office for Literacy, n.d.) under Section 1.4 Stops: Criteria for establishing and Maintaining Stops, it is written that, "Evaluation of the bookmobile is essential and ongoing. Schedule changes, stop length and changes, are made in response to changes in circulation and customer usage, seasonal stops, etc." (p.3). The Stop evaluation points listed in our *One-Minute Manual* provide specifics to these general recommendations. Those points are:

- Consistent usage of services
- Participation level (how many customers access the service.)
- Circulation (40 items per hour minimum) over a specified period of time
- Consistent return of materials (in good condition)
- Proximity to other stops, traditional library service, and deposit collections

We are always walking a fine line between changing the schedule in response to evaluative data and providing continuity and establishing a use pattern. Within our experience, usage can change dramatically or show ebb and flow trends over a one-year period. Therefore, one-year of data is often needed to ascertain an accurate usage pattern.

Since TCPL migrated to SIRSI, gathering and compiling mobile library usage data needed for evaluation has been an evolutionary process. User visits are easy to track. Tables for each route have been created using Excel spreadsheets. Each route's spreadsheet is divided by stop, which is further divided by age group, i.e. children, teens, and adults. There are columns provided to total the numbers for each stop, night, and month. When people enter the mobile, we simply make hash marks in the appropriate column and total as needed.

Gathering circulation statistics have required more problem solving. However, we think we have developed a generally accurate method for tracking circulation per stop. Each stop is given a code, which is usually the name of the stop. Within the patron's account, each Mobile Library user is assigned his or her appropriate stop code in two fields. These stop codes are input when we register a new patron or modify his or her present record. For those who are familiar with SIRSI Unicorn, the essential field for report generating is the *Department* field under the *Demographic* tab. We also enter the stop code in the Group ID field under the Basic tab. This enables stop identification for item holds. Our automation librarian then generates a monthly report that searches and defines circulation numbers by department (stop code). The method has some flaws. For example, we have a few patrons who use more than one stop. Also, we must be vigilant about watching for inaccurate or no stop codes and enter or modify as needed. Overall, this method has worked well and provides us with enough correct information to make sound evaluations.

MATERIALS

Our Mobile Library can house approximately five thousand items. We carry just about every type of material that is available in our main and branch libraries. While some bookmobile services have a complete and separate collection and others rely and borrow from a main library collection, we do both. Our most popular materials are purchased and stored in our department. Those materials are fiction movies for all ages, popular character and/or author picture books, and board books. We find that having these items at our fingertips and readily available streamlines our preparation time significantly because they are the highest circulating items and large quantities need replenished on a daily basis.

The rest of our materials are selected and borrowed from the main library, which is the building in which our office is located. The outreach librarian selects two to three different collections per month. Collections are changed over, or rotated in and out, every four months. For example, in the month of August, a new selection of juvenile easy readers and adult fiction will be rotated into the mobile and the current collections will be rotated out. The amount of items needed for each collection is measured in inches rather than numbers. In fact, when we finish a route and prepare a stock list of items needed for the next evening's run, we list by collection and inches needed. Each item in the newly selected collections need some database changes before they are rotated in, as do the items after they are rotated out. We change what SISRI calls the *copy library* for each item to indicate accurate location in the online catalog.

We are always reviewing and evaluating materials statistics to better meet the needs of our patrons. Not surprisingly, movies (both DVD and VHS formats) comprise the highest percentage of overall circulations with juvenile fiction and non-fiction as the second and third highest circulating items. We recently compared collection shelf space to collection circulation and adjusted the space for each collection to better mirror usage. For example, we found that total movie circulation comprised 41% of the overall circulation but only occupied 15% of the shelf space. On the other hand, 9% of the shelf space was devoted to adult non-fiction yet this collection comprised only 3% of the overall circulation. So, we reduced the shelf space for adult non-fiction and increased shelf space for movies. We also found that our Spanish collection circulation was quite low considering the fact that we have many Spanish-speaking patrons. So, we moved the Spanish collection to a central and high profile shelving location. It is interesting to see how these simple shifts in such a small space can make a big difference.

STAFFING

The vehicle, the manual, and the materials are all elements needed to provide this important community outreach effort, but it is the dedicated and hard-working staff that, night after night, brings the elements to meaningful conclusions. The TCPL Outreach Department currently has four full-time employees, department head, outreach librarian, outreach aide, and head driver. While there are tasks and responsibilities specific to each position, there are just as many tasks that are shared equally. In such a small, intimate, and ever-changing environment, the staff champions a temperament of teamwork and excels in the art of adaptability. Above all else, TCPL's Mobile library staff strives to provide the same level of professional and

pleasant service to all patrons and thrives in an atmosphere of diversity.

CHALLENGES AND REWARDS

Providing community outreach via mobile resources and services is a rewarding and sometimes challenging venture in public librarianship. Separating the rewards from the challenges can be difficult because the two are often inextricably linked. The challenges inherent in on-going decision-making processes necessary for each step of service and resource delivery regularly result in rewards. TCPL's commitment to provide smooth daily, monthly, and yearly operations for both patrons and staff is supported by a well-defined hierarchy of policies, procedures, and practices that require constant documentation, review, evaluation, and modification. In addition, our mobile library operations often face the challenges of maintaining a balance between customizing service needs that comply with our bi-weekly visit schedule and maintaining system standardization.

Working in mobile library services is the perfect profession for the restless, jack- or jill-of-all trades, wears-many-hats librarian. Each stop is an opening and closing of business. Each visit is a brief window of opportunity for our patrons who live down the block, across the street, or are just outside their front door to access extremely convenient library services and resources. It is an intimate, customer-driven service environment in which we learn their names and they learn ours. We have few complaints and many accolades. We uphold old memories and create new ones. When we deliver public library resources and services to our patrons' neighborhoods, backyards, parking lots, and parks, we know that we are displaying an undeniably high level of commitment to our community. Our patrons value us and we value them.

ADDITIONAL RESOURCES

For more information about bookmobiles and mobile libraries, visit and explore ALA's Office for Literacy and Outreach Services: Services to Bookmobile Communities web pages at: http://www.ala.org/ala/olos/outreachresource/servicesbookmobile.htm.

REFERENCES

ALA's Office for Literacy and Outreach Services: Services to Bookmobile Communities. (n.d.). *Association of bookmobile and outreach services guidelines (2004)*. Retrieved July 21, 2007, from http://www.ala.org/ala/olos/outreachresource/servicesbookmobile.htm

Indiana Bureau of Motor Vehicles. (n.d.). *2007 CDL test manual.* Retrieved August4, 2007, from http://www.in.gov/dor/mcs/pdf/cdl.pdf

Indiana State Library. (n.d.). *Statistics of Indiana Public Libraries 2006*. Retrieved July 22, 2007, from http://www.statelib.lib.in.us/www/isl/ldo/statsmenu06.html

Stats Indiana. (n.d.). *Tippecanoe County in depth profile (2006)*. Retrieved July 8, 2007, from http://www.stats.indiana.edu/profiles/pr18157.html

Western Maryland's Historical Library. (n.d.). *Bookmobile collection*. Retrieved July 7, 2007, from http://www.whilbr.org/bookmobile/index.aspx

ABOUT THE AUTHOR

Angela Clements is the Head Outreach Librarian for the Tippecanoe County Public Library in Lafayette, Indiana. She graduated with an M.L.S. from I.U.P.U.I in the summer of 2005. She has worked in public libraries since 1988 with approximately thirteen years in youth services in Ridgefield, CT, Danbury, CT, and Crawfordsville, IN. She spent two years in circulation and bookmobile services at the Monroe County Public Library in Bloomington, IN. She may be contacted at aclements@tcpl.lib.in.us. The TCPL Outreach Services web address is http://www.tcpl.lib.in.us/bkm/index.htm.

Author and Bookmobile.

MAKING THE LIBRARY VISIBLE TO THE BUSINESS AND NONPROFIT COMMUNITIES

by Jason Hatton, Denise Wirrig, & Dave Miller

How does a library let the local business and nonprofit communities know that we are here to help them? That was the challenge our director placed before the Reference Department at the Bartholomew County Public Library last year. At first, we were floundering, sputtering, and having few successes as we struggled to become an important resource to the business community, but we now feel that we are on the right path, thanks to the support of community organizations and local businesses.

Since we have a large reference staff, we realized that a smaller group of individuals would be needed to create the vision for business outreach and carry out the majority of the work. Three reference librarians stepped forth to create the Business Team. Dave Miller was already in charge of selecting business, career, and nonprofit books for the library collection. Jason Hatton had an interest in nonprofit agencies and also had several connections in the community with these organizations. Denise Wirrig, the team leader, had a background in the computer software industry, enjoyed new challenges, and was eager to see the library take a more proactive attitude towards assisting these groups.

LIBRARIES MEAN BUSINESS

With our team assembled, we were excited to begin our work. However, we still had no idea where to start. Luckily about this time, INCOLSA was piloting its "Libraries Mean Business" sessions to showcase INSPIRE resources to the same communities we were targeting. Dave and Denise took the opportunity to go to all three sessions that were offered as part of this program. They attended *Resources for Business Development, Nonprofit Development,* and *Career Planning*.

Pleased with what they had viewed at these sessions, the team saw great potential for this type of program in Bartholomew County as well. However, as this was just a pilot program, we had to figure out a way to run the program ourselves. So, each member took one session topic and crafted a presentation that was filled with information.

Designing the presentations was immensely helpful, as it allowed each of us to get a better grasp on beneficial resources that our library could already access. Not only were we touting our books, journals, and INSPIRE, but we also were highlighting our newest database- Reference USA. It was purchased especially so that we could increase our ability to target the business communities. We felt it was very important to have a resource that would really wow the businesses and nonprofits. (Our presentations are in the INSPIRE Clearinghouse- http://www.inspire.net/bcpl.html.)

After marketing the sessions through our website, flyers, and personal invitations, we held our three programs. However, turnout was not quite what we expected. One person showed up for the career portion, three for business, and 12 for nonprofits. We were encouraged with the nonprofit attendance, but were very disappointed with the business and career turnout.

GO WHERE THE USERS ARE

At our wrap-up meeting, we finally had our epiphany. Why should we expect the businesses to come to us? They have not done it for the past 100 years, so why should they start now? Instead, we needed to go to them. We needed to start networking and being a very visible presence in their community. We needed to show them that the library is not just for beach reads and children's programs. In short, we needed to reintroduce ourselves and recreate the image of the library.

The obvious question was how we would accomplish this goal. We decided to put ourselves in the mindset of any new business. How do they get started? How do they get help? The answer for us was to join and become involve in the local Chamber of Commerce, as they exist to help businesses succeed.

The team decided that Denise would be our Chamber representative and start attending all the programs and events that the Chamber had to offer. This involved several networking events and other types of programming. Through this, she had several people start to mentor her and offer advice as well as introduce her to other Chamber members. As Denise

has such an extroverted personality, she used it to her advantage to start changing the image of the traditional librarian.

Around this time, the Chamber started undergoing a major reorganization to change how they operated and conducted programming. Thankfully the library was there and able to get in on the ground level of this reorganization. Part of this change was to start having a business book discussion once a quarter. Because the library was represented at Chamber meetings, Denise was selected to head this group. If this would have occurred three months prior, the library would not have had any influence or impact on what is an essential library service. We viewed this as a huge victory, and this only proved our point that we needed to continue to focus our attentions on gaining visibility within the business community.

VISIBILITY, CREDIBILITY, PROFITABILITY

One business tip we learned early on is that the key to creating more users is to really build on word of mouth marketing as that is how people most often decide whether to attend an event or use a service. They want to know that someone else has had a positive experience before attempting it themselves. The key to increasing our word of mouth marketing was to build relationships with those people that we met through the Chamber and other networking events. Those people would then tell others, who told others, etc. It follows a pattern in business known as visibility, credibility, and profitability.

There is a continuum that the relationships you build should follow, with the ultimate outcome, in the case of libraries, of having more library users.

Our first step to increase visibility was to just continue doing what Denise had started. We would attend every Chamber event we could. We would be at all the local nonprofits' annual meetings. Anywhere there was a large group of potential users, we would try to be there.

One of our biggest events we attended was the Business to Business Expo sponsored by the Chamber in the fall of 2006. This was an excellent opportunity to talk to many businesses and ask them how we could help. We worked the floor, talking to the various exhibitors and handing out brochures and business cards.

This leads to another important lesson we learned: if you are going to co-exist with businesses, you have to be on the same playing field. This means that you need business cards, professional looking materials, and a general attitude that you are serious about being there and getting to know them and their needs.

CREATNG PARTNERSHIPS

We also have had some wonderful partnerships come out of this increased visibility. SCORE, which is a nationwide nonprofit organization of retired executives who help people start businesses, refers many people to us for materials and information after talking to them. In return we refer many people to them for practical advice on business startup. They also give many of their publications to us to hand out to those needing help starting a business.

Several public programs have been born out of our outside partnerships. For example, a local life coach has done four programs talking about setting goals and career development. Also, a local business coach has done programs on time management.

Soon we will be partnering with the local senior center to teach basic computer classes to their clientele. These classes will be in addition to the computer classes that we teach at our facilities. We are also talking about other ways in which we can contribute to the organization as they get ready to move into a new facility within the next two years.

We have also been in contact with several United Way partner agencies asking for title suggestions for our collection that would most benefit their clients. We plant to purchase the materials and create bibliographies that they could distribute.

MOVING FORWARD

Even though we are only a little over a year into our business outreach plan, we feel very positive about the outcomes we have achieved. The library's visibility with the business community has increased immensely, and the "buzz" about us is very good.

We plan on continuing our push towards being a more visible library and working on nurturing those relationships that we have made as well as creating new ones.

ABOUT THE AUTHORS:

Jason Hatton, Dave Miller, and Denise Wirrig are all reference librarians at the Bartholomew County Public Library. Their e-mail addresses are jhatton@barth.lib.in.us, dmiller@barth.lib.in.us, and dwirrig@barth.lib.in.us.

Left to Right: Dave Miller, Denise Wirrig, Jason Hatton

CONNECTING WITH THE CAMPUS COMMUNITY: PROMOTIONAL SUCCESS THROUGH COLLABORATION AND OUTREACH

by Teresa Williams

With the myriad of activities offered on a college campus, how does an academic library compete for attendance at its own special programs? As Butler University Libraries discovered during our celebration of National Library Week, sometimes it takes a mix of events to turn a little marketing idea into a memorable occasion.

FROM HOOPS TO MUTTS

The reference librarian team at Butler develops promotional activities for the Libraries, which include Irwin (the main library) and the Lilly Science Library. As we planned for National Library Week 2007, we unanimously agreed it was time to debut our own Read posters. These popular posters, which are designed using software from the American Library Association (ALA), have been widely displayed at all types of libraries and often feature a well-known celebrity, such as an actor or athlete.

We focused on finding our own Butler celebrities, with the idea of choosing one to be the "star of show" at a poster unveiling ceremony. Our first thought was to recruit our men's basketball team, which had recently made national sports headlines by advancing to the "Sweet 16" in the National Collegiate Athletic Association tournament. A poster of the team members holding their favorite books would spark interest and draw a crowd to our event. This idea was dropped, however, when the campus athletics office questioned whether the inclusion of the books in the poster might be seen as an endorsement of a commercial product. This meant the posters would not comply with regulations regarding promotions by student-athletes.

But what about the team mascot? After all, Blue the Butler Bulldog is no ordinary mutt. He is a living, breathing English Bulldog, registered with the American Kennel Club. Just three years old, Blue sports a sleek tan and white coat and weighs a solid 60 pounds. He attends university events and comes to work on campus nearly every week. With his photogenic appearance and good-natured personality, Blue was a perfect candidate for our celebrity poster project.

We contacted the campus Advancement office, which handles Blue's schedule, and were excited when we received permission to photograph the dog with a favorite book of our choosing. With Blue on board, we expanded our list of celebrities, and a request for participation was sent to administrators and academic department heads. In addition, the university's marketing department and photographer were invited to collaborate on the project.

The posters were off to a great start, but we knew we needed a way to extend the reach of our National Library Week promotion. With some creative brainstorming and a budget of around $500, we came up with several ideas involving two key elements: staff participation and campus outreach. What follows is our menu of events and the lessons learned from each.

1. Breakfast and a Coffee Break

We kicked off the week by offering "Breakfast with the Library" at the center of the campus mall to attract students, staff, and faculty on their way to work and class. Along with free donuts and juice, we distributed our National Library Week materials, which included a schedule of the week's events. Word quickly spread about free food, and we had distributed everything, including all of our promotional literature, by mid-morning.

To further increase our visibility, we set up a display at one of the busiest spots on campus—the

"Breakfast with the Library" event

Starbucks coffee shop. The display included copies of selected celebrity posters, library bookmarks, and a National Library Week calendar. Based on the number of handouts distributed and the many positive comments we received from Starbucks patrons, we know this form of outreach was a worthwhile way to publicize the Libraries and their services.

Blue the Butler Bulldog. Poster courtesy of Butler University Print and Marketing Communications

2. Favorite Books Display and Quiz

To help maintain a celebratory atmosphere for an entire week, we needed the cooperation of as many library staff members as possible. While not every staff member agreed to be featured in a Read poster, most were eager to share the title of a favorite book and the reason they chose it. This information, along with a small photo of each staff member holding his or her book, was used to create a staff "Favorite Books" display in the lobby of the main library.

This exhibit allowed us to introduce our staff to library visitors. It also tied into a quiz about our favorite books, and the quiz instructions included a hint that all answers were on display at Irwin Library. The purpose of this clue was to encourage those who wanted to win a contest prize (a celebrity Read poster) to physically come to the library rather than limit their patronage to an online visit or none at all. Although an entry box for the favorite books quiz was available at Starbucks, contestants who wanted to take advantage of the hint still had to visit the main library.

The favorite books display was well-received by staff and library visitors. Many people visited the display and checked out the featured books. All but two of the contestants who took the quiz noticed the hint and took the time to visit the staff display at the main library for the correct answers. Most of the contest winners chose the poster of Blue as their prize.

3. Write it Down and Check it Out

One of our most popular attractions was also one of the easiest to set up. We found space at both the main library and Starbucks for a large table, which we covered with blank paper and several pens. The table had a sign inviting all reading enthusiasts to "Put It in Writing" by listing the title of their favorite book on the paper tablecloth. This activity proved to be a simple and inexpensive way to attract attention to our National Library Week promotion. Over 200 readers shared the title of their favorite books, with *The Holy Bible* cited most often. All of the favorite titles were later listed on the Libraries website.

We took the tie-in with Starbucks one step further with a contest that involved our circulation department. Anyone who checked out a library item during National Library Week could enter a daily drawing for a free beverage from the coffee shop. Over 60 people participated in the contest.

4. Poster Unveiling

The unveiling of our campus celebrity Read posters took place during the middle of National Library Week. The posters were placed on easels in the main library lobby and, except for the poster of Butler's president, all were covered to hide the celebrity's identity. We had also created Read bookmarks featuring the Butler president and Blue the mascot, and these were available on tables near the posters.

A total of eleven campus celebrities had agreed to be photographed for posters. In addition to the president, we presented posters of the provost, the vice-president of student affairs, and faculty from several departments. Nine were able to attend the ceremony, and many brought along family members and campus friends.

As the posters were revealed one at a time, each celebrity stepped forward to share a few comments on why the book featured in the poster was a favorite. Many also spoke about the importance of libraries in their lives. We had chosen *Dogzilla* by Dav Pilkey to represent Blue's favorite book, and he obediently posed next to his poster for photos.

Butler's president stopped by later in the day to view all the posters and collect some bookmarks for his office. The posters and staff display remained in Irwin Library the rest of the week, where they attracted many curious visitors including prospective students and their parents. The promotional products also revealed the popularity of the university president. Not only did we run out of his bookmarks first, but his posters were stolen from both Starbucks and the main library. As expected, Blue's poster was in high demand, and we have received several inquiries about it since the bulldog's photo appeared in *American Libraries*, an ALA publication (Communities, 2007).

National Library Week Celebration

Lewis Miller, Dean of Libraries at Butler University, describes his favorite book at the Libraries' unveiling of eleven new Read posters featuring campus "celebrities."

LESSONS LEARNED

Make it a Team Effort

- The staff posters and favorite book display allowed the majority of our library employees to get involved in a marketing effort. This helped create a feeling of team spirit, which we hope to capture again for future events. When National Library Week ended, staff posters were placed in individual offices as well as public areas of the Libraries, allowing additional opportunities for visitors to get to know our staff.

Simple Works

- The circulation department drawing and the "Put It in Writing" tables were not only popular but also took little time and money to execute. With these activities, we learned that the success of a project does not have to be measured by the number of steps involved in the process.

Collaboration Counts

- The poster unveiling involved several Butler employees who work outside the Libraries, from the poster celebrities to staff from the university's departments for marketing and special events. Those who attended the unveiling received acknowledgement of their value to the university and, in return, many sang the praises of the Libraries, both at the ceremony and afterwards. By collaborating with other campus staff, we built a foundation for future promotions that require a joint effort.

Go to Them

- Perhaps the most important lesson we learned involved the value of campus outreach. The breakfast held on the campus mall and the Starbucks display allowed us to meet those who may rarely visit the Libraries and/or website. By reaching out to them where they tend to gather, we gave them a reason to seek out library services in the future.

FUTURE PLANS

Everyone involved agreed that our promotion was successful, and we have started making plans for the upcoming National Library Week celebration. In doing so, we have reviewed our events to identify what worked and what could be improved upon or changed.

Promotional materials and posters of pharmacy and health science faculty were available at our Lilly Science Library, but most of the week's events took place at our main library. We plan to strengthen the impact of the next program by including more events at both libraries.

We would also like to extend the poster project to include Butler students. We may ask for nominations for posters of student leaders or develop a contest to reward winners with the opportunity to design their own. We will seek out multiple locations on campus for poster displays and develop additional online tools to reach library users during National Library Week.

CONCLUSION

It was not any single activity, but instead a combination of several that contributed to our success. Staff participation and outreach beyond the physical confines of the library made the difference for this promotion and will continue to help define our marketing strategies in the future.

REFERENCES

Communities 'come together' @ their libraries. (2007, June/July). *American Libraries, 26*.

ABOUT THE AUTHOR

Teresa Williams (twilliam@butler.edu) is a reference team librarian at Butler University Libraries. She received her M.L.S. from Indiana University-Indianapolis in May 2006.

ACKNOWLEDGMENTS

Special thanks to the Reference Team Librarians who contributed to the success of the National Library Week celebration at Butler University Libraries: Scott Pfitzinger and Renee Reed.

OPENING YOUR DOORS TO TEENS: CREATING SUSTAINABLE YOUNG ADULT PROGRAMS

by Julie Frew & Lettie Haver

INTRODUCTION

WHY? Why when your desk is overflowing with work, would you take on one more responsibility? In the world of public libraries, every day zooms by at the speed of sound. You have work schedules, book orders, and next year's budget awaiting your attention. Your budget and staff are already stretched. With all of these constraints, why would you choose to add programming for teens and 'tweens (ages 11-18)?

In the past, libraries have dropped that stellar, personal service to patrons once they enter their teen years, only to try and recapture this group's attention as they became adults. This gap in service has not only meant that fewer adults came to fully embrace the value of the public library as a community asset, but also meant shortchanging individual teenagers who would have benefited in myriad ways from direct interaction with positive, enthusiastic library staff. Also, teens are future taxpayers. Making sure that they understand the important role libraries play in their communities will help provide libraries with future support. Additionally, libraries need to understand the intrinsic value of teens - not merely as the future holders of library purse strings but as current stakeholders in community development.

Before a library begins offering programs for young adults, proponents should consider if there is "buy-in" from the rest of the staff. For programming to be successful, enthusiasm on the part of library staff is a must. Everyone at the library needs to be committed to making teen programming a success. Even staff members not directly involved with teen programming need to be on board with making the library a welcoming place for teenagers. Often, learning what teen programs involve and how other libraries have handled similar programming, may help staff members feel more at ease with the concept. Information on teen programming abounds, and it can be a little overwhelming. Choose a few books on the topic (see list at the end of this article). Other ways to get information include joining Young Adult Library Services Association (YALSA) electronic discussion lists (through the American Library Association; on the Web at http://www.ala.org/ala/yalsa/yalsa.htm) where you can observe/participate in teen programming and services conversations in real time. Also, be sure to ask the teens what they would like for the library to offer. Another good resource is fellow young adult programmers. Even if they work at a much larger or smaller library, programs can be adjusted to fit local community needs and budgets.

COST OF PROGRAMMING

Programming costs may be offset by contributions from local businesses. Often, communities will be very generous if they know the library needs something for their teen programming. Food, candy, and items for crafts may be donated if businesses are aware of the need. One important aspect of asking for community support is to make sure that teen services are aligned with the work the library is already doing and that programs are a natural extension of the library's mission and goals. Jones (2004) emphasizes that "money follows priorities" (p. 14) and, by linking youth services with the overall library purpose, the library will be more likely to financially sustain the programming.

Forensic Feast: left to right - Erica Bias; Caitlin Bradys; Kennedy Huffer; James Heath; Jacob Heath; Julia Frew; Haley Duncan; Heather Payne and Skyla McCleese.

ADVERTISING

Advertising is an important component of any successful library program. When advertising to teens, the library should think of different ways to reach this group. Create eye-catching fliers or posters, and with the school administration's permission, post them at local schools. Also ask that programming information be included in the schools' morning announcements and send programming information to the school newspaper. If the library is rolling out something big like a summer reading program or just wanting to jumpstart attendance to a new teen program, consider kicking this off with a school visit. Working with the school librarian may also be advantageous. Additionally, ask the local newspapers to include the information in their community news section. Include program information on the library's website and post fliers throughout the library. Consider collecting e-mail addresses from teens and e-mail them of upcoming events (be sure to obtain their permission).

PARTNERSHIPS

You should also scope out the community's youth services offerings. Get to know what the local Boys and Girls Club, YMCA, museums, parks departments, and other youth services are offering, and ask if they would like to co-sponsor events. They make excellent partners at low to no cost and often already have teen programming. Be sure not to duplicate the services that another provider can better offer. Supporting these local nonprofits strengthens the community and offers teens a continuity of service.

Additionally, be on the look out for lesser known resources. Artists abound, so start a conversation with local art galleries to see who would be interested in showcasing their own talents. You may find artists more than willing to display their craft in return for a wider audience; just be sure to check references or know about their abilities to work directly with teens. Also consider asking volunteers such as retired teachers to help with programming.

Pumpkin carving:
sitting with backs to camera: (left to right) - Eliza Vocke and Felicia Tungate; standing with hands in pumpkins: (left to right) - Heather Payne and Skyla McCleese; in background: (left to right) - Laura Frew, Mark Howe and Immanuel Patrick.

PREPARATION

Once programs are chosen, select a date and time. To avoid scheduling conflicts, work with local schools and youth organizations. When implementing sustained programming, the library may find it helpful to consistently program on the same afternoon. For example, the library could offer programs each Wednesdays at 3:30 p.m. The teens would know that something is happening at the library just for them on every Wednesday. This allows the library to draw new crowds while also getting the same teens walking in weekly after school simply because they can depend on the library to offer quality, fun programming.

Whatever the library chooses as its program, have a practice run. For example, if the teens will be making a craft, make it yourself first. Sometimes projects look easy on paper, but may be difficult to implement in a group setting. Be prepared to modify plans based on time, supplies, and number of participants. If the library is showing a movie, preview it first and check on public performance rights. If the library is holding a game night and playing computer games, play the games first so you are familiar with the characters and rules. After a practice run, you may decide to go with something completely different.

Having a sign-up sheet available at the circulation desk in advance of the program may prove useful since it helps to know an approximate number of attendees. If the teens sign up, the library can call, email, or text or instant message them and remind them of the program. (Be sure that the signup sheet asks if they want to be contacted.)

Prior to the program, check that everything is ready for the teens to arrive and keep statistics of how many attend. You should also be flexible, have a good sense of humor, and enjoy getting to know the teens. This can be a great time to talk about books they like to read or programs they would like to attend at the library. Teens are great at suggesting ideas for future programming.

If the library has access to a digital camera (a truly worthwhile investment), use it to take pictures at the program, then use the images to promote upcoming events, create a scrapbook, or reinforce positive memories of the library. (Again, be sure that you have written permission of the teens and their parents before using the photos in public displays.) The library board will be interested to hear how things went, and

your pictures will come in handy here, too. Photos of the program also make great thank you cards to those businesses and organizations who contributed their time, supplies, or funding to the event.

EVALUATE

After the program, evaluate how things went. Was there enough time to complete the project? Did you run out of food or supplies? Was there enough staff to help? What sort of feedback did the teens give? Think about both their verbal and nonverbal cues. To formalize their comments, develop a generic program survey that is handed out at the end of all programs. Evaluating things right after the program when everything is fresh will help improve future programming. You may want to take notes in case this program is repeated. Not every program is going to be a smashing success, and one cannot measure success in the same way for every program. The important thing is to keep learning from your "mistakes." Remember, perfection is not the goal of youth services. Working with teens is much more about the process and opening the library's doors to them through meaningful, fun programming.

YOU ARE READY!

Remember to get buy-in from stakeholders, research what programming may be of interest to teens in the local area, form partnerships, include teens on programming ideas, and evaluate programs. Working with teens can be one of the most important and rewarding services the library can provides to its community.

REFERENCES

Jones, P., Gorman, M. & Suellentrop, T. (2004). *Connecting Young Adults and Libraries* (3rd edition). New York: Neal-Schuman Publishers.

RESOURCES

Alessio, A., & Patton, K. (2007). *A year of programs for teens*. Chicago: American Library Association.

Anderson, S., Ed. (2007). *Serving young teens and 'tweens*. Westport, Connecticut: Libraries, Unlimited.

Beal, S. (2005). *Super crafty: Over 75 amazing how-to projects*. Seattle: Sasquatch Books

Belben, C. (2003). *Making shrines in the library and classroom*. Retrieved July 20, 2007, from http://www.be.wednet.edu/ourschools/hs/library/shrinesandhowtomakethem.htm

Bonnell, J. (2003). *D.I.Y. girl: The real girl's guide to making everything from lip gloss to lamps*. New York: Puffin Books.

Edwards, K. (2002). *Teen library events: A month-by-month guide*. Westport: Greenwood Press.

Haab, S. (2004). *The hip handbag book*. New York: Watson-Guptill Publications.

Linden-Ivarsson, A., Breiditis, K., & Evans, K. (2005). *Second time cool: The art of chopping up a sweater*. (Maria Lundin, Trans.). Toronto: Annick Press.

Mahood, K. (2006). A passion for print: Promoting reading and books to teens. Westport: Libraries Unlimited.

McAuley, J., Ed. (2005). *The celebrity black book*. West Hollywood: Mega Niche Media.

Medlej, J.. *Art in your pocket: ATCs*. Retrieved June 29 2007, from http://www.cedarseed.com/air/atc.html

Nicolay, M. (2006). *Generation T: 108 ways to transform a t-shirt*. New York: Workman Publishing Company, Inc.

Back-to-school fashion show (left to right) - Jenna Haab; Adilene Ramirez; Michelle Acton; Malea Vanlaningham; Gabby Hernandez; Sabrina Meerzo and Sara Cousins.

Okey, S. (2005). *Knitgirl: Learn to knit with 15 fun and funky projects*. New York: Watson-Guptill Publications.

Rogge, H. (2006). *Hardwear: Jewelry from a toolbox*. New York: Stewart, Tabori and Chang.

Schiedermayer, E. (2002). *Got tape?* Iola: Krause Publications.

Stull, K. (2006). *20-minute crafts: Beading*. New York: Sterling Publishing Company.

Swank Motion Pictures, Inc. http://www.swank.com

Voice of Youth Advocates. http://www.voya.com

ABOUT THE AUTHORS

Julie Frew is the director of the Milford Public Library, Milford, Indiana. She joined the staff in October 2004. Before coming to Milford, she was director of the Oxford Public Library, Oxford, Indiana for sixteen years. Julie holds a BS in Biology/Secondary Education from Manchester College. She has always enjoyed working with teens. You may contact her at jfrew@milford.lib.in.us.

Lettie Haver is the young adult librarian at the Tecumseh Branch of the Allen County Public Library in Fort Wayne, Indiana. Lettie is new to the trade and has used the strategies above to grow a teen program over the last two years. She earned a BA in English Literature in 2005 from the University of Saint Francis. Lettie loves giving voice to Tecumseh teens by providing programs that emphasize self expression and creativity. You may contact her at lhaver@acpl.info.

Julie Frew

STILL EVOLVING OR FACING EXTINCTION?
REFERENCE-AS-PLACE

by Susan M. Frey & Anthony Kaiser

LIBRARY-AS-PLACE

For the past two decades librarians have been responding to profound societal and educational changes brought about by the increasing digitization of information and the ubiquity of the Internet. So many libraries now offer their resources and services online that the term, "virtual library," has become cliché. Librarians have been so successful at extending information services into the cyber-community that some administrators and policy-makers have begun questioning the necessity of the physical library. "Why bother with the expense of maintaining a library building," some speculate, "when users can get their information needs met online?" Implicit in this question are two critical and, we believe, false assumptions. First, those posing this question assume that all information will someday be digitized and second, that the sole function of the library is that of a warehouse of information — a place to house and preserve physical matter. Based on these assumptions some people reason that if it is possible to make all information available electronically, why bother with the physical warehouse? We have several points to make in response to this outlook.

Even if we accept the limitations of the library-as-warehouse concept, it is still inaccurate to assume that library users want all information to be entirely in electronic format. A recent study revealed that although faculty value the ease of electronic access to information, they also expect that their academic library maintain a print archive of select material for browsing and backup purposes (Palmer & Sandler, 2003). The library-as-warehouse concept is narrow and limiting because it makes no room for any idea other than that users come to the library for artifacts of information. This is not true. Libraries have long been regarded as social centers where scholars, students, and citizens congregate. Academic libraries are often viewed as the heart of the campus. When asked, students repeatedly respond that, besides access to information, they want their library to offer study rooms, cafés, classrooms, meetings rooms, and quiet spaces for solitude (Demas & Sherer, 2002).

With regards to digitizing information, as a profession Library Science has a justly-earned reputation for embracing new technology. One has only to peruse the webpages of the Library of Congress' *American Memory* (at http://memory.loc.gov/ammem/index.html), the British Library's *Turning the Pages* (at http://www.bl.uk/onlinegallery/ttp/ttpbooks.html), or *Gallica* (at http://gallica.bnf.fr/) from the Bibliothèque Nationale de France to see stunning examples of digitized library collections. But even supposing there will come a day when all print matter is digitized, or all information is exclusively created in electronic format, few librarians believe that they work in a warehouse.

Librarians provide people with much more than informational inventory. In the course of their duties, they form rich, reciprocal relationships with library users. It is true that these relationships sometimes blossom when communication is solely filtered through the telephone, e-mail, instant messenger, and texting. But as yet, most librarians believe that nothing compares with the intimacy of face-to-face interaction. Library users feel this closeness as well. Once forming a bond with a librarian in person, many users claim said librarian as their favored information guide.

But faced with budgetary restrictions, and seduced by the glow of new technologies, people can easily trivialize the social and humanistic roles that libraries play in people's lives. To deny these cultural and societal roles is, we believe, a grave mistake. It is in our nature, as human beings, to seek out physical places in

Educational event held on the first floor of the ISU Library.

which to congregate. Our libraries are one of these places. Geoffrey Freeman (2005), in a report published by the Council on Library and Information Resources aptly writes, "Whereas the internet has tended to isolate people, the library, as a physical place, has done just the opposite" (p. 3).

In response to the concept of the library-as-warehouse, and the challenge by administrators that librarians demonstrate the relevancy of the library proper, a growing body of literature on the library-as-place is emerging. This paper explores our experiences with this issue in relation to Indiana State University Library, paying particular attention to the recent redesign of our library reference desk, as we ask the question: Is the physical reference desk, like the library building, in danger of becoming extinct?

LIBRARY-AS-PLACE AT ISU

Indiana State University (ISU) is a Carnegie doctoral/research institution that is especially committed to building community. Part of ISU's mission is the development of collaborative partnerships with educational, business, social service, cultural, and government concerns that contribute to the academic mission of the university and directly benefit the community. In 2006 the Carnegie Foundation placed ISU in the Curricular Engagement and Outreach category. This recognizes substantial commitment to community collaboration and extensive curriculum-based outreach initiative. Only 62 institutions in the U.S. have been granted this Carnegie classification.

In line with the campus mission, the ISU Cunningham Memorial Library has established itself as a learning environment and community center. The library serves a broad spectrum of users such as students and staff/faculty from ISU, as well as users from other local institutions and the local community at large. Our Special Collections Department assists users globally, as do the reference librarians on site and through a suite of online reference services.

In reaching out to the campus, local, and global communities, we host many well-attended events. In 2006 the library hosted 22 scholarly and/or community events and in 2007 we hosted over of 33. Although there are designated quiet study areas in the building, the first floor of the library is an open, fluid space that is regularly reconfigured with movable walls and screens to accommodate community and social activities such as lectures from internationally-recognized scholars and authors, gaming tournaments, film series, symposia, poetry readings, impromptu group study, and casual gatherings. Plans are underway to move the campus *Writing Center* into the first floor of the library to help centralize campus support services. In addition to the reference desk, the first floor is also the site of many collaborative computer work stations, a computer cluster, a current periodicals reading area, the reference collection, a browsing collection of popular books, computer games, CDs and DVDs, a TV/gaming room, and the circulation counter.

Also on the first floor is the library's café, the *Cup & Chaucer*, which offers a variety of snacks, drinks, and hot meals. Library users are welcome to carry their food throughout the building or to watch CNN on the café's wide-screen TV. As expected, users visit the library to attend lectures, study alone or in groups, talk with the reference librarians, use the computers, and to charge out materials. However, they also visit us regularly to play computer games and board games, attend social events, eat a meal, hook up with their friends, and watch television. The ISU Library has succeeded in creating what has been coined the "Borders experience," a term named after the popular bookstore of the same name. Such an atmosphere is "...a place where you can relax and explore...where you can stay in a comfortable, community atmosphere" (Dempsey, 2004, p. 32).

How traditional reference service fits into such a non-traditional, dynamic environment is something we asked ourselves when we had the opportunity to redesign the reference desk in 2006. We were not at a loss for innovative examples. Since the 1980s, reference librarians have been experimenting with new forms of onsite service including reference-by-appointment, reference rovers, tiered services, and extended use of paraprofessionals (Jackson, 2002). The information commons is a recent development in this investigation into alternative forms of information service (Spencer, 2006). In considering the future of reference service, some have even suggested that libraries eliminate the reference desk altogether (Faries, 1994). Although we strongly believe that it is worthwhile to reevaluate traditional practices, we realize that the elimination of an information service point in our library is not practical at this time. For us, an onsite reference station plays a critical role in the library-as-place because our reference desk is heavily used by the

ISU Library's new reference desk with dual keyboard and monitors.

campus and local communities. In the end, we replaced our old desk with a new one, hoping that its new placement and design would help to enhance service.

NEW REFERENCE DESK

For many years the reference desk at the ISU Library had been near a back wall, far from the main entrance and was approached by users from two directions. Although people could find us, the desk was not optimally located near heavy traffic patterns of users who were heading to the more popular collections and the first floor computer cluster. The desk was also not easily visible to users coming to the library for programmed events. In the summer of 2006, a new octagonal-shaped desk was installed towards the front of the main floor, in the direct line-of-sight of the main entrance. Now the desk is one of the first things that people see when they walk into the library. The new desk is also situated closer to the first floor computer cluster and the library's circulation counter. To make it even more difficult to miss, a large neon sign spelling out the word, ASK with a large question mark following it, was placed above the desk. This sign has had an unintended consequence, as some students no longer refer to the desk as the information or reference desk, but rather the "ask desk."

The shape and position of the desk makes it more welcoming and easier to find. Users can approach us from all sides and find inviting seats placed around the perimeter of the desk, so that they can sit down and spend some time with us. We noticed that in just one year after installing the new desk, reference questions increased by 44%. In commenting on the new desk, one ISU student remarked, "It's nice. When you walk in it's the first thing you see. Computers are sometimes confusing. As long as students are not afraid to ask questions, it is a good thing" (Dent, 2006).

Two computers were installed at the desk and were fitted with dual input and output devices. This means that for each computer, one monitor, mouse, and keyboard faces inward towards the librarian, while another set faces outward towards the user. Because of the dual monitors, users can comfortably see what the librarian is doing on the reference computer because they have their own monitor to view on the opposite side of the desk. The ISU reference librarians had been using dual monitors at the reference desk for a number of years. The idea of installing dual keyboards and mice was inspired by the University of South Dakota (Aldrich, 2007). With the addition of these input devices, users now have their own mouse and keyboard. Because of this arrangement, we librarians can, and do, easily give up control of the computer to the user. This minor addition of hardware allows our users to engage in a more collaborative reference exchange with us. We have found that our users are more engaged in the research process because they can actively work with us in searching for information in this shared work space. This empowers them and helps us to forge collegial, positive connections with them.

REFERENCE-AS-PLACE

For those who believe that the days of onsite reference service are numbered because of an anticipated avalanche of online services, our response is: you may be right! As reference professionals it's our job to anticipate users' needs and upcoming trends, but exactly when this extinction would come about is another matter. While predicting the near future is a worthwhile way to reevaluate current practices, attempting to predict the distant future can bleed over into fiction. If the physical reference desk someday becomes extinct, or if it evolves into something unrecognizable to us today, we believe that this will most likely take many more decades to come about. As yet, we still see the need for a reference desk at the ISU Library. Just as we witness the potency of the library-as-place at our university, so too do we, and our users, experience reference-as-place in our community-centered library. We find that although our users are delighted with the convenience of our extensive online services, they also want to interact with us personally when they are in the library, and they appreciate finding us at an easily located service point.

In light of the many creative alternatives to traditional desk service that have emerged over the years, it could be argued that instead of replacing our old desk with a new one, we missed the opportunity of experimenting with a non-traditional form of onsite service, such as roving service or reference-by-appointment. This is a valid proposition and one we must responsibly address as we continue to examine and assess what it is that we do. We suppose that there may come a time for us to experiment with different types of onsite reference, and we value the work that others have done in pioneering new forms of service, but for now, we are enjoying our new desk, interaction with our users, and our library.

REFERENCES

Aldrich, A. W. (2007). Collaboration through design. Manuscript submitted for publication. University of South Dakota.

Demas, S. & Sherer, J. A. (2002). Esprit de place. *American Libraries, 33*, 65-68.

Dempsey, B. (2004).Target your brand: Build an identity that works in the age of the superstore. *Library Journal, 129*, 32-35.

Dent, A. (2006, January, 13). University library unveils new reference desk for questions. *Indiana Statesman*, p. 3.

Faries, C. (1994). Reference librarians in the information age: Learning from the past to control the future. *The Reference Librarian, 43*, 9-27.

Freeman, G. T. (2005). The Library as place: Changes in learning patterns, collections, technology and use. In *Library as place: Rethinking roles, rethinking space* (pp. 1-8). Washington, D.C.: Council on Library and Information Resources.

Jackson, R. (2002). Revolution or evolution: Reference planning in ARL libraries. *Reference Services Review, 30*, 212-228.

Palmer, J. P. & Sandler, M. (2003, Winter). What do faculty want? *Netconnect*, 26-29.

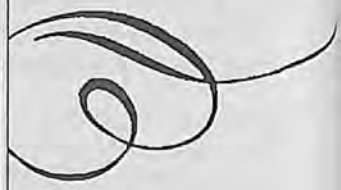
Spencer, M. E. (2006). Evolving a new model: The information commons. *Reference Services Review, 34*, 242-247.

ABOUT THE AUTHORS

Susan M. Frey is Reference & Instruction Librarian at Indiana State University Library. Her research interests focus on teaching and learning, educational technology, and information and society. She may be contacted at sfrey@isugw.indstate.edu.

Anthony Kaiser is Head of Reference & Instruction at Indiana State University Library. His research interests are educational technology and online learning. He may be contacted at akaiser3@isugw.indstate.edu.

RSS FEEDS



by Bill Helling

RSS is a term you may have heard but never really understood. RSS is actually the driving force behind blogs, podcasts, and vodcasts for broadcasting text, audio, or video on the Web. You can subscribe to RSS feeds in order to get automatic updates using a browser, an e-mail program, or some other special software. Why should you be familiar with RSS? Just about anyone who has anything to say seems to be starting a blog, a podcast, or a vodcast – and this group includes many Indiana libraries.

THE NEED FOR RSS

In order to appreciate the need for RSS, just look back at the Web during the late 1990s when many Web authors attempted to keep a sort of online journal by frequently updating their Web pages. These authors were creating a Web log, a term that eventually became *weblog*. You may already have guessed that the term weblog was itself later shortened to blog, and the author of a *blog* became known as a *blogger*.

What skills were required to create a weblog? First, you had to know how to add to an existing Web page. Next, you had to know how to upload the modified Web page to a Web server where it would be available for everyone to view with a browser. Then you had to sit back and hope visitors continued to remember to come to your weblog. Now imagine that you, as a user, wanted to follow several weblogs. You could take turns visiting each one of them with your browser, trying not to forget the ones you really liked. You probably would miss something, however. You could also try not to be disappointed if you took the time and trouble to visit a site where no changes had been made – which would often happen.

With this preceding model, the author *and* the reader both needed to be technically proficient and seriously motivated. The ideal for the authors would be to have a way to make updates easily without wondering if the readers would find the updates. The ideal for the readers would be to have a way to find the updates without needing to constantly monitor numerous Web sites.

This is where RSS thankfully stepped in.

RSS DEFINED

RSS can actually stand for different things, depending on the version, but the current version, RSS 2.0, is Really Simple Syndication. *Syndication* is a way to provide updated content via a Web *feed* – the RSS file. An RSS file is itself nothing more than a special text-based XML format. You don't really need to know much about the versions of RSS as long as you understand that RSS in any form makes syndication possible. Another syndication method is Atom, and some feed creators use Atom in place of RSS. Atom is actually a proposed Web standard developed by the IETF (Internet Engineering Task Force), whereas RSS is merely a specification – but with a large and dedicated user base. An Atom file, like an RSS file, is also nothing more than an XML format.

RSS feeds allow you to use a special tool (called a *feed reader* or an *aggregator*) that can check for updated content. RSS 2.0 and Atom 1.0 have actually become the two most popular methods for syndication, and people will often use the term "RSS" when talking about either RSS or Atom formats.

BLOGS, PODCASTS, AND VODCASTS

If you understand that RSS is an XML format that makes a syndicated feed work, you are better able to understand what a blog, podcast, or vodcast actually does:

- A **blog** is a means of distributing content on the Internet using a syndicated feed. The term *blog* is also a verb; to blog means to *add content to a blog*.
- A **podcast** is a means of distributing multimedia files (primarily audio) on the Internet using a syndicated feed. It is itself a blog – but an additional file (audio) is delivered, usually in .mp3 format. The term *podcast* can also be a verb.
- A **vodcast** is a means of distributing video on the Internet using a syndicated feed. It is itself a blog – but an additional file (video) is delivered, usually in .mp4 format. The term *video podcast* is some times shortened to *vidcast* or *vlog*.

A typical blog, podcast, or vodcast usually appears as a Web page – yet something is going on behind the scenes. Although a syndicated feed is an XML format, you will usually see the results of the XML converted into HTML, or, in some cases, you actually see a "companion" HTML file for Web display (see Figure 1). However, behind every feed is an XML file perhaps named something like rss.xml, atom.xml, index.xml, and so on (see Figure 2). A podcast or vodcast is like a blog but with at least one other special tag: an *enclosure* tag. Enclosures are hyperlinks to multimedia files (see Figure 3). If you can make an audio or video file and put it on a Web server, you can make a podcast or vodcast.

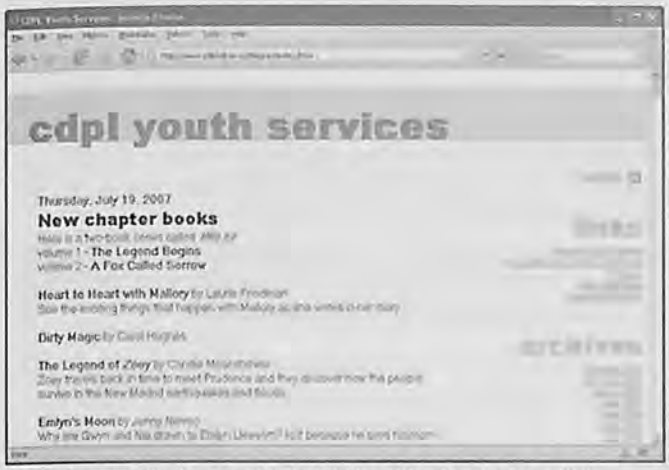


Figure 1 – This file is named index.html and is viewable as a Web page.

Figure 2 – This file is named rss.xml even though it is a feed in Atom format.

FINDING AND SUBSCRIBING TO AN RSS FEED

Using your Web browser, you can usually go to a blog, podcast, or vodcast as if they were regular Web pages (some have a Web-page equivalent; however, they do not need to). These pages will have the text to read as well as links to the audio or video files that you can click and access. But you don't really need to visit these blog, podcast, or vodcast pages individually. You should use an appropriate feed reader and subscribe to the feed, letting the content (text, audio, or video) come to you whenever it is added or updated. The reader will check for updates so that you don't have to and will display them (or prompt you to download audio or video files, depending on how you have your reader set up). Fortunately, you don't need to spend any money to get one of the many available readers; the best are free. However, you may be overwhelmed with the choice of possible readers – along with the need to learn how to recognize an RSS feed and the different ways you can tell your feed reader to subscribe (depending on the reader).

RECOGNIZING AN RSS FEED

A feed will announce itself in some manner. While this announcement can be a simple link, it is more likely to be a special graphic or an icon that says RSS, XML, or Atom. Although many organizations and individuals are proposing to use an orange (or other color) square with white radio waves as the default RSS feed icon, no firm standard yet exists to indicate a feed, so be prepared to see an assortment. The proposed default icon and several variations of feed icons are shown in Figure 4 .

Figure 4 – Different ways of indicating a feed icon certainly led to confusion for users.

Imagine that you are on a Web site such as you see in Figure 5, the Crawfordsville District Public Library. You see an RSS feed icon for "what's new @ cdpl?" and you click it.

Figure 5 – The CDPL web site has a list of several feed icons.

```
<enclosure url="http://mysite.com/bob.mp3" length="1161718" type="audio/mpeg" />
```

Figure 3 – An enclosure tag is a link to an audio or video file.

Clicking a feed icon will often send you straight to the XML file. In this case, clicking the feed icon sends you to **www.cdpl.lib.in.us/blog/rss.xml**.

If you are using an older browser, you will see the actual XML tags. For example, if you are using Internet Explorer 6, you will see something like what is shown in Figure 6. The XML file is not the page that is meant to be read by humans. The feed URL (the address you see in the browser address bar), however, is the information that your feed reader wants in order to subscribe. If you know the feed URL (for example, www.cdpl.lib.in.us/blog/rss.xml), you are ready to subscribe to a feed with a feed reader.

Figure 6 – Internet Explorer 6 will show you the XML.

If you are using newer browsers (such as Firefox 2 or Internet Explorer 7), you will not see the XML that you get in older browsers. Instead you get a sort of "Web page" display that helps you subscribe to the feed (depending on how you have your browser set up and what feed readers you may have installed), as shown in Figure 7.

Figure 7 – Internet Explorer 7 knows you do not want to see the actual XML.

CHOOSING AN RSS FEED READER

Once you are aware of a feed to which you wish to subscribe, you need to consider which feed reader to use. RSS feed readers exist in basically two categories:

- Web-based feed readers
- client-based feed readers

You access a Web-based reader on the Web, of course; client-based simply means you install the reader on your computer. Both have advantages and disadvantages, but they do basically the same thing. Because there is no shortage of RSS feed readers, it is impossible here to give a full overview of all your choices. It is equally impossible to explain here how they all work, but we can look at a representative example for each type. You may want to experiment with several feed readers before deciding on a final choice because their features vary.

WEB-BASED FEED READERS

When you use a Web-based reader, you can reach it anywhere in the world where you have Web access; you will log on to this Web service with a username and password. Because the Web service that allows you to use a Web-based reader also stores your subscriptions, preferences, and so on, they will always be the same no matter where you log on. Of course, you are entirely dependent upon that Web service to be there and to be available when you want to use it.

A good example of a Web-based reader is the popular Bloglines service (www.bloglines.com), as shown in Figure 8. After you sign up for an account (free), you can log on and get right to work, setting your preferences and subscribing to feeds.

Figure 8 - The Bloglines home page.

You can subscribe to a blog with Bloglines in several ways. For example, if you are logged onto your Bloglines page, select the Feeds tab, and then click the Add link. This action opens a subscription page in the main frame (see Figure 9), with a field where you can type or paste the feed URL of a blog you want to read. If you simply use the Web page URL itself and not the

RSS feed URL, Bloglines uses its RSS auto-discovery capability to figure out where the feed is and presents you with the option to subscribe to any feed it finds on that page (sometimes a page will have links to several feeds). After you click Subscribe, you get another page before the subscription is final (Figure 10). Here you need to choose among some options before you click a Subscribe button one more time.

Some RSS feeds have buttons that let you automatically subscribe to them with a single click. The button for Bloglines may look like what you see in Figure 11

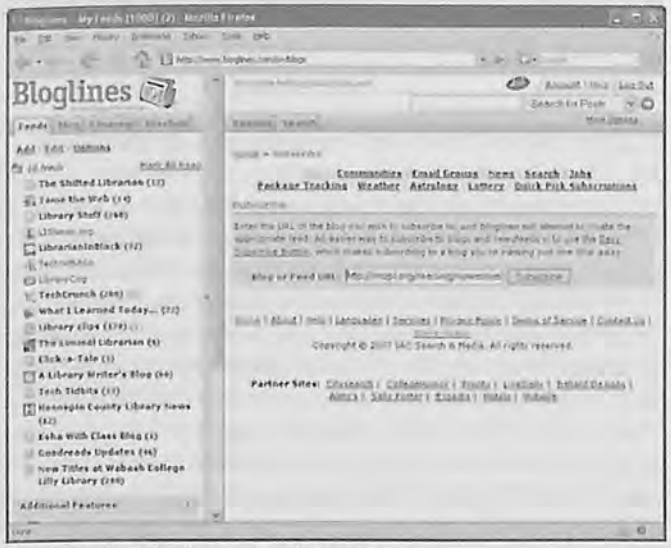


Figure 9 - The Bloglines subscription page.

Figure 10 – Choose your options before subscribing.

(or something similar). You simply need to find the button that corresponds to the service for which you have registered, because feeds will often advertise the buttons for several services. If you click a "subscribe with bloglines" button but are not currently logged onto Bloglines, you will be asked to do so. In any case, you are sent to the Bloglines subscription page (as shown in Figure 9) where you finish the process.

Figure 11 – Some sites make it easy to subscribe with Bloglines.

As soon as you subscribe to a feed, Bloglines will download the latest content, and will continue to check hourly for updates. You can read a blog you have subscribed to by selecting it from your Feeds tab. The feed contents appear in the main frame (see Figure 12).

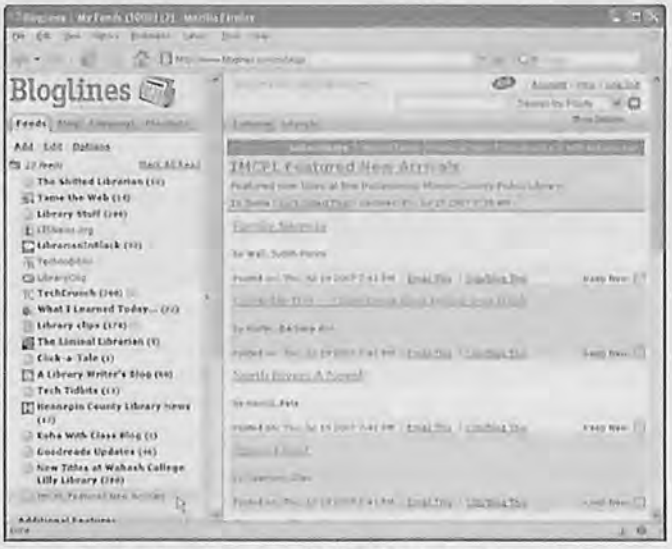


Figure 12 – Now I can keep up with IMCPL's featured new arrivals.

CLIENT-BASED RSS FEED READERS

If you use a client-based reader, you can use it only on the computer(s) on which you install it. Unless your installed reader is able to synchronize what you do on more than one computer, your set up on different computers may very well end up being different, which is the main disadvantage for these types of readers. A typical free RSS feed reader that you can download and install in a few minutes is SharpReader (www.sharpreader.net), which uses a standard three-panel set up, as shown in Figure 13.

As you may suspect, you can subscribe to an RSS feed with SharpReader in several ways.

- Type or paste the URL for the RSS feed in SharpReader's address bar and press Enter. Then

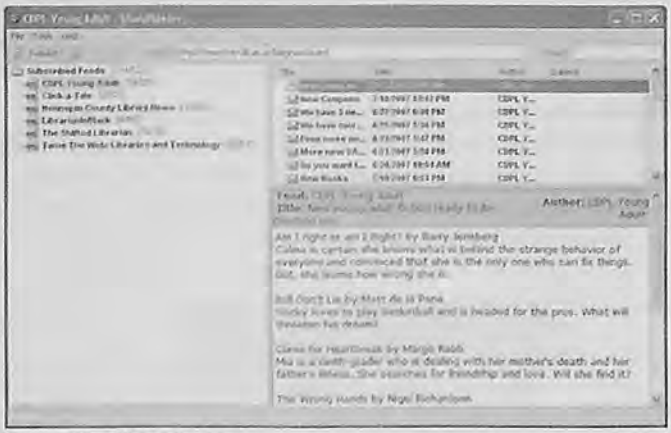


Figure 13 – SharpReader.

Figure 15 – Change your refresh rate and other preferences to meet your needs.

click the Subscribe button when the blog has loaded.

- Choose Open RSS Feed from the File menu, type or paste the URL of the RSS feed in the empty field, check the "Subscribe to feed" checkbox, and click OK.
- Drag and drop an RSS link (the icon) onto the subscription pane.

Even if you just use the URL of the Web page that has the link to the RSS feed instead of the actual URL for the RSS feed, SharpReader will try to find the feed.

As soon as you subscribe to a site, SharpReader will begin to download the newest items and display their titles in the feed panel where you can view them in the reading panel by selecting one. When SharpReader downloads a feed, you also get an alert pop-up box in the lower-right portion of your screen (see Figure 14). By default, SharpReader's refresh rate is every hour, but you can change this for any timeframe (as well as many other ways you want to get a feed) by selecting a feed in the subscription panel and then choosing Feed Properties from the Tools menu, as shown in Figure 15.

A client-based installation usually offers more features than a Web-based service, and some browsers that you may already have installed on your computer (such as Mozilla Firefox, Safari, and Internet Explorer 7) have built-in support for RSS feeds. In addition, Microsoft Outlook is capable of reading RSS feeds, and many mobile devices have the same features. If you are using Internet Explorer 7, for example, you have a fully functional feed reader. When you visit a web page with IE 7, it will automatically check to see if any RSS feeds are available. If a feed is detected, the Feeds button on the toolbar will turn orange and become active (see Figure 16). Click this button to go to the feed, which you then view in a Web-page format (see Figure 17). If IE 7 detects more than one feed on a Web page, you can click the arrow next to the Feeds button to see a list of feeds from which you can choose one to view. You have some interesting options when viewing a feed with IE 7. Depending on how the feed is set up, you can:

- filter by typing a word or words into the Displaying field
- re-display all feeds by clicking the All link sort feeds by Date, Title, or Author
- filter by category (if the feed author assigned categories to feeds)

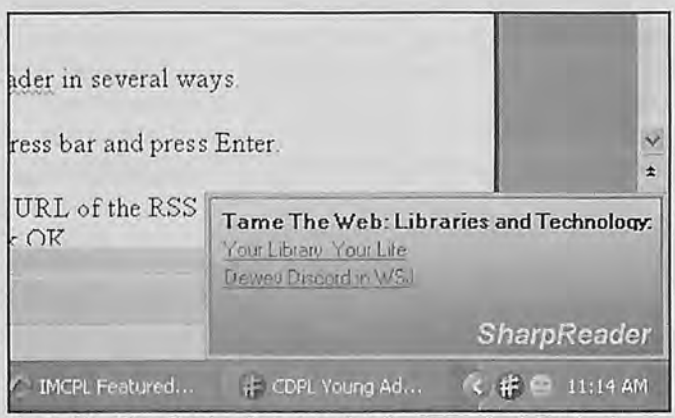


Figure 14 – SharpReader alerts you visually when a feed downloads.

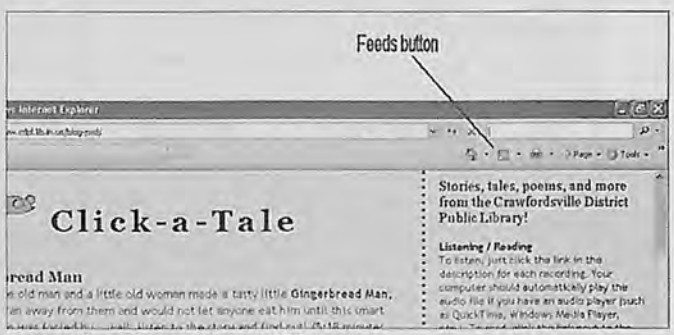


Figure 16 – IE 7 recognizes RSS feeds.

Figure 17 – You can still view the feed without subscribing.

Figure 19 - The Feeds list is in the Favorites Center.

In order to subscribe to a feed, simply click *Subscribe to this feed* in order to get a dialogue box where you can give the feed a name (if you don't want to accept the default name) and put it into the Feeds folder or another sub-folder of your choice (see Figure 18). To go back to any subscribed feed, go the Feeds list in the Favorites Center and click on a subscription. If you mouse over a feed link in your Feeds list, you will also see when it was last updated, and to the right will appear a refresh icon for you to click in case you wish to update immediately (Figure 19). Here you can also right-click a subscription and choose Properties from the pop-up menu in order to see that feed's properties page. In the Feed Properties dialogue box, you can change the settings, such as how often IE 7 automatically checks a feed for updates, with "daily" being the default (see Figure 20).

Figure 20 - The Feed Properties and Feed Settings dialogue boxes.

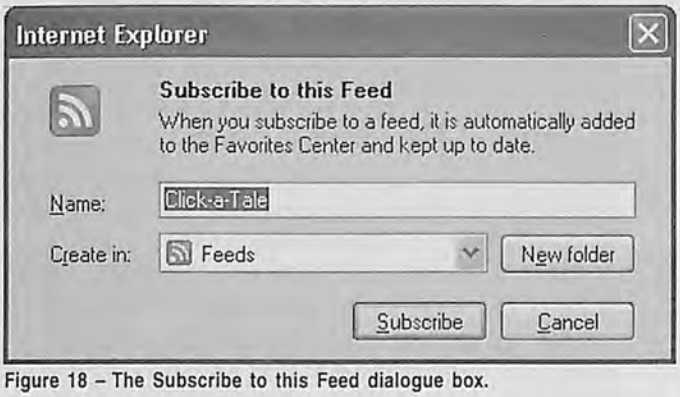


Figure 18 – The Subscribe to this Feed dialogue box.

Note: If you ever decide to change RSS Feed readers, don't think that you must re-subscribe to every feed once again. Many readers (both Web-based and client-based) can export and import your subscriptions using a format known as OPML. OPML stands for Outline Processor Markup Language, and it is simply an XML format for outlines that can be used for exchange. You can thus also share your feeds with others so that they can instantly subscribe to that which you have subscribed.

ANATOMY OF AN RSS FEED

So what does a basic RSS feed look like? If you look at Figure 21, you can see some easy RSS 2.0 markup. (This RSS version has required and optional elements; see the RSS Advisory Board Web site for RSS 2.0 details.)

```
<?xml version="1.0" encoding="UTF-8" ?>
<rss version="2.0">

<channel>
 <title>What's new in the Library</title>
<link>http://www.cdpl.lib.in.us/</link>
<description>Crawfordsville District Public Library | Events and Activities</description>
<lastBuildDate>Fri, 09 Sep 2007 11:00:30 EST</lastBuildDate>

<item>
<title>Teen Meeting!</title>
<description>The Teen Meeting has been scheduled for October 28.</description>
<pubDate>Fri, 09 Sep 2007 14:15:43 EST</pubDate>
<category>Teen Services</category>
</item>

<item>
<title>In the Gallery</title>
<description>The Gallery is now showing the Tri-Kappa art show.</description>
<pubDate>Thu, 08 Sep 2007 12:51:39 EST</pubDate>
<category>Gallery</category>
</item>


<item>
<title>Tri-Kappa art show demonstration</title>
<description>The Tri-Kappa art show is preparing to open. Watch a video of this event!</description>
<pubDate>Wed, 07 Sep 2007 10:41:20 EST</pubDate>
<category>Gallery</category>
<enclosure url="http://www.cdpl.lib.in.us/vodcasts/show.mp4" length="696837" type="video/mp4" />
</item>

</channel>
</rss>
```

Figure 21 – This simple XML RSS feed also has an enclosure for a video.

This file would be saved as an XML file (such as **myfeed.xml**) and placed on a Web server where potential users could get to it. For example, if your library is at **www.yourlibrary.com**, you could create a directory called blog and place your feed in it. Thus your feed would be at **www.yourlibrary.com/blog/myfeed.xml**.

HOW TO CREATE A FEED FOR A BLOG, PODCAST, OR VODCAST

You may be surprised at how easily you can create an RSS feed. There are almost as many ways to create a feed as there are ways to subscribe to one. You can create a feed...

- with a simple text editor typing the XML directly
- with a feed generator (such as ListGarden RSS Feed Generator Program)
- with a commercial service (such as Blogger.com)
- with software that you can download and install on a Web server (such as Movable Type)

USING A TEXT EDITOR

Very few people create a feed on their own using a text editor, but it is a quick way to make a basic feed and learn about what is going on behind the scenes. If you are using a PC, you can open Notepad (as shown in Figure 22), or just use any application on any computer that can save a file as ASCII text. After you save the text file with a **.xml** extension, place it on a Web server where your readers can get to it. If you include an enclosure tag pointing to an audio or video file, you would be podcasting or vodcasting!

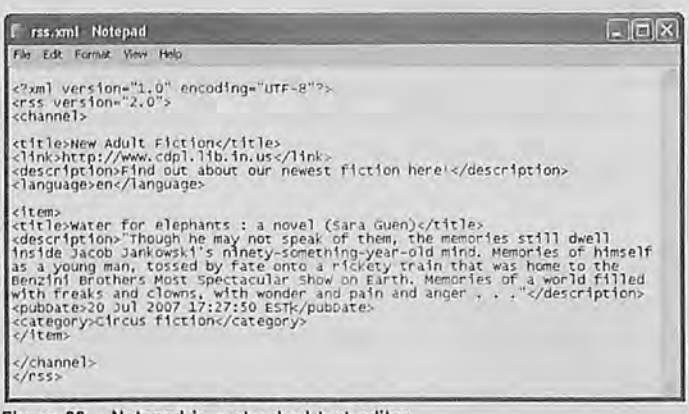


Figure 22 – Notepad is a standard text editor.

USING A FEED GENERATOR

If creating an RSS feed in a text editor is so easy, why doesn't everyone do it? Working manually in this manner will eventually be labor intensive. For one thing, you have to type in the tags exactly right or else your feed will not work. And simple text editors do not usually have a lot of features to help you write and edit. In addition, think how unmanageable your entire blog will eventually become. You will be the one who must eventually remove older entries, for example. In addition, it is up to you to create an HTML equivalent of your feed if you want. Many people prefer using tools that make creating a feed an easy task instead of a chore. Consider using a free tool such as ListGarden RSS Feed Generator Program from Software Garden where you simply fill in the proper fields and let ListGarden do the XML tagging and even basic maintenance such as deleting older entries from the feed file to which you have been adding (see Figure 23). ListGarden can also create a simple companion HTML page for your feed. All you need to do is to post the XML file (which is the RSS feed) and the HTML file (if you generated it) to a Web server. You can even let ListGarden FTP the files to your Web server.

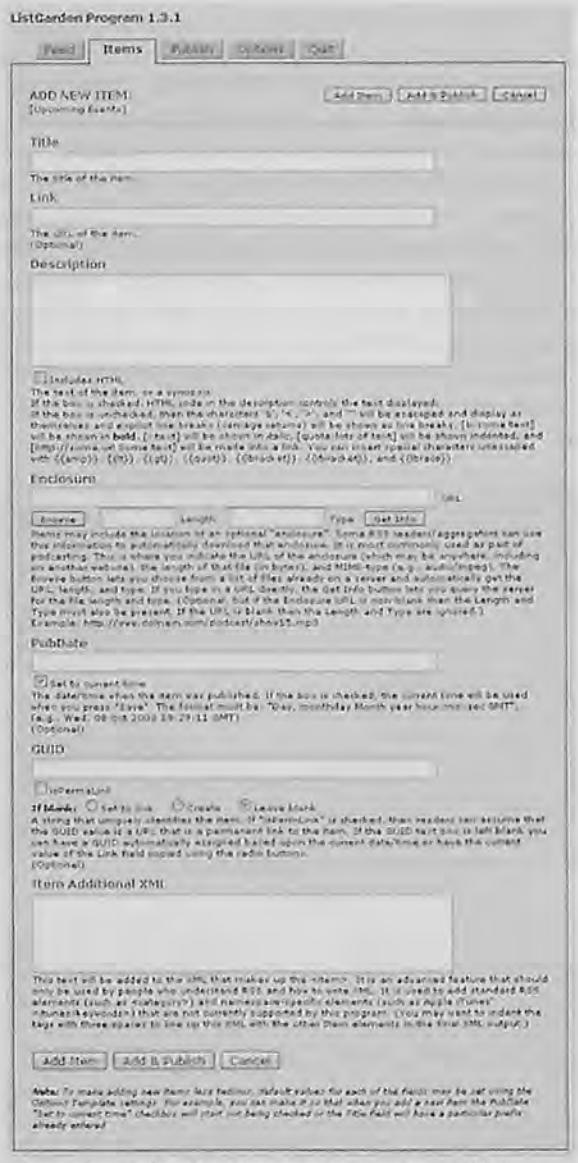


Figure 23 – ListGarden saves you from typing the XML directly.

USING A COMMERCIAL SERVICE

Perhaps the easiest method to create and maintain a feed is through the use of a service such as Blogger.com (shown in Figure 24). This free service is where you can create an account, name a blog, choose a template, and have a blog hosted by Blogger.com in a matter of seconds. All you need to know is how to type information into a user-friendly interface. More important, however, are the added features such as archiving older posts and allowing users to make comments on posts. If you have any CSS skills (or can at least drag and drop), you can easily modify one of the many templates Blogger.com offers in order to personalize your feed and make it unique. In addition, you do not need to have Blogger.com host your blog, podcast, or vodcast; you can configure this service to send your feeds via FTP to a server of your choice. This service creates a feed in Atom format as well as an equivalent HTML Web page. Blogger.com is a popular choice for many because of its ease of use.

Figure 24 – Blogger.com can make blogging very easy.

USING SERVER-BASED SOFTWARE

If you want total creative control over everything possible with a feed and you have the time and technical skills (not to mention the hardware), you can download free software such as WordPress, which needs to be installed on a Web server (see Figure 25). You'll need some experience in areas such as PHP and MySQL (not to mention Web server configuration), so this is not the route for the casual blogger.

Figure 25 – Download and run WordPress if you wish to do it all yourself.

WHAT DO LIBRARIES HAVE TO GAIN?

The use of RSS feeds is not a passing fad: it is an efficient way of delivering content to users who wish to take advantage of feed readers to keep up with their interests in a rapidly changing and ever more confusing technical environment. Why would you want to have a blog, podcast, or vodcast for your library? You should especially consider this delivery method if your library wishes to reach its patrons in a new manner. Just ask yourself what content you would like to update frequently and "deliver" to your patrons automatically. If you spend a few moments thinking about it, you can easily come up with a wish list of delivery items: library events, announcements, children's stories, recorded speakers, demonstrations, virtual tours, tutorials, book reviews, community focus topics, interviews, and so on. At the Crawfordsville District Public Library, we have a blog for library news, a blog for Youth Services, and a blog for our Young Adult patrons. We also maintain a podcast called Click-a-Tale that allows staff members to read (public domain) stories for young listeners. Even if our blogs and podcast are not the most professionally slick productions possible, we know that we are using a fresh avenue to try to serve our patrons. In addition, one of the basic desires of many patrons is to have a list of recently acquired items in the library. This list would be an easy beginner's blog to maintain, even if you had to compose it manually. However, a growing number of Integrated Library System (ILS) vendors have begun to integrate RSS feeds into the catalog; Sirsi was the first out of the chute in early 2005, and many others have since followed. My ILS vendor (Polaris Library Systems), for example, automatically generates feeds for new books, videos, large print, and sound recordings that are updated hourly; I can simply create links on our library home page that point to these different feeds. You may want to see if your vendor has the same capabilities or plans to have them in the near future.

CONCLUSION

Sometimes the pace of technology seems so rapid that our common reaction is to resist change. Embracing change too quickly is certainly a danger that we learn to avoid in our profession. However, librarians have come to realize that the Web has provided us with additional tools to meet our patrons' growing needs. Just by trying to understand a little better how some of these things work (in this case RSS feeds), we can position ourselves to take advantage of yet another opportunity for increased and improved service.

RESOURCES

Blogger.com. Retrieved July 26, 2007, from https://www.blogger.com/start

Bloglines. Retrieved July 26, 2007, from http://www.bloglines.com/

OPML: Outline processor markup language. Retrieved July 26, 2007, from http://www.opml.org/

RSS advisory board. Retrieved July 26, 2007, from http://www.rssboard.org/rss-specification Sharp Reader. Retrieved July 26, 2007, from http://www.sharpreader.net/

Software Garden. Retrieved July 26, 2007, from http://www.softwaregarden.com/

WordPress. Retrieved July 26, 2007, from http://wordpress.org/

ABOUT THE AUTHOR

Bill Helling is the Assistant Director and Systems Librarian for the Crawfordsville District Public Library. He earned his BA in Art from Avila College (Kansas City) and his PhD in French from the University of Kansas. He is also an adjunct instructor for the School of Library and Information Science of Indiana University, from where he received his Master's of Information Science.

WHAT'S THE BIG DEAL ABOUT WEB 2.0?

by Lynn Hoffman

Disclaimer: This article will have been accurate and up-to-date for about five minutes after I have finished writing it, which means that by now, fifteen more new technologies will have emerged to learn about. This is not a problem. If you are already on the Web 2.0 train, you can take this time to find those new technologies and play with them, or get all your Flickr photos tagged and mapped, or post to your blog about this article you skimmed in *Indiana Libraries* that was ridiculously rudimentary. If Web 2.0 is not your milieu, then don't worry about those fifteen new technologies: the nature of this technology is that no person can be caught up on it. More important right now is getting you a little more familiar with what this Web 2.0 stuff is all about, and why you should know about it.

In his 2007 book, *Everything is Miscellaneous: The Power of the New Digital Disorder*, David Weinberger describes three orders of organization of information. The first order involves the arrangement of actual things. When you get home from the grocery store, for example, you arrange your purchases in whatever way makes sense in your kitchen – sugar with your other dry goods or baking ingredients, cheese in the refrigerator, thyme in the spice rack, perhaps in alphabetical order with the other herbs and spices, or perhaps by how frequently you use thyme. In any case, these are physical objects that can only be in one place at a time, so once you have picked your arrangement, you are stuck with it until you decide to rearrange your kitchen cabinets. We usually pick one arrangement for shelving material in our collections. If you know what that arrangement is and know exactly what you are looking for, you can go right to the shelf and find it.

If you do not know what that arrangement is, you need the help of the second order of organization: metadata. For instance, a catalog entry contains metadata – author, title, subjects – that help you figure out where to find what you are looking for in the physical arrangement on the shelf. You can use many pieces of metadata to get to that information in different ways, but those pieces are fixed at the outset. In the physical card catalog, we could only search using one search field: author, title or subject. While the OPAC has expanded the number of search fields available to us, giving us things like publisher, description, and ISBN, and allowing us to search more than one field at the same time, it is still limited since there is nowhere in a MARC record to put the color of the cover, or a note about how many readers liked a particular book, or other such information.

This brings us to the third order of organizing information – miscellany. To librarians who are used to imposing order on information, the idea that it is easier to access information when it has no big organizational scheme seems entirely contradictory at first, but makes more sense when you think about it in terms of the nature of the information itself and who is doing the organizing. The third order in general, and Web 2.0 technology in particular, deals with digital information. Digital information does not have to live in just one place at a time, and it carries its own metadata right along with its content.

A big box full of miscellaneous vacation photos is not terribly useful when you are looking for something specific. A big pile of miscellaneous digital photos, on the other hand, can be very useful. Each digital photo has certain metadata embedded in it, like the time and date on which the photo was taken and what camera was used. The right application (Flickr, for example) allows you to add your own metadata, whatever you think will be meaningful to you when searching. You may tag it with words that describe the subject of the photo, the predominant color, how it makes you feel when you look at it – whatever you want. You may also use a map to indicate where you took the photo and associate coordinates with it. Then, when you are looking for that picture you took of a blue house on your European vacation but can't remember what country it was in or when you took it, you have a way not only to find the photo, but to get back that other data. The third order lets each user decide how to organize information in whatever way it makes sense. And because the information can be accessed in many ways at the same time, the third order also allows each

user to make whatever sense they like of the big miscellaneous pile.

The purpose of all this miscellany talk is to demonstrate that even if you do not blog or have not ever seen a YouTube video, understanding Web 2.0 is still important. The fact that many different people are organizing information in all sorts of unusual ways is unnerving for a long-time library professional to contemplate, and I am by no means suggesting that we should abandon what we do, and have done, so well. But our customers are using these tools. They are using them more and more, and they have discovered the pleasures of interacting with other users, creating their own content, and customizing their organization and search experiences to suit whatever needs they have at that moment. Web 2.0 is booming because it works. Our customers may not understand why it works or why they like it so much, but they can tell there is a difference between it and our catalogs, and they can – and will – tell us which they prefer. It is important for us to understand that preference, not dismiss it.

Stepping down from my soapbox, let's talk about the categories of Web 2.0 tools you should be most familiar with and look at some of the ways libraries are getting on the bandwagon.

BLOGS

Technically, there is nothing really special about blogs. They are just websites. They happen to use software that makes it ridiculously easy for people with no Web development or HTML experience to publish information on the Web, and they also happen to arrange new information in reverse chronological order, so that the newest is always at the top of the page, but they are still just websites. In fact, you may have read one without even knowing it: they come up in basic Web searches, so you may have found one while sifting through results.

Some people update their blogs very, very frequently (i.e. several times a day), and others add new material on a more sporadic basis, depending on when there is something new to add. Update frequency often depends on how they use their blogs. Some people use blogs as Web logs (Weblogs, blogs: get it?) – they see or read something cool on the Web, and they take note, either so that they can remember it and come back to it later on, or so that they can share it with other people who might be reading their blogs. Some people use them as journals, talking about their lives in general (what I had for breakfast, cute pet photos) or about some more specific aspect of their lives. For example, I have a blog that is nominally random but in practice is predominantly about knitting.

You can easily create your own blog. Two popular free sites are Blogger (http://www.blogger.com) and Wordpress (http://www.wordpress.com). After signing up for an account, you will get to a page that looks like a basic word processing window. Write whatever you want to say, hit "Post" (or "Publish," or whatever it says in your blogging tool), and you are a published blogger.

If you like to read more than a few blogs, you might want the help of a feed reader or aggregator. Most blogs automatically generate an RSS feed which alerts other tools whenever something new is posted. The RSS feed itself is in XML, a computer language that isn't very user-friendly, but if you have a feed reader to interpret, it becomes quite useful. Free Web-based feed readers, like Bloglines (http://www.bloglines.com) and Google Reader (http://www.google.com/help/reader/tour.html) will keep track of multiple RSS feeds at the same time, making them an easy one-stop destination for reading a number of favorite blogs (instead of going to each one individually to find out whether there is anything new). Other non-blog sites that have frequently-updated content – like news outlets and some research databases – also generate RSS feeds.

Libraries are blogging, and folks are blogging about libraries. There are hundreds of examples of library blogs at the Blogging Libraries Wiki (http://www.blogwithoutalibrary.net/links/index.php) and you may easily add others to the list. You might also consider adding blogs about libraries to your feed reader: Michael Stephens' *Tame the Web* (http://tametheWeb.com/) and Jenny Levine's *The Shifted Librarian* (http://theshiftedlibrarian.com/) are good starting places; from their posts they link to dozens of other hot spots in the biblioblogosphere.

PHOTOS

Photo sharing tools give you something to do with your digital photos other than storing them on your computer and never looking at them again. There are several popular sites, including Photobucket (http://www.photobucket.com) and Kodak EasyShare Gallery (http://www.kodakgallery.com), but my personal favorite is Flickr (http://www.flickr.com). Upload your digital photos and add all kinds of data to each one, including tags to help describe and search for your photos and geographic coordinates (thanks to Yahoo's mapping function). You can share your photos, add friends (other Flickr users), comment on other people's photos, and make cool things out of your own photos.

VIDEO

In the same vein, YouTube (http://www.youtube.com) is similar to Flickr but for video. YouTube has become sort of ubiquitous: even mainstream presidential candidates are using it to make

announcements and screen campaign commercials. If you have not poked around on YouTube yet, you might start by searching for the key word, "library," to see what some of your colleagues have done.

MAPS

You have probably used online mapping tools, like Mapquest (http://www.mapquest.com), Google Maps (http://maps.google.com), and Windows Live Local (http://local.live.com). They are incredibly helpful. However, these three providers are constantly adding new features that bring them into the Web 2.0 realm. For instance, Google Maps will allow you to create a customized map, complete with your own notes and places of interest, and save or share it with other people. You can also use tools like Community Walk (http://www.communitywalk.com) and Wayfaring (http://www.wayfaring.com) to search other users' maps and find everything from local sites of interest to someone else's suggested jogging route at a vacation destination.

DIGITAL PRESENCES

More sites keep cropping up that allow you to have a veritable home on the Web. MySpace (http://www.myspace.com) and Facebook (http://www.facebook.com) are both friend networks and, through a variety of plugins and widgets, allow you to share all sorts of aspects of life with your friends. Facebook has gone through some recent changes – its membership had been limited to college and university students, but it has opened up to the world at large, and is growing very robustly. On Facebook, I can share photos, video and sound files, keep my friends posted on what I'm doing on a moment-to-moment basis, carry on private conversations or make public statements, tell people where I'm going and where I've been, let them know what books I'm reading, connect with other people who went to my library school or who have worked at my library, and much more. Some users make MySpace or Facebook their Internet starting point and have it running whenever they are online.

Another form of digital presence is what is sometimes referred to as a microblog. Twitter (http://www.twitter.com) allows you to make very short (140 characters or fewer) frequent posts via their website, instant messaging and text message, and allows other people to follow what you are doing by receiving those updates. And then there are life casting sites, like Dandelife (http://www.dandelife.com), that create a window into your life by pulling information from many of the tools already discussed – Flickr, blogs, RSS feeds, YouTube, etc.

Digital communities increasingly focus on a particular interest or type of user. For us library fans, LibraryThing (http://www.librarything.com) allows you to create a catalog of your personal library, using both defined metadata like ISBN, Library of Congress subject headings, and Dewey call numbers, and personal information like tags, reviews, ratings, and recommendations. From there, you can look at the libraries of other people who have similar holdings and communicate with other readers. LibraryThing provides a catalog platform for small libraries and is working on a way to combine their user data with existing catalogs for libraries to provide a more Amazon-like experience for users.

LEARNING 2.0

Would you like to learn more about Web 2.0 and how it applies to what we do in libraries? Check out Learning 2.0 (http://plcmclearning.blogspot.com), a term coined by Helene Blowers from the Public Library of Charlotte and Mecklenberg County to describe a self-guided Web 2.0 discovery program for her library's staff. Since its inception in August 2006, libraries worldwide have adopted the Learning 2.0 model for helping library staff members get up to speed with emerging technology and for fostering an environment in which exploration and experimentation are the norm. There are a variety of programs for all types of libraries and most have been made available for sharing by their creators, including one at my own library (http://www.acpl.info/acplilb2/). If you do not have the resources to create a training program yourself, there is probably one already out there that fits your needs.

When it comes down to it, the revolutionary thing about Web 2.0 isn't the technology; it's the way people use it. It introduces collaboration and communication to activities that were formerly solitary ones. It allows individuals to make whatever sense they want of the digital information that surrounds them. We might not use these tools in our jobs every day, or even at all, but it is important for us to know about them, even if it is just so that we know what people are talking about when they ask us how to get a MySpace page or why we put pictures of library activities on Flickr or what our username is on MSN.

Be aware, too, that exploring Web 2.0 tools can be fun, and that's okay. You may experience a certain amount of guilt because you are "playing on the Internet" instead of doing serious work, but try to remember that "fun" and "useful" are not mutually exclusive: the experience gained while having fun will serve you well as the miscellaneous spreads further into our libraries and into our patrons' lives.

REFERENCES

Weinberger, D. (2007). *Everything is miscellaneous: The power of the new digital disorder*. New York: Times Books.

ABOUT THE AUTHOR

Lynn Hoffman has worked at the Allen County Public Library for over ten years and is currently Information Services Coordinator. She also chairs ACPL's Digital Collaborative, a committee made up of frontline and information technology staff who explore emerging technology and the ways it can enhance patron service. Find her on the Web at http://giveitawhirl.wordpress.com.

The author's Avatar "photo."

THE BIG READ

by Chris Schellenberg

Gatsby: Daisy, I made all this money for you, because I love you.

Daisy: I cannot reciprocate, because I represent the American Dream.

Gatsby: Now I must die, because I also represent the American Dream.

Nick: I hate New Yorkers.

(Book-A Minute Classics, Condensed by Annie Berke)

Have you dreamed of what your library programming could achieve if you had money? Have you sat in meetings where creativity soars like eagles only to have the "budget" shoot your eaglets out of the sky? *The Big Read* National Endowment of the Arts grant gives communities the chance to soar!

ONE GRANT BECAME THREE

In 2007 the Vigo County Public Library (VCPL), located in Terre Haute and serving 102,000 Vigo County residents, received a National Endowment for the Arts (NEA) Big Read grant to promote the reading and discussion of *The Great Gatsby*. This initiative is based on the results of *Reading at Risk: A Survey of Literary Reading in America*. This survey provides details about the decline of adult reading – "literary reading in America is not only declining among all groups, but the rate of decline has accelerated, especially among the young" (*Reading at Risk*, July 2004). The results of the survey also show a correlation between reading and participation in civic and cultural life. *The Big Read* is meant to reverse this trend.

Receiving the Big Read grant gave us the opportunity to apply for and receive a Community Foundation matching grant and this in turn led to a Kellogg Foundation matching grant. Both of these grants came to Vigo County Public Library effortlessly once the NEA grant was received. In fact, the information that the local Community Foundation would match the NEA grant came from their offices. Since the NEA grant was for $10,000, the matching grants gave us a total budget of $30,000. For those of you who have never had the experience of spending $30,000 (I certainly hadn't until this year), I will share with you that it is not hard to do! Take my word for it, you will enjoy it.

INTRODUCING... "THE BIG READ"

The NEA maintains a comprehensive website at www.neabigread.org. Book choices are limited but titles increase for each grant cycle. I found the grant, which is submitted both online and U.S. mail, to be about medium in terms of difficulty. However, their grant evaluation is truly challenging. There is a regional orientation that I was not able to attend that may have warned participants about the extent of requested evaluation information. A suggestion – count EVERYTHING and consider anything you can count as probably being of use so count that too! This is much broader than keeping track of audience numbers. It includes media impressions and book store sales figures. Just keep counting and counting...

THE SCOPE

Libraries are expected to reach all adults in the area and even address the issue of non-readers. This requires much creative thinking. Begin with the book choice – for us *The Great Gatsby*. Size does matter!

Mayor Burke and Gatsby car loaned by Kleptz Car Museum. *Photo is courtesy of Program Planning Committee "Archivist" Gary Daily.*

The book needs to appear as if it can be read in a reasonable amount of time. Your book selection criteria should include issues for discussion, accessibility, and dare I say "fun." With fewer than 200 pages, *The Great Gatsby* combines American history, murder, love, romance, the American Dream, women's issues, and more. There was something for everyone. The 1920's decade with its bootlegging, the Charleston, bobbed hair, etc. is a period many adults enjoy visiting and this provided the "fun" aspect. The NEA grant also supplied teachers' guides, readers' guides, posters, banners, book marks, and CDs. These items were invaluable in promoting participation.

MULTI-CULTURAL

> ... I also read the book. I thought you were so generous giving us this free book. There were many words which I didn't understand, so I had to pick up my dictionary to know the meaning of those words. I could understand more about each character's background and personality by reading the book rather than watching the movie. Now, I am reading it again. Since you explained so well about the contents, I can understand the story much more than the first time. Thank you.
> (from one of VCPL's library patrons)

VCPL reached diverse audiences in several ways. The only one-to-one English as a Second Language program in Vigo County is coordinated through the Library. This made it easier to engage adults learning to speak English. The Tuesday Morning Women's ESL Conversation Club spent three weeks discussing the book and comparing it to the movie. Discussions of American Culture in the 1920s preceded reading the book and viewing the movie. The American Dream was a topic that was very personal to many in this international audience.

ESL Tuesday Morning Conversation Club. *Photo is courtesy of LeRaye Cameron.*

I can't stress too strongly the advantage of having the money to give individuals their own book. The quote from one of the ESL participants highlights this. The gift books added excitement and allowed participants plenty of time to read and reread, use the dictionary, and study and discuss without worrying about a due date.

MULTI-GENERATIONAL

> AND ya know, I am loving that book—I never took the time to enjoy it and it has so much in it for the youth! Thanks, all the material will be useful, I appreciate it!!

The above quote is (from a local high school teacher). The NEA grant objectives included a strong outreach to youth at both the high school and college level. Although the Library works routinely with Indiana State University to include college students, a strong effort had not been made to encourage high school involvement. The additional funding allowed Vigo County Public Library to provide books to be given away as well as checked out. The ability to place large numbers of books throughout the community and into school systems made a huge difference. Not only did all the local high schools participate, but the Washington Alternative High School and the Holy Cross court-ordered high school also discussed the novel. This outreach to non-traditional high school students provided another example of attracting new audiences.

THE EVENTS

> *A great experience – reawakening part of our American heritage.*
> (Evaluation comment on kick-off)

The NEA Big Read grant requires a variety of programs including a kick-off, major keynote, special events, and book discussions. In planning the 6-week event, we began with the kick-off. I am lucky to work with a program planning committee where brainstorming and debating bring out the best ideas. Being chair did not guarantee me my own way...and often, I can see in retrospect, the group made a better decision than the one I had proposed. The scope of this grant also encourages getting help whenever possible. The program planning committee proved extremely valuable, and I would encourage everyone to take advantage of the collective creativity, experience, and passion such a group provides. After some discussion, the kick-off event became *The Big Party for the Big Read*. We chose the Elks Country Club on the banks of the Wabash after exploring costs for various rentals. This older building helped promote a 1920's ambiance and was also the best in terms of price. After we had the name and place, it was time to look at entertainment. The committee decided to use local talent and

this proved very successful. Crossroads Brass, a musical ensemble, greeted guests with 1920's music and encouraged them to use the available dance floor. A caricaturist, dance lessons, and singing all helped to further provide a 1920's feeling. Even the appetizers were taken from the 1920s – and, to make sure guests knew the meatballs were linked to the period and not just ordinary meatballs, we included information about the food in the evening's program.

> I loved having the age focused on; to put *The Great Gatsby* in perspective.
> (Evaluation comment on kick-off)

Although we wanted the evening to be a "good time," we also wanted to keep the emphasis on *The Great Gatsby*. In literary humorist Elliot Engel, we found the perfect compromise. Engle discussed F. Scott Fitzgerald's life in a way that engaged and kept the audience's attention. As one patron put it, "Dr. Engel's presentation on the author was fascinating." Immersing patrons in the music, food, and culture of the 1920s, while giving them a good time, helped build a buzz around Gatsby that worked favorably in getting the word out to the community.

THE MAJOR KEYNOTE

> Not to just look at the literature when talking about the book. The cultural analysis of the U. S., times, area (East/Midwest) is very engaging.
> (Evaluation comment on major keynote)

The NEA Big Read grant requires that the major keynote centers on the book and suggests a lecture by a key biographer, panel discussion, or author reading. We chose to have a facilitated panel discussion with Mayor Kevin Burke and VCPL Director Nancy Dowell. The title of this event was *Gatsby: Then and Now*. Both presenters were given information, books, and questions ahead of time. The real focus of this discussion was on the societal values raised in Gatsby and whether they are still relevant in 2007. What is the American Dream? Has it changed? Is there still a contrast between East Coast and Midwest values? Having the mayor or other political figures actively involved was important since this fulfilled another grant requirement.

THE TIMELINE

> I'd like to come to another one.
> (Evaluation comment from major key note)

The Big Read requires programming to be completed in approximately one month. Due to local partnerships with prearranged program dates, our event lasted from February 21 to April 12, with the last public program on March 29. This time frame was very different from past years. Vigo County Public Library began holding community reading events six years ago using an *If All Vigo County Read the Same Book* theme. The book selected was announced in January and programming lasted until the author visit in the fall of that year. Programs were purposely placed months apart in the hopes that more people would attend. The fact that we planned three major programs within less than 24 hours this March was definitely a departure from previous initiatives. All three exceeded our expectations and attendees enjoyed being immersed in

Library Director Nancy Dowell dressed for the '20s. *Photo is courtesy of Program Planning Committee "Archivist" Gary Daily.*

Billboard promoting Big Read. *Photo is courtesy of Program Planning Committee "Archivist" Gary Daily.*

the book and the era. The one month instead of nine month format proved to be successful and was, perhaps, the biggest lesson I will take away from the experience.

THE BUZZ

Word-of-mouth and Library information proved to be the largest factors in event attendance. Although percentages varied between 83% and 52% for combined word-of-mouth/Library information totals for various programs, it is clear that the most successful promotion of this initiative was in our own hands and that of an excited community. The concentration of events in a relatively short time made it easier for the community to remember and spread the word. If you attend a noon program, it isn't hard to remember that there is another one that evening or the following morning! Although Vigo County Public Library has coordinated a community read for five years, this sixth year was the most successful and a real "buzz" was created.

It is hard to evaluate just what created the difference. Maybe it is as simple as money. Money for a kick-off party that started people talking; money for additional publicity to keep them interested; and finally money for books to place all over the community – books that served to invite discussion between family, friends, and community.

THE PARTNERSHIPS

You'll never know how thankful I am!

The above comes (from a teacher) in an outlying county. Vigo County Public Library used the NEA grant in a regional effort to promote reading and discussing literature. One of our early grant partners was Clinton Public Library. The grant asks for library partners and such partnerships lead to a broader campaign and a better use of NEA funds. The NEA *Big Read* encourages partnerships, and if you are considering applying for this grant, think about other libraries, museums, schools, and local organizations you might include in your proposal. Local partnerships are highly encouraged.

> Good time – I wish we could do this every year. Great promotion of literacy and American culture. (Evaluation comment on kick-off)

This event was one of the most successful programming initiatives it has been my pleasure to chair. The community enjoyed it and so did we. I would encourage anyone interested in pursuing this grant to give it a try. The additional funding turns a good effort into a great effort and adds a real sense of excitement. Hopefully this kind of response works in its small way to combat the concept that reading and literacy and culture can't also be a "good time."

REFERENCES

Reading at Risk. (July 2004). [Preface]. [Executive Summary].

ABOUT THE AUTHOR

Chris Schellenberg is Community Services and Marketing Coordinator for the Vigo County Public Library in Terre Haute, IN. Chris received her MLS at Indiana University. She can be reached at cschellen@vigo.lib.in.us.

THE BRICKS AND MORTAR OF INFORMATION: PRESERVING INDIANA'S HISTORIC PUBLIC LIBRARIES

by Ryan T. Schwier

Over the last century historic preservation has had a lasting impact on protecting our institutions of information. Indiana's public libraries have successfully nurtured our state's cultural heritage and preserved our scholarly resources while promoting access to information.

As library service expands to meet modern demands, historic libraries have greater hurdles to overcome when trying to adapt. The focus of this article is the *process* of adaptation. An historic overview of public libraries and preservation efforts is a foundation for understanding the development of Indiana historic public library preservation. A section on pursuing library preservation and an annotated bibliography of resources is provided for further reference.

I. DEFINITIONS

Definitions of public libraries and historic libraries are based on state and federal statutes and regulations and published federal notices. Public libraries are municipal corporations (Indiana Code Ann. §36-12-1-5, 2006) that select, maintain, organize, interpret, and disseminate recorded knowledge for the public's recreational, informational, educational, research, or cultural needs (590 Indiana Admin. Code 1-2.5-2, 2006). Historic libraries are structures older than fifty years (National Register Criteria [NRC], 2006) and are significant to American history, architecture, or culture at the local, state, or national level (Federal Register Notice, 1983). The terms "public libraries," "historic libraries," or "libraries" generally, will be used in this article to define historic public libraries. Specific examples are noted.

Preservation of public libraries as structures should be distinguished from digital preservation of historic documents housed within the library. Historic preservation is defined as the "act or process of applying measures necessary to sustain the existing form, integrity, and materials of an historic property" (Secretary of the Interior's Standards, 1995). Its effect is designed to revitalize living communities and sustain a collective memory of our past. The process is a collaborative effort of architects, librarians, historians, state and federal government agencies, and the general public.

II. A BRIEF HISTORY OF PUBLIC LIBRARIES IN INDIANA

The concept of a public library system goes back to pioneer days and the establishment of statehood in the early 1800s. Quasi-public libraries began as subscription or membership libraries that were limited to serving a small number of select patrons. The Vincennes Library Company, a prominent example of several local variations, was chartered by territorial legislation in 1806 and run by the local business and professional classes (Constatine, 1970). As demand grew for subscription libraries, membership expanded to include members of the working class. Library collections were eventually made available to the general public through a rental system, where borrowing was extended to nonmembers requiring a payment of nominal fees (Constatine).

HISTORIC LEGAL OVERVIEW

Indiana's constitution laid the foundation for library laws through direct provision or legislative interpretation. The original 1816 Constitution contained a clause for a county library system, designating short-term proceeds for such and calling for the "establishment of rules and regulations to secure its permanence and extend its benefits" (Indiana Constitution of 1816). The adoption of Indiana's current constitution in 1851 made certain revisions to education laws, laying the groundwork for a free and public common school system at the township level (Indiana Constitution 1851). Any provisions relating to public libraries were left out entirely, permitting subsequent legislation to determine their role.

Acts in 1816 and 1818 incorporated the existing subscription and county libraries (1816 Indiana Acts 156 as cited in Constatine and 1818 Indiana Acts 105 as cited in Constatine), however, by mid-century many had failed. Lack of continued financial support was manifest through earlier legislative failures to sanction long-term funds (Constatine). In compliance with

education provisions established under the 1851 constitution, the 1852 School Law provided townships the right to vote on taxes supporting the maintenance of schools, including their affiliated libraries (School Law of 1852). The importance of a publicly funded library is evident at this early stage of legal development. The Supreme Court of Indiana, however, found the statute unconstitutional for not applying uniform taxation of public funds throughout the state (Greencastle Township v. Black, 1854). The case was widely cited and ultimately overruled on other grounds. It remains a key example of the complexity of taxation issues affiliated with public libraries.

Legislation during the early 20th century implemented additional tax measures for continued support (Towns and Cities Libraries Act, 1901 & County Library Law, 1917). The 1947 Public Library Act is the foundation to Indiana's modern public library law. Designed to unify laws governing all public libraries of the state (Library Law of 1947, 1273), the act declared all library districts as public corporations. Library District Boards, upon petition of county residents, were granted powers to levy taxes (Library Law of 1947). The act also established the current system of public library classification to maximize local autonomy ((Library Law of 1947).

EARLY BENEFACTORS

Indiana has been a prized beneficiary of library philanthropic efforts. The contributions of two benefactors are noted. William Maclure, a scholar of Scottish origins, helped plan a community of progressive education methods and social living in New Harmony, Indiana, in 1827 (McBride, 1967). The original community failed; however, Maclure's library legacy survived. In his will he left funds to support the construction of 146 public libraries throughout Indiana (McBride) for the use of primarily working class patrons (McPherson, 2003). Many of the Maclure libraries were eventually absorbed into the municipal library system (Banta, 1958), but only one would survive. The Workingmen's Institute of New Harmony, Indiana, established in 1838, has been restored and continues to serve as a public library (New Harmony, 2007).

Often referred to as the "Patron Saint of Libraries," Andrew Carnegie laid the foundation to the enduring, modern day public library. Indiana received more Carnegie grants for public libraries than any other state in the Union (McPherson, 2003). Two important aspects distinguished the Carnegie Library from all other public libraries: the concept of public service without the traditional, established social hierarchy and the reform in professional standards of library architecture and design (Van Slyck, 1991). The latter concept has had a lasting impact on historic preservation efforts among local communities and will be discussed in detail below.

III. A BRIEF HISTORY OF HISTORIC PRESERVATION

Early preservation movements of the 19th century emerged as the country witnessed the neglect and loss of landmarks associated with the country's founding. Properties that were identified with historic persons or events were seen as tangible links to recent history. Preservation began as a method of public education under the context of historic association (Scarpino, 2006).

By the mid-20th century, following the Second World War, the preservation movement began to shift due to social and technological forces. Urban centers were being abandoned for the suburbs. The federal government responded with well intended but environmentally disruptive programs including interstate highway and urban renewal projects (Murtagh, 2006). These programs had a negative impact on historic preservation efforts by increasing wide-scale destruction of historically significant structures (Murtagh, 2006).

Preservation efforts began to focus on the places and communities in which people lived. In particular, such efforts focused on buildings and landscapes that could retain a modern, functional use (Scarpino, 2006). Citizens and local, non-governmental organizations, including historical societies and neighborhood associations, mobilized their endeavors to save their historic neighborhoods. Federal and state government acknowledged these efforts and implemented laws designed for the protection and recognition of historic properties.

FEDERAL HISTORIC PRESERVATION LAW

Historic preservation law is a strategic federal-state partnership that encourages decentralization and stronger management at local levels. Efforts to protect cultural resources in the early 20th century were established in various federal statutes and regulations, agency standards, and executive orders. In 1966, the passage of the National Historic Preservation Act (NHPA) formed the modern legal landscape. Set up under the National Park Service, the act authorizes states to designate programs to submit preservation requests to the federal level (National Historic Preservation Act ([NHPA] 16 U.S.C. § 470 et seq., 2000). State Historic Preservation Officers (SHPOs) are directed to set up a state preservation plan, survey historic properties, and educate the public (NHPA 16 U.S.C. § 470a(b), 2000). The NHPA created the National Register of Historic Places, a national inventory of historic properties maintained for purposes of honorary recognition (NHPA 16 U.S.C. § 470a, 2000). Section 106 of the act

provides protection consideration of properties listed on the Register before any state or federal projects threaten destruction or alteration (Pub. L. 89-665, 1966).

INDIANA HISTORIC PRESERVATION LAW

In 1919, the Indiana Department of Conservation was formed to protect and administer historic memorials, artifacts, and properties (1919 Indiana Acts 375; repealed 1965, as cited by Indiana Department of Natural Resources [IDNR]-DHPA History). Renamed the Department of Natural Resources (DNR) in 1965 (Indiana Code §14-9-1-1 as cited by IDNR-DHPA Hist.), the director was designated as the Indiana SHPO under the responsibilities of the NHPA (IDNR-DHPA Hist.). Following federal trends of urban renewal during the 1950s and 1960s, local preservation groups throughout Indiana responded to the loss of historically significant properties.

The current state historic preservation program, administered through the Division of Historic Preservation and Archeology (Indiana's SHPO), was established in 1981 under the DNR (1981 Indiana Acts 1323). Local regulation of historic preservation is authorized under Indiana Code §36-7-11 (2006), enabling city and community commissions to pass preservation ordinances. Local ordinances hold the most authority over historic property protection and should be consulted before any renovation projects.

IV. PRESERVING INDIANA'S HISTORIC PUBLIC LIBRARIES

OVERVIEW

Over the past century public libraries have had a significant role in historic preservation. The relationship combines unique aspects of architecture, state law, demographics, technology, and modern use. Public libraries have endured years of neglect only to be restored as a testament to the original notion of their permanence in society (Frye, 1993).

Official recognition of historic properties is identified by standards of integrity and significance of historical contribution (NRC). National Register nominations require historic properties to meet at least one of four criteria for significance. These include:

1. Association to significant historical events;
2. Association to significant historical persons;
3. Embodiment of characteristics that represent a type, period, method of construction, the work of a master, or that display high artistic value; and
4. Production or discovery of information important to history or prehistory (National Register Criteria for Evaluation, 2006; also see 48 Fed. Reg. 44,739 for definition of integrity). Because historic libraries tend to meet one or more of the required criteria for evaluation, they are typically the first buildings in local communities to be nominated and listed (Jones, 1997).

ARCHITECTURAL HISTORY

Architectural styles of historic public libraries are unique in their design and layout. Carnegie libraries are highlighted here based on their prominence, high survival rate, and overall recognition.

Early libraries of the 19th century were often designed as institutions of grandiose character (Van Slyck, 1991). Collections were organized with restrictive access to the public. Closed stacks were common, and other layout features did not accommodate general patron use (Van Slyck). Debate was common over design principles between prominent architects glorifying style and aesthetics and professional librarians promoting efficiency and practical access (Van Slyck).

Carnegie libraries were revolutionary in their open access design. Architectural standards were not developed by Carnegie nor were they required for his library grants (Van Slyck, 1991). Instead, importance was placed on economy and efficiency. Open floor plans were encouraged by a pamphlet circulated to all communities receiving grants. The pamphlet, *Notes on the Erection of Library Buildings*, a publication developed by Carnegie's secretary, James Bertram, was based on a combined analysis and critique of architects and librarians (Van Slyck). The specialties of diverse, local architects, uniquely interpreting the *Notes*, helped develop a balance of function and design quality that has had a permanent affect on library construction. The Indianapolis Marion County Public Library-Spades Park Branch, dedicated in 1912, provides a unique example (this Carnegie Library and others can be viewed at the Indiana Historical Society's digital image collections at www.indianahistory.org). It is the only Indiana Carnegie Library with an Italianesque architectural style (McPherson, 2003). Three floors of open design include a second story auditorium, unusual in a Carnegie library.

DESTRUCTION AND NEGLECT

Early public libraries, including Carnegies, were constructed with minimal anticipation of patron growth and subsequent expansion (Frye, 1993). Advances in technology made it difficult for historic libraries to adapt. Early renovation that did occur was limited to maintaining structural integrity and only sporadically supported by community fundraising (Jones, 1997). Continued financial support was not a priority, particularly during the Depression. Later attempts of renova-

tion and expansion during the 1930s and 1940s were poorly executed with little or no regard for aesthetic or historic integrity (Jones). These factors facilitated the eventual destruction of hundreds of public libraries. One example is the Carnegie Library of Kokomo, Indiana. To accommodate a growing population, it was demolished in 1965 to make way for the new public library (McPherson, 2003).

PURSUING HISTORIC LIBRARY PRESERVATION

Preservation can take two approaches depending on available time and resources. The most practical and cost-efficient method is taking advantage of the protection clause under Section 106 of the NHPA. To apply, properties must first be listed with the National Register of Historic Places. In most cases, librarians or local historians can prepare nomination forms for consideration. Listing on the Indiana Register of Historic Sites and Structures is an alternative to its national counterpart and may require less documentation and effort (Indiana Register, 2006). The protection review process is not as comprehensive as Section 106, but a certificate of approval is required from the Indiana Preservation Review Board before alteration or demolition may occur (Indiana Code Ann. §14-21-1-18, 2006). Once the property has been registered, the library may become eligible for various tax incentives and preservation grants.

An Indiana statute specifically designates financial incentives for historic public library preservation. The Indiana historic library building improvement matching grant program and its fund is designed for restoration and repair. Only Carnegie libraries and those listed on the National Register of Historic Places are eligible (Indiana Code Ann. §4-23-7.1-41, 2006). State administrative regulations should also be considered. The Indiana Library and Historical Board developed public library service standards and criteria for state and federal appropriation eligibility (590 Indiana Admin. Code 1, et seq., 2006).

The second method involves the technical details of physical rehabilitation. This process becomes more complex and expensive depending on the size of the project. The expertise of architects, librarians, historians, attorneys, and technicians may be consulted for efficiency, effectiveness, and adherence to applicable standards and regulations. Planning may be initiated by library staff to determine priorities such as need for expansion, function and use, structural integrity, or historical aesthetic quality (Frye, 1993; Scherer, 1990). For historic libraries suffering from years of neglect, efforts may include meeting modern building code standards or ADA requirements. For properties to become eligible for various preservation grants or tax incentives, renovation plans need to comply with related standards for treatment (Historic Preservation Certifications, 2006). These standards ensure historical integrity during the process of rehabilitation. Numerous expansion and renovation projects have occurred in recent years. A new addition and renovation was successfully completed on the Culver-Union Township Public Library in 2002 (McPherson, 2003). The Kirklin Public Library doubled its original size with an expansion project in 2001-2002 (McPherson).

WHY PRESERVE?

The process of historic preservation is designed to revitalize living communities and sustain a collective memory of our past. Everyone can participate. Historic public libraries take on a particularly important role in the preservation of memory. They are identified with people or events from our past and continue to function as modern institutions of learning.

As historic libraries became too small to meet the demands of an increasing population, many began to serve other functions while preserving historic integrity. Adaptive re-use has become popular in recent years for commercial, private, and civic use. Tax incentives that may apply, including those for commercial and private properties, are an appealing alternative to new construction (IDNR Tax Incentives). A fine example is the Carnegie Library in Anderson which, after an extensive renovation, was re-opened in 1998 as a community fine arts center (McPherson, 2003).

Preserving Indiana public libraries sustains a legacy of public education and high standards of access to information. As an early leader of public library development, particularly during the Carnegie era, Indiana has a reputation to live up to. In Indiana, 29 public libraries are currently listed on the National Register of Historic Places (National Register Research, 2007) and three are listed on the Indiana Historic Sites and Structures Inventory (Indiana Register, 2006). A recent inventory in 2003 lists 106 of the original 164 Carnegie libraries as current public libraries with 40 serving other functions and 18 having been lost to neglect and destruction (McPherson, 2003). The success of Indiana's future library preservation efforts relies on the leadership of modern enthusiasts.

V. ANNOTATED BIBLIOGRAPHY FOR PURSUING HISTORIC PRESERVATION EFFORTS

PRESERVATION GUIDES

National Park Service-Section on Preservation-http://www.cr.nps.gov/preservation.htm
Provides information on grants and tax credits, federal laws and regulations, and related standards and guidelines.

Indiana Division of Historic Preservation and Archaeology (SHPO)-http://www.in.gov/dnr/historic/

Provides information on grants and aid, state laws and regulations, education programs and initiatives, and other related tools. The DHPA archives copies of all state and national historic register nominations at their office located at the Indiana Government Center.

National Register of Historic Places Publications-http://www.cr.nps.gov/nr/publications/index.htm
The National Park Service provides information on how to list a property on the National Register. The Bulletins and Brochures section includes information on how to complete property nominations and research historic properties. Guidelines for evaluating property types and examples of nomination forms are also included.

National Trust for Historic Preservation-http://www.nationaltrust.org/
Provides information on funding, education, advocacy, and other resources for protecting communities.

DEFINITIONS AND TERMINOLOGY

Secretary of the Interior's Standards and Guidelines-http://www.cr.nps.gov/local-law/arch_stnds_10.htm

Glossary of National Register Terms-http://www.cr.nps.gov/nr/publications/bulletins/nrb16a/nrb16a_appendix_IV.htm

INDIANA STATE AND LOCAL AGENCIES

Statewide Directory of Preservation Commissions, Historical Societies, Main Street Programs, and related organizations-http://www.in.gov/dnr/historic/directory.html

CHECKLISTS

Rehabilitation Checklist, National Park Service
http://www.cr.nps.gov/hps/tps/cheklist.htm
Also see National Register publications.

OTHER

Indiana County Interim Reports
Published by the Indiana Historic Landmarks Foundation, these surveys include brief summaries, photos, maps, and rankings of historically significant properties by county, throughout Indiana. Copies are located at most libraries and research centers throughout the state.

REFERENCES

590 Indiana Admin. Code 1, et seq. (2006).

590 Indiana Admin. Code 1-2.5-2 (2006).

1981 Indiana Acts 1323 *current version at* Indiana Code §14-21 et seq., 2006.

Banta, R.E. (1958, March 16). Indiana's first libraries. *The Indianapolis Star Magazine*, p. 52, 54.

Constantine, R. J. (1970). *The role of libraries in the cultural history of Indiana* (Indiana Library Studies Report No. 2). Bloomington, IN: Indiana Library Studies.

County Library Law, Indiana Code §20-13-9-1 (1917) *repealed* 1983.

Federal Register Notice-National Park Service, Archaeology and Historic Preservation; Secretary of the Interior's Standards and Guidelines, 48 Fed. Reg. 44,739 (Sept. 29, 1983).

Frye, L. (1993). *Carnegie libraries: restoration and expansion*. Springfield, IL: Illinois Historic Preservation Agency.

Greencastle Township in Putnam County and Kercheval, County Treasurer v. Black, 5 Porter 564 (Sup. Ct. of Indiana 1854).

Historic Preservation Certifications Pursuant to Sec. 48(g) and Sec. 170(h) of the Internal Revenue Code of 1986, 36 CFR 67, et. seq. (2006), GPO access 36CFR67.

Indiana Code Ann. §4-23-7.1-41 (2006).

Indiana Code Ann. §14-21-1-18 (2006).

Indiana Code Ann. § 36-7-11 (2006).

Indiana Code Ann. §36-12-1-5 (2006).

Indiana Constitution of 1816, Art. IX, § 5.

Indiana Constitution of 1851, Art. VIII, §1-2.

Indiana Department of Natural Resources. (n.d.). *DHPA history*. Retrieved April 22, 2007, from http://www.in.gov/dnr/historic/history.html

Indiana Department of Natural Resources. (n.d.). *Historic property tax incentives*. Retrieved April 22, 2007, from http://www.in.gov/dnr/historic/incentives.html

Indiana Register of Historic Sites and Structures, IDNR-DHPA (2006). *Indiana properties listed only on the State Register*. Retrieved March 15, 2007, from http://www.in.gov/dnr/historic/bin/srlistnew.pdf

Jones, Theodore. (1997). *Carnegie libraries across America: A public legacy*. Washington, D.C.: Preservation Press.

Library Law of 1947, 1947 Indiana Acts 1273.

Library Law of 1947, 1947 Indiana Acts 1274 current version at Indiana Code §36-12-1-9 (2006).

McBride, F. H. (1967). *Maclure libraries in Indiana and Illinois*. Unpublished Thesis, Indiana University.

McPherson, A. (2003). *Temples of knowledge: Andrew Carnegie's gift to Indiana*. Kewanna, IN: Hoosier's Nest Press.

Murtagh, W. J. (2006). *Keeping time: the history and theory of preservation in America*. Hoboken, NJ: John Wiley.

National Historic Preservation Act, 16 U.S.C. § 470 et seq. (2000).

National Historic Preservation Act, 16 U.S.C. § 470a (2000).

National Historic Preservation Act, 16 U.S.C. § 470a(b) (2000).

National Register Criteria for Evaluation, 36 C.F.R. §60.4 (2006), GPO access 36CFR60.4.

National Register Research (2007). *National Register Information System Database*. Retrieved February 12, 2007, from http://www.nr.nps.gov/

New Harmony Workingmen's Institute. (2007). *WMI History*. Retrieved May 1, 2007, from http://www.newharmonywmi.lib.in.us/history.htm

Pub. L. 89-665, §106, 80 stat 917 (1966) *current version at* 16 U.S.C. § 470f, 2000.

Scarpino, P. (2006, Fall). Historic Preservation. Outline presented in a classroom lecture at IUPUI, Indianapolis, IN.

Scherer, J. A. (1990). Function vs. beauty. *American Libraries, 21*(4), 312-316. Retrieved February 4, 2007, from EBSCO host database.

School Law of 1852, Indiana Rev. Stat. Vol. 1, §130, c.98 (1852).

Secretary of the Interior's Standards for the Treatment of Historic Properties, 36 C.F.R. §68.2(a) (1995).

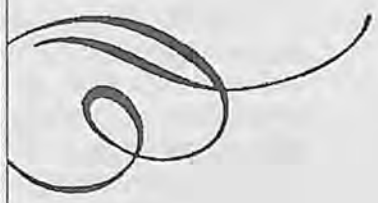
Towns and Cities Libraries Act, Indiana Code §20-13-2-1 (1901) *repealed* 1983.

Van Slyck, A. A. (December 1991). The utmost amount of effective [sic] accommodation: Andrew Carnegie and the reform of the American library. *Journal of the Society of Architectural Historians, 50(4)*, 359-383. Retrieved January 25, 2007, from JSTOR database.

ABOUT THE AUTHOR

Ryan Schwier (rschwier@iupui.edu) serves in the circulation and ILL department of the Ruth Lilly Law Library at the IU-Indianapolis School of Law. He is an M.L.S graduate (2004) and is currently pursuing his M.A. in Public History at IUPUI. Ryan wishes to extend his love and thanks to his wife, Sandra. He also wishes to thank Dragomir Cosanici, Assistant Director for Public Services, Schaber Law Library, Univ. of the Pacific-McGeorge School of Law, for his invaluable support and encouragement.

INDIANA LIBRARIES EMBRACE EARLY LITERACY



by Pamela Martin-Diaz

INTRODUCTION

What value is there in the work of children's librarians? Does what we do make a difference, or is it merely "nice"? Like many children's librarians I have long been convinced of the importance of reading books with children of all ages. My conviction was based on instinct, on the sense that poetry, rhyme, and the many other elements of storytime were not just fun for children but an important part of their development. Imagine then my delight in learning about research that confirmed my previously unfounded belief in the value of what children's librarians have traditionally been doing.

THE EARLY DAYS

Staff members from Allen County Public Library were fortunate to attend the Public Library Association's Spring Symposium in Chicago in 2000, which introduced many of us to words that were soon to become part of our every day vocabulary – *emergent literacy* (yes, we called it that before switching to "early literacy," to get away from the idea that literacy is a natural occurrence, when in fact it needs to be taught), *phonological awareness*, and *dialogic reading*, to name a few. These terms gave a name and, because of the research behind them, educational validity to many of the activities that children's librarians have been doing in storytime. Not only were we introduced to new concepts, we also became familiar with the National Reading Panel, the literacy investigations of the National Institutes of Child Health and Development (NICHD), and the work of literacy mavens like Dr. Grover C. Whitehurst and Dr. Christopher Lonigan and their colleagues. Indeed an entire new body of knowledge became familiar to us. Most important of all, we saw the early stages of the program that would later be named Every Child Ready to Read@ your library. (For lists of resources and more information about this program, go to www.ala.org/everychild.)

THE RESEARCH FOUNDATION

Every Child Ready to Read @ your library is firmly rooted in research delineating the six skills that young children need to become readers. The six skills are *print motivation* which is interest in and enjoyment of books; *vocabulary*, or knowing the names of things; *narrative skills*, which is the ability to understand, tell and retell stories and events; *phonological awareness*, knowing that words are made up of sound and those sounds can be maniputlated; *print awareness*, which is knowing that print follows rules (in English we read from left to right) and that the print on the page is what is being read; and *letter knowledge*, knowing that letters have names, are different from one another, and that each letter goes with a specific sound. The time that library workers spend with children during storytimes is not of sufficient duration or intensity necessary to make a significant impact on young children's early literacy skills. However, their parents and careproviders do have the time and opportunity to have a positive impact on their early literacy development. Not only do these adults have the requisite time, they can be taught how to intereact with young children and books in a way that will have a significant impact.

In association with the Public Library Association, Dr. Grover Whitehurst and Dr. Christopher Lonigan developed a program for librarians to use with the adults who are most likely to help their children become readers. The library-specific programs are geared to the adults in the lives of three age groups – newborns, toddlers, and preschoolers. All the parent/caregiver workshops talk about the six early literacy skills as they relate to the designated age group. The program for newborns is called Early Talkers (newborns to two), and focuses on the relationship between the adult and the baby and books. It is designed to encourage language-rich intereactions between the grown-up and the baby. The Talkers' program (two to three) is designed for children who have at least fifty words in their vocabualry. Adults are instructed how to practice dialogic reading, a specific way of sharing books that encourages active participation by the child, resulting in significant growth of children's vocabulary and narrative skills. The program for careproviders of preschoolers is called Pre-talkers (ages four to five), and has two components, one of which is designed to

strengthen phonological awareness by showing adults how to break words into their parts, while the other focuses on letter knowledge.

Once the program was developed, it was piloted in thirteen libraries across the country, including Allen County Public Library in Fort Wayne, Indiana. Results nationally pointed to a marked increase in adults' knowledge of their young children's early literacy skills, especially among young, low-income parents. Another consistent finding was the need for libraries to take the program outside of their buildings and into the communities of people who are not our traditional library users.

The pilot libraries enthusiastically embraced the program, encouraging PLA (Public Library Association) and ALSC (Association for Library Service to Children) to turn the program into a national initiative. With the help of early literacy and training experts, the two associations developed a train-the-trainer module, which has been used by libraries across the United States and Canada. For more information see www.ala.org/everychild .

THE NEED IN INDIANA

National research on the impact of poor early literacy skills is sobering indeed. In fact for many librarians, the research imbued the project with a sense of urgency and was a key factor in its initiation. Learning that a child's knowledge of the alphabet is predictive of reading knowledge in the tenth grade and that a child who is a poor reader at the end of third grade is likely to remain a poor reader throughout school, put early literacy in an entirely new light.

Indiana is one of just twelve states in this country that does not fund preschool. (Note: Head Start is federally funded. For more information on state funding, see http://nieer.org/mediacenter index.php?PressID=71.) In 2005, 17% of our children lived in poverty, according to the Indiana Youth Institute (see http://www.iyi.org/media/ pr_details.asp?ArticleID=433). Risk factors for failure in school, such as poverty, are mitigated by high quality preschools. Many public school districts are struggling with the educational goals as established by the No Child Left Behind legislation. One of the centerpieces of this legislation is the demand placed on schools to decrease the gap in achievement between minority and low-income students and the majority and more affluent students. Again, participation in strong preschool or Head Start programs has shown to help young children who live in poverty catch-up to their peers. Library workers who have good access to such organizations are well-poised to help adults guide their children's early literacy development.

Given the dearth of affordable, quality preschools in Indiana, helping children get ready for school at home or in daycare centers is all the more important. Every Child Ready to Read@your library® (ECRR) can help adults help their children establish a strong foundation in early literacy skills, enabling youngsters of all socio-economic levels to begin school with a solid foundation to become a fluent reader.

EVERY CHILD READY TO READ@ YOUR LIBRARY IN INDIANA

Early in 2006, Joyce Welkie, Children's Services Coordinator in Plainfield–Guildford Township Public Library, convened a group of librarians interested in bringing ECRR to Indiana. Over the course of the next year, the group named itself the Indiana Taskforce on Early Literacy in Libraries, or ITELL. As Joyce Welkie, Head of Children's Services at Plainfield-Guildford Township Public Library, recalls,

> The Indiana Taskforce of Early Literacy Librarians (ITELL) was formed and currently meets to promote ECRR in the state. ...ITELL members have presented sessions at state library conferences. Two members of ITELL successfully lobbied Indiana University School of Library and Information Science to offer a 1.5 credit workshop "Understanding and Promoting Early Literacy." Those two members have taught two sessions of this class with great success.
>
> I like to think that ECRR has had an Emeril (the popular television chef) effect on children's library programming in that it has "kicked it up a notch."

The work of the ITELL group culiminated in 2007, when the state library sought and obtained an LSST grant, with the guidance and support of Marcia Smith-Woodard, Special Services Consultant, Indiana State Library, Library Development Office, which funded training sessions on ECRR for library workers statewide. To date, 171 library staff and 85 partner/agency participants have been trained. Included in the grant was money to purchase PLA/ALSC's train-the-trainer kit, as well as a copy of *Early Literacy Storytimes@ your library: Partnering with Careproviders for Success* by Saroj Ghoting and Pamela Martin-Diaz. The goal of the grant is to ensure that every library in Indiana has staff trained in the program and thus able to hold the workshops in their respective communities. On-going planning and support for the program is part of a strategic plan that Indiana State Library staff is developing. Reports were made at the last CYPD Conference (Children and Young People's Division) sponsored by Indiana Library Federation last September, with more reports scheduled for both CYPD and ILF this year.

Libraries in Indiana have used the ITELL program to enhance their exisiting programs in a variety of ways. Joyce Welkie relates that "Every Child Ready to Read @ your library® has had a tremendous impact on what we

do here..." at Plainfield-Guilford Township Public Library. She elaborates as follows:

> The first early literacy skill that we emphasized, after staff training in 2004, was narrative skills. Through a Target® grant we added a music table, bubble mirror, and felt board stories to our room for creative play. By encouraging the importance of play for young children, we have noticed many more parents/caregivers actively engaged with their children, resulting in a dramatic increase in narrative skills in young children. Our children's room has become a popular destination for moms' groups in our county.

Not only has space been changed, but programming as well. Joyce continues,

> Our storytimes have been restructured to reflect the age divisions of ECRR. We have changed some of the songs and activities in our storytimes to build on the early literacy skills of phonological awareness and vocabulary development.

The staff was able to spread the message about early literacy in additional ways, as Joyce describes below.

> ECRR training has empowered many of my staff members to speak to parents/caregivers, informally and at workshops, about their child's development and early literacy. In fact, my staff, along with Saroj Ghoting [one of ECRR's national trainers and co-author of Early Literacy Storytimes@ your library®], produced a video/DVD to help spread the early literacy message in our community. A Target® grant provided funds for production and eventually two revisions of the video. The video was distributed at outreach functions and workshops in the community and at library conferences in the state.

ECRR came into existence at the same time as Allen County's participation in one of the Lily Foundation's Community Alliance to Promote Education (CAPE) grants. Allen County Public Library (ACPL) was able to incorporate the research and parts of the ECRR program into its proposal as part of the countywide grant. ACPL received funding for three years to develop its unique take on the national program. Library staff developed a multi-pronged, including creating Parent and Child Sets (PACS) to help adults teach children the alphabet in engaging ways; the creation of share-a-book bags, where age-appropriate books in a canvass bag were taken to childcare centers and then sent home for shared book reading; and the printing of *Playing with Words on the GO!*, activities on a ring for adults to do with children to help them develop phonological awareness and alphabet knowledge. Libraries also held a six-part series to help four year olds get ready for kindergarten. Called *Countdown to Kindergarten*, the program was modeled after one first developed by West Bloomfield Township Public Library in West Bloomfield, Michigan.

ACPL is in its sixth year of Lily funding. Staff has made some significant changes to the original program as originally funded. This year library staff is going to present *Countdown to Kindergarten* to childcare providers who work with four year olds in childcare homes and centers rather than holding the program in libraries. The ECRR workshops are held all in one day and count toward free (to the participants) continuing education units; library staff that does the training has been approved to offer credits by IPFW and the grant pays for them to be awarded to the participants.

Every Child Ready to Read @ your library® has not only changed the way in which library staff does business, but also where! Allen County Public Library's newly renovated main library in downtown Fort Wayne has a separate room for adults and their young children to use to encourage early learning. Inspired by the research-based vision of ACPL librarians who helped to design and bring to fruition their dreams of an Early Learning Center focusing on preliteracy and prenumeracy skills, the space is part of the Children's Room. It features an alphabet tree as well as areas designed to encourage adult-child interaction around the six skills. Library staff was so determined to offer this kind of early learning environment that they gave up what was to have been their workspace. The room is being well used and much appreciated, bringing in large numbers of new patrons to the main library. In fact, over 5,000 people are using the space per month.

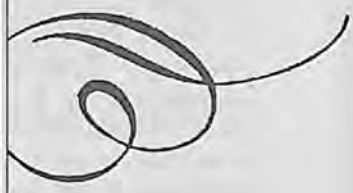
CONCLUSION

As we walked through the doors and into this new world of early childhood research, we entered a place where we were soon to not only feel at home but become leaders in our communities on some very important issues surrounding the education of young children. Many of us have become inspired to deepen our understanding of how children learn how to read. Every Child Ready to Read@ your library® has breathed new life into library programming and staff alike.

REFERENCES

Indiana Youth Institute. Retrieved September 19, 2007, from http://www.iyi.org/mediapr_details.asp?ArticleID=433

EARLY LITERACY @ OUR LIBRARY: HOW MCPL IS IMPLEMENTING ECRR



by Christina Jones & Mary Frasier

Every Child Ready to Read (ECRR) is an incredibly powerful tool for all librarians serving young children and their families. However, the degree to which your library can implement the initiative depends on existing staff and services. The Monroe County Public Library (MCPL) is a mid-sized library in Bloomington, Indiana. The Children's Services Department is staffed with one part-time and four full-time librarians who hold MLS degrees. We also have three full-time and two part-time reference assistants. Two reference librarians and one children's librarian, with one reference assistant at the Ellettsville branch, round out the team. Our services to preschoolers extend from birth to age six and include lapsits, weekly storytimes, preschool tours, circulating toys, the parent/teacher resource room, sign language and foreign language classes, and the Preschool Exploration Center (PEC.)

Instituting ECRR in library services to children and families has been a gradual process at Monroe County Public Library. Since we already felt busy providing many great programs and services, we were reluctant to add one more thing to our plate. Over time, we came to understand that ECRR was more than just another program as it permeated many aspects of our library service, from programming and outreach, to readers advisory and collection development, even the physical set-up of our PEC.

In 2005, with the encouragement of then library board member Sara Laughlin and Children's Services Department Manager Patty Callison, three MCPL librarians participated in ECRR training workshops given by national trainers. Once trained, we devised a gradual plan for implementation. We agreed that establishing regular workshops at the main library was a good way to practice the presentation in a familiar, intimate setting. We offered our first workshop that spring to an enthusiastic crowd of ten. Since the national trainers stressed outreach as the most effective mechanism for promoting ECRR, we identified two established daycares that serve many students living in poverty: Head Start and Monroe County United Ministries (MCUM). That summer, we presented workshops for in-service training days for early childhood educators at Head Start and MCUM. We started with early childhood educators with the hope that they would spread the word about ECRR and library services to the parents they served.

In 2006, we expanded the number of in-house parent workshops and included one at our branch in Ellettsville. Since we established a relationship with teachers and administration of Head Start and MCUM, we took the next step of reaching their parent groups. That year we presented workshops for the Head Start parent advisory board and to parents at MCUM with great success. We found that parent attendance was much better when childcare was arranged and the location was one in which they were familiar.

Later that year we offered "follow-up storytimes" which modeled techniques described in the in-service training for Head Start teachers. Head Start opted to come to the library for these storytimes, which had unintended positive results in that it gave us a chance to introduce library services to children and for the children to have a positive experience at the library.

That year we expanded our community partners to include workshops to parents of children at St. Mark's United Methodist Church Nursery School and a teen parent group at Aurora, an alternative public high school in Bloomington.

Since we had presented at in-service training for Head-Start and MCUM the previous year, we identified two other daycares with staff large enough to warrant an in-service training day. We chose these daycares because of their regular use of library services. Another idea we explored was hosting an ECRR workshop for people who have daycares in their homes.

In the summer of 2007 more staff members received training thanks to the generous grant obtained through the cooperation of ITELL and the Indiana State Library. Later, some of the team received further training by Saroj Ghoting in Early Literacy Storytimes. This workshop truly deepened our understanding of how principles set forth by ECRR can be *articulated* in our programs and *institutionalized* throughout our services – which brings us to our 2007 programming.

This year we have had many discussions on how ECRR fits into our existing services. Now our baby programs and preschool storytimes include early literacy tips for parents. While we have always provided graded and themed booklists for school-aged children, this year we developed lists for young children with tips on how to select and share books. Training of new hires and SLIS interns now includes information on ECRR. We are working on signage and activity stations that reflect ECRR principles in our Preschool Exploration Center.

This year we also learned how important administrative support is for the success of ECRR. When that support waned at MCPL, we saw a decrease in funding for workshops. During this time we had to cut back on outreach and focus on enriching existing services. We learned this year that for ECRR to work, everyone must be on board. Now the tides have changed and administration is supportive of ECRR once again. Statewide support has also been critical to our implementation of ECRR. One librarian has represented MCPL on the Indiana Task Force of Early Literacy Librarians. We have found the support from that group and from Marcia Smith-Woodard of the Indiana State Library to be invaluable.

The beauty of ECRR is that the possibilities and challenges are endless. One of the ongoing challenges is to identify places in the community where ECRR workshops are most needed – namely for families with low literacy. We plan to expand services via health clinics that serve low-income mothers. Along the way, we have looked at what other libraries are doing. For example, we are very interested in the early literacy kits offered at the Johnson County Public Library. Multnomah County Library has also been a source for inspiration, particularly their Web content and readers' advisory. We are working to expand our ECRR presence on the web to reach remote users.

WHAT WE'VE LEARNED SO FAR ON DEVELOPING ECRR PROGRAMMING

- Start slowly, begin with existing community partners and grow from there.
- Identify early childhood centers that already have parent groups or mandatory parent participation.
- Examine what you are already doing and see if ECRR can enrich those services.
- Everyone has different levels of comfort with ECRR material, and this should be respected.
- The ECRR website is a goldmine of information. The information is packaged in a way that makes it easy to implement the program at any level.

ECRR truly breathes new life into library services for children and families. This program gives us the confidence that public librarians can positively affect early literacy and families with young children. We approach a new season of programming with a renewed commitment to passing this knowledge along to the parents and caregivers of Monroe County.

ABOUT THE AUTHORS

Christina Jones has worked in children's services at Monroe County Public Library for six years and recently began teaching storytelling at IU-SLIS. Along with developing the Every Child Ready to Read program at MCPL she specializes in baby and preschool programming, readers' advisory materials, and Web development.

Mary Frasier has been a children's librarian specializing in programs for the youngest children at MCPL for 20 years. She has taught storytelling and library services to children and young adults as an adjunct faculty member of the School of Library and Information Science at IU Bloomington.

ON LOVING THE BOOK: CONNOISSEURSHIP AND THE ARCHIVIST

by William F. Meehan II

In *Uncatalogued*, the second installment of her mysteries for booklovers, Julie Kaewert (2002) takes her protagonist, British publisher and book collector Alex Plumtree, to supper at the home of his schoolboy friend Martyn Blakely, who is the newly appointed vicar of the local church. Blakely's invitation is motivated by practicality more than anything else: he needs help moving several piles of books stored and forgotten in the attic, where he will set up his office. Within moments of entering the a-framed room atop the house, Plumtree discovers a large volume bound in a style he identifies as thirteenth century with the words "Parish Book / Christ Church Cheneys" stamped in gold leaf on the cover. It is, to their joyful amazement, the record book of Blakely's new parish, to which his and Plumtree's families have belonged for several generations. Plumtree, awed by the book's leather cover, medieval binding, and vellum leaves, utters, "Wow" (p. 115). Blakely removes his sweater and prepares a "little nest" in which to place the book and protect it from the dust on the floor. He "delicately" and "reverently" turns the pages, where the listings date to 1340, and allows, "Lovely, isn't it?" (p. 116).

Connoisseurship is a quality usually associated with the special collections librarian rather than the archivist. After all, special collections concerns the care of rare books and manuscripts considered treasures, while the archives involve the organization and management of material consisting of records. The items in the archives, however, share an essential characteristic with the holdings in special collections: the preservation of cultural heritage, where the past comes alive, where to touch a rare book in special collections or a purchase order or memo in archives is to touch history. But the idea of connoisseurship, of taste, is associated with special collections and not the archive, I suggest, because of the books. Handling rare books lends an intellectual turn of mind to the activity and imbues the hallowed space with an aura of esoteric scholarship. Talking about a rare book, moreover, involves subtle judgment of condition, importance, binding, provenance, paper, title page, printing and publishing history, and rarity. This is what distinguishes the work and the worker in special collections. It springs from a love of books that the archivist, too, can experience.

I'm referring to more than the reader who loves literature: I am referring to the lover of the book as an artifact, as an object with tangible properties. The content between the covers no doubt gives a book its importance. Glancing across the spines of books in the fiction section of a library stirs thoughts of intriguing plots, notable characters, and memorable dialogue. It is in this meaning that the power of a book is known; for sure, a novel's revelation of the enduring human condition can change a reader's life. That is what good literature does. That's why these books are grouped under the heading "great" and continue to fill course syllabi. But librarian Lawrence C. Wroth (1994) explains,

> To love the contents of a book and to know and care nothing about the volume itself, to love the treasure and to be unmindful of the earthen vessel that loyally holds and preserves it, is to be only half a lover, deaf to a whole series of notes in the gamut of emotion. The book-lover, more richly endowed, broods over the hand that fashioned the volume he reads ... [and] Because of this quality of sympathy there comes to him a greater abundance of enjoyment, and he is able to smile when the half-lover says harsh things about his doddering interest in the outsides of books... . (pp. xvii-xviii)

The lover of books, that is, enjoys the content as well as the object. The lover of a book pulls a title down from the shelf and sits quietly with it to marvel softly at its physical properties, which are as intellectually fulfilling as literary quality is to the lover of literature. Holding a book can summon a trusty sensation of comfort and awe, for there is a certain reassuring feel to some books that is as unforgettable as a winning novel's protagonist. Cliff Janeway, the fictional cop cum rare book dealer in the bibliomystery novels of real-life antiquarian book dealer John Dunning, knows that "Sometimes all it takes is the touch of a book, or the look on a woman's face, to get a man's heart going again" (Dunning, 2004, p. 127). Whereas a great book elicits insight into timeless verities of the human

condition, observing a book considered grand can evoke responses similar to beholding fine art: it leaves one speechless, or nearly. Think of Alex Plumtree. And such beautiful objects, John Keats lets us know, bring endless pleasure.

But beauty is in the eye of the beholder, so the feeling that develops with connoisseurship is important. What exactly is connoisseurship? It is the talent, acquired from taste and honed by experience, to distinguish relative quality. It derives from the French "to know," especially with art and matters of taste. In his *Taste and Technique in Book Collecting* (1970), the famed British bookman John Carter provides the long-standing reliable definition: "All it means is the ability to distinguish good from bad, the significant from the commonplace, in the same kind, with some concomitant satisfaction in the exercise of that ability" (p. 8). To discern, "with preference for the best and experience as [a] guide" (Carter, 1970, p. 9), a single-malt imported scotch whiskey from an ordinary American blend, or a first-state *Ulysses* printed on Dutch paper and signed by Joyce from a second state on an inferior French paper and not signed, is far from snootiness. Nor is the refinement of taste, in the considered opinion of R.W. Chapman (1950), "the release of a freakish or morbid curiosity" (p. 16). Instead, writes Chapman, this temperament "has its roots in the historical imagination [which] serves in its turn to sharpen, in the collector's mind and heart, his Sense of the Past" (p. 16). Carter (1965) believes that a book might appeal to the eye, intellect, or imagination, but the constant is connoisseurship.

Cultivating the ability to make a critical judgment informed by the love of books does not require deep pockets. On the very high end, of course, in the world of luxurious botanical and bird color-plate books, hundreds of thousands of dollars are needed, although prices pale in comparison to the art world. But it can be done in the book world for peanuts or its equivalent: the archivist's wage. Organized by a central idea, W. W. Pollard (1911) argues, "Cheap books may yield just as good sport to the collector as expensive ones" (p. 223). Bibliophile and author Nick Basbanes says, "You collect what you can afford. The beauty of books is that you can collect at any conceivable level" (Meehan, 2006, p. 50). Basbanes, who has started book collecting contests on college campuses around the country, adds that, while the students who participate in the competitions operate with small budgets, they learn to make discriminating decisions: "I'm much more impressed by the person who spends next to nothing and rescues something, defines something that nobody else thinks has any value" (Meehan, p. 50).

This is what Lester J. Capon (1976), a past president of the Society of American Archivists, is getting at when he frowns on archivists who "wait for the manuscripts to fall into their laps, never looking beyond their duties as 'caretakers'" (p. 429) and urges they go "in new directions to collect sources hitherto unappreciated, whether old or recent" (p. 429). Books, moreover, do not have to fall under the indescribable and misunderstood label "rare." "By the term 'rare book,'" writes legendary librarian Lawrence Clark Powell (1939), "I mean something rather special; some quality of age, or scarcity, or research significance, or beauty, or association, that sets a book apart from its fellows" (p. 98). Mixed with interest, imagination and motivation, connoisseurship, then, is a knack that ultimately depends on and derives from three questions: Does the book fit the unifying theme of the collection? Does it meet the criteria of condition? Is it affordable?

The librarian and the collector, it is obvious, have similar temperaments, but they fashion a symbiotic relationship with another lover of books: the antiquarian bookseller. The third member of the trinity in biblio-adventures is a curious blending of professor and entrepreneur. They are rare birds who sing the praises of books, in all their endless variety. Discloses Heribert Tenschert, a former professor of Romance languages:

> When I get offered a book, I see it, I feel it, I browse through it. I smell it. I get in touch with it. ...What I shamelessly believe is that you have to fall in love with the book first. It is physical as well as emotional. You have to fall in love with the book, and then you have to develop this passion into a lasting love. (Basbanes, 2001, p. 270).

Noted Parisian bookseller Pierre Berès follows a similar approach to a volume: "You have to sleep with the book, to live with the book. You must handle the book, you must not be afraid to have intimate contact with the book" (Basbanes, p. 264).

Appreciating this sensation involves what author Richard C. Altick (1987) in *The Scholar Adventurers* calls "[a] devotion to books." Writes Altick:

> Such devotion extends not merely to their content but to the sheer physical sensations of handling them, taking pleasure in their binding and typography and paper. There is a certain temperament, evident to a degree, probably, in every reader of this book, to which the dry odor of the stacks of a large library is heady perfume. (p. 13-14)

Alex Plumtree understands it, when he acknowledges the "smell of history" (Kaewert, 2002, p. 33) that adds to his enjoyment of Samuel Pepys's copy of Newton's *Principia* and when he senses the "subtle aroma of the books" (Kaewert, p. 73) in the stacks at Rauman Rare Books Library at Dartmouth College. And our biblio-detective hero on the front range of the Rockies knows how it can carry him on a magic carpet

to cloud nine. After coming across, in a bookshop, a pile of rare and scarce copies of Ayn Rand's three novels in "near perfect" condition and worth several thousands of dollars on the market, Cliff Janeway "sat [in his car] fondling the merchandise, lost in that rapture that comes too seldom these days, even in the book business" (Dunning, 1996, p. 122).

Not all archivists will be so fortunate to stumble upon such a treasure as did Alex Plumtree in the attic at the Parish Church or to come across a "find" in a book shop, but fostering connoisseurship through a greater appreciation for the book increases the likelihood that archivists will be affected by the material in their collections: an old and historic record, that is, can make quite an impression on the archivist who understands the allure of an artifact. Archival material might not be rare in the same way that any Shakespeare Folio is rare, but it is genuine and often one of a kind, a piece of cultural, historical, or literary heritage. "The outstanding feature of the Archive," writes Hilary Jenkinson (1944), "is that it is by its nature unique, representing some measure of knowledge which does not exist in quite the same form anywhere" (p. 356). A range of ephemera useful to the study of printing and advertising, old business, municipal, and corporate records, letters and frequently literary manuscripts and notes—all turn the archive into more than a repository, particularly when the archivist cultivates connoisseurship that begins by becoming a lover of the book—a bibliophile, with an emphasis on –phile (Carter, 1970).

Archivists sympathetic with the sensation a book's physical properties can awaken, might begin to view their holdings more as a fine collection of unique material with appealing tangible features. The consequence will bear directly on an archivist's daily responsibilities, as well as on our fine profession. And if there is any dithering or doubt, a snippet of a conversation between Janeway and rare book collector Rita McKinley, who appreciates the connoisseurship she spots in the former cop, might persuade:

> McKinley: You have very good taste.... I guess it proves that a bookman can come from anywhere. Even a librarian has a chance.
>
> Janeway: You don't like librarians?
>
> McKinley: I used to be one. They're the world's worst enemies of good books. Other than that, they're fine people. (Dunning, 2001, p. 205)

REFERENCES

Altick, R. C. (1987). *The Scholar Adventurers*. Columbus: Ohio State University Press

Basbanes, N. A. (2001). *Patience & fortitude*. New York: HarperCollins.

Capon, L. J. (1976). The archivist as collector. *The American Archivist, 39 (4)*, 429-435.

Carter, J. (1970). *Taste and technique in book collecting*. London: Private Libraries Association.

—. (1965). The art of book-collecting. *The Director, 3*, 256-260.

Chapman, R. W. (1950). *A sense of the past*. In R.W. Chapman, J. Hayward, J. Carter, & M. Sadleir, *Book collecting: Four broadcast talks* (pp. 11-16). Cambridge: Bowes & Bowes.

Dunning, John. (1996). *The bookman's wake*. New York: Pocket Books.

—. (2001). *Booked to die*. New York: Pocket Books.

—. (2004). *The bookman's promise*. New York: Pocket Star Books.

Jenkinson, H. (1944). Reflections of an archivist. *Contemporary Review, 165*, 355-361.

Kaewert, J. (2002). *Uncatalogued*. New York: Bantam Books.

Meehan, W. F. III. (2006). First impression: An interview with author Nicholas A. Basbanes. *Indiana Libraries, 25 (3)*, 48-51.

Pollard, A.W. (1911). Book-collecting. In *Encyclopaedia Britannica* (Vol. 3, pp. 221-225). Cambridge: Cambridge University Press.

Powell, L.C. (1939). The functions of rare books. *College and Research Libraries, 1* (1), 97-103.

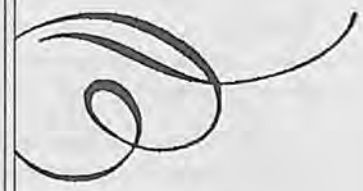
Wroth, L. C. (1994). *The Colonial printer*. New York: Dover Publications.

ABOUT THE AUTHOR

William F. Meehan III is Registrar at Arader Galleries, New York. He previously was Senior Fellow in Rare Books in the Ekstrom Library at the University of Louisville. A version of this article was presented at the Annual Meeting of Popular Culture Association and American Culture Association in Boston on April 7, 2007.

DELEGATION 101:

THE BASICS FOR LIBRARY MANAGERS



by Amanda Piegza

Delegation seems to be an uncomfortable subject for many managers, including those in the library world. First-time managing librarians may especially fear delegating duties, as some of them have never had subordinates in previous positions. Also, many seasoned managers have had unsuccessful attempts at delegation in the past, either in the library field or elsewhere. But these fearful attitudes should not keep a manager from learning about effective delegation and practicing them in his or her library setting.

Former editor of *Management Today* and management consultant Robert Heller (1998) says that managers' biggest fears about delegating are lacking trust in their employees' abilities to do delegated tasks adequately, the loss of control over every detail, and feeling insecure about giving directions. Stueart and Moran (1998), authors of *Library and Information Center Management*, state "some managers feel that they are not doing their jobs unless they make all of the decisions, even the smaller ones that subordinates could easily make" (p. 111).

As one can see, there are many negative attitudes that managers have about delegation. This is not due to the fact that delegation is not a good managerial method but that it is often carried out ineffectively. Professionals from different fields say there are several key factors that make delegation a beneficial tool. In fact, setting up effective delegation procedures, especially early in a management position, is one of the key components to becoming a successful manager.

For managers to come up with an effective form of delegation, they must be familiar with the common pitfalls. Many times managers state they are too busy to explain delegated projects and leave it up to their employees to figure out what needs to be done. When employees do tasks with little or no direction, the tasks may be done incorrectly. Some managers then get upset that projects were not done accurately because they had expected their employees to intrinsically know how the task should have been executed. The employees in turn can harbor resentment toward their manager for having this unrealistic mindset. President of a major management consulting firm Chris Roebuck (1998) lists some other common delegation mistakes such as not giving the task to the best suited employee, micromanaging the delegated tasks and therefore not having enough time to do one's own work, and discouraging employees by never assigning new tasks.

So what is "good" delegation? Evans and Ward (2003) state there are four steps to effective delegation: thinking ahead, briefing, informing, and following through. Most of the other professionals who have written on the topic of delegation have suggested similar processes for effective delegation. Donna M. Genett (2004), psychologist and organization development consultant, lays out her "Six Steps of Effective Delegation" (p. 92). She says a manager must prepare what to delegate beforehand, define the task for the employee, outline a time frame for the project, decide what level of supervision is needed, decide when to meet with the employee to "review progress," and finally, have a "debriefing session" after the project is completed (p. 92-93). In his book *How to Delegate*, Heller breaks the delegation process down into different stages such as what tasks to delegate, deciding what employee to delegate a project to, training and defining tasks, and monitoring and providing support to the employee. It is important to note that these procedures are for higher-level delegation projects. For example, not much explanation and supervision is needed when delegating faxing duties. Even within major projects, different levels of managerial involvement are needed, and different levels of involvement should be used for various subordinates as their skills and expertise differ.

The benefits of delegation are well worth the time it takes to set up procedures for it. Selinger (2005) explains "being able to assign work is an important way to leverage your own effectiveness" (p. 62). A manager who delegates effectively will have more time to perform management-level tasks, the employees can expand their abilities and experience, and it will help the manager and the employees work together as a team. Business consultant Ken Blanchard, co-author of

The One Minute Manger, states that a manager should be the "coach" whose main goal is to get his or her "team" to "perform at the highest possible level" ("Relax your grip," 2006, p. 71). Delegating appropriate tasks to employees can be very motivating since subordinates can see that their manager realizes and appreciates their intelligence and commitment to the organization.

Delegation is a valuable tool for managers with limited time. If new managers do not set up delegation procedures early, they can fall into a cycle where they may not ever find adequate time to delegate effectively, which can hurt job productivity.

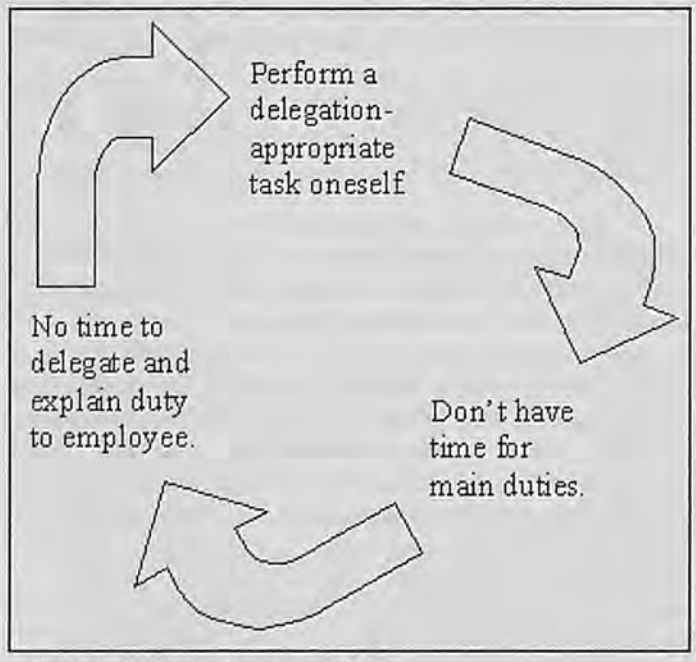


Figure 1 - Ineffective Management Cycle

The figure above shows the trap that new managers can fall into if they do not learn how to effectively delegate early in their management positions. As one can see, this is a "vicious cycle" that feeds on itself if managers do not take action to avoid it early. In the long run, this will limit the time they have to complete the duties that only the manager can do. For example, a manager's supervisor may delegate responsibilities to him or her, or subordinates may engage in reverse-delegation where they need their manager to perform a duty that subordinates are not authorized to do. If a manager falls into the trap above, he or she will not have adequate time to do these tasks.

Below are some tips on successful delegation.

1. **Know the legal and/or professional capabilities of what you can delegate.** Do not delegate a professional librarian duty, such as collection development, to a paraprofessional who is unfamiliar with the concept of intellectual freedom.
2. **While you do not need to know the exact amount of time a duty will take to complete, you need a realistic deadline for your subordinates.** Do not give an employee a day to do a task that would take a week to complete. Not only is this an impossible task, it will probably cause your subordinates to harbor negative feelings toward you.
3. **Effective communication is essential**. You do not need to hold your employee's hand through a simple photocopying project, but good communication with your employees for all delegated tasks is important. With more complicated or first-time tasks a thorough explanation can make the difference between a successfully delegated project and one that is unsuccessful.
4. **Think in the long-term**. One way managers fall into the "Ineffective Management Cycle" is to think only about the present. A manager may feel that it would take less time to explain a duty to an employee than to just do it oneself. Even if this is the case, in the long run, the manager may waste time by not delegating this duty. If it takes 15 minutes to delegate a task but only 10 minutes to do it, and it is a one-time thing, do it yourself. However, if it needs to be done bi-weekly, that is over 17 hours a year you can free up from your schedule if you sacrifice 15 minutes today.
5. **Trust your employees' abilities.** It is a mistake to assume most employees are unable to take on new tasks. The majority of subordinates are intelligent and trustworthy enough to do most assignments. If an employee truly is untrustworthy, you have bigger problems than delegating a task.
6. **Don't micromanage.** Letting go of some minute details is essential in delegation. Just remember that you can proof a subordinate's work before turning it in to your supervisor, and you can talk with the subordinate if the work did not turn out as needed. However, keep in mind that it will rarely turn out *exactly* like you would have done it since no two people are *exactly* the same. That is OKAY.

Delegation is an important managerial tool that can benefit managers, employees, and the work place. Library management positions and duties differ, so it is not possible to suggest one "right" way to delegate projects. However, after a manager gets to know the work environment, new delegation procedures should be instituted. Such delegation will help start the manager and the department down the right path to a successful collaboration.

REFERENCES

Evans, G. E., & Ward, P. L. (2003). *Beyond the basics: The management guide for library and information professionals*. New York: Neal-Schuman Publishers.

Genett, D. (2004). *If you want it done right, you don't have to do it yourself: The power of effective delegation*. Sanger, CA: Word Dancer Press.

Heller, R. (1998). *How to delegate*. New York, NY: DK Publishing.

Relax your grip: learning the fine art of delegating. (2006). *Black Enterprise, 36 (7)*, 71. Retrieved June 9, 2007, from http://rdsweb1.rdsinc.com.proxy.ulib.iupui.edu/texis/rds/suite2/+7h5eAfTGwwwww

Roebuck, C. (1998). *Effective delegation: The essential guide to thinking and working smarter*. New York, NY: American Management Association.

Selinger, C. (2005, August). The art of delegating. *IEEE Spectrum, 8*, 62-63. Retrieved May 14, 2007, from http://ieeexplore.ieee.org.proxy.ulib.iupui.edu/iel5/6/32056/01491232.pdf?tp=&arnumber=1491232&isvnumber=32056.

Stueart, R. D., & Moran, B. B. (1998). *Library and information center management* (5th ed.). Englewood, CO: Libraries Unlimited, Inc.

ABOUT THE AUTHOR

Amanda Piegza is a graduate student at the IU School of Library and Information Science in Indianapolis. She also works as a digitization technician at the Ruth Lilly Medical Library at IUPUI. Ms. Piegza has management experience outside of the library profession and has also had a library position in which her duties included delegating projects to staff. She will be receiving her M.L.S. in May 2008 and can be contacted at apiegza@iupui.edu.

A LOOK AT TODAY'S LIBRARY STUDENTS AND FACULTY

by Ryan O. Weir

Jean Preer is professor at the Indiana University School of Library and Information Science-Indianapolis (IU-SLIS Indianapolis). A graduate of Swarthmore College, she earned her MLS degree at the University of California-Berkeley. Dr. Preer completed a law degree and a Ph.D. in American Civilization at George Washington University in Washington, D. C. Before joining the Indiana University faculty in 2002, she taught at the library school at The Catholic University of America where she also served as Associate Dean. At IU SLIS-Indianapolis she teaches *Perspectives on Librarianship; Collection Development and Management;* and *Library Philanthropy and Fundraising.* In 2005, Dr. Preer received the Indiana University Trustees Teaching Award, and in 2006 she was presented the Association for Library and Information Science Education Award for Excellence in LIS Teaching. In 2007, her essay, "Promoting Citizenship: Librarians Help Get Out the Vote in the 1952 Presidential Election," won the Justin Winsor Prize for Excellence in Library History. In fall 2007, Dr. Preer served on the Indiana State Library Task Forces on Diversity and Unserved Areas.

How have things changed in library schools over the past 20 years?

The curriculum has changed to incorporate the new technologies, but it has stayed the same in maintaining the values of service and commitment to access to information that librarians have traditionally espoused. When thinking of how our traditional values fit with the new information technology, it is very exciting. I think library schools are more interdisciplinary than they were twenty years ago. We are gaining insights from many fields. We represent many different disciplines within our faculties. We have really broadened the way we look at information issues.

How have library students changed over the past 20 years?

Overall, I would say students who attend library school have the same intellectual curiosity that they have always had, and a tremendous commitment to service. One difference is, of course, that library students are bringing a lot of expertise with them. They arrive with a lot of skills. Because our program has so many adult students and people who are changing careers, our students also bring a lot of experience with them. Not just experience working in libraries but in other fields. We have many students with graduate degrees in other professional areas, and all of those skills can be used in libraries in some way. In this way, we have a very interesting student body.

How have library teaching faculty changed over the past 20 years?

I think because there is more of an emphasis on interdisciplinary approaches we have many faculty members who have doctoral degrees in other fields. I am one of those people. I think it is important that when we look for new faculty at SLIS-Indy we say in our job postings that we prefer candidates with a master's degree in library science, but we are interested in people with doctoral degrees in many different areas. So, I think that is one way in which the faculty has changed.

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

Well, I have to say that I have really enjoyed using the library at IUPUI and the IU library system of which it is part. It is a tremendous resource for faculty and students. For my research it has just been wonderful. ILL services are spectacular. I think I arrived here at a time when the technology had really advanced so we are reaping the benefits of that in the way that scholars can do their work. I do not think it is a question of public or private, but the depth of the libraries' resources and how adequately they are funded.

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

I would say the financial pressures. We keep seeing that for public libraries all over, and in Indiana in particular, there are a lot of questions about property taxes and library resources. Where are funds going to come from, and will they be sufficient to provide the outstanding service we know libraries can offer?

What role does fund raising play in the modern academic library environment?

I think in all libraries, not just academic libraries, fundraising is absolutely essential to the role of the director of the library. A large portion of the library director's time is now devoted to building relationships with potential donors and raising funds. That is one of the reasons why IU SLIS in Indy has introduced a course in library philanthropy and fundraising, because fundraising is a skill that is increasingly important for library directors. That course is a wonderful step and is an example of our connections with other disciplines. IU, because of the IU Center on Philanthropy, has wonderful resources for the study of philanthropy. In fact, we have a dual degree program with philanthropic studies. Fundraising from all sources is absolutely essential to what librarians are doing now.

Has this change over time?

Oh absolutely, this did not use to be an expectation of library directors, but now it is an important component to what library directors do.

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

I think seeing what goes on in libraries is one of the best ways to think about whether it is the right career choice. Whenever I travel, wherever we go, we visit libraries. We do this in this country and other countries. They are such a good window into what is going on in a community. I still find it very exciting to go into a library that I have never visited before. Those thinking about a career in librarianship should talk to librarians who are doing different things. They should talk to people who have gone to library school who are using their training in careers not in the library. Some of our students come to library school after being a library volunteer or working in a library as an undergraduate or in a non-professional position. I think libraries are the best advertisement for themselves. Becoming acquainted with libraries and the people who love and work in them is the best way to decide whether that is a good career choice.

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

I have been trying to think whether librarians are seen any differently by the public than they were twenty years ago. A couple of things came to mind. One was the way in which librarians have become much more public advocates on different issues: the way in which librarians challenged the USA PATRIOT Act, for example. I think it surprised a lot of people who did not know that librarians have a long tradition as advocates for intellectual freedom and access to information. So I think that public advocacy and litigation have changed the perceptions of librarians. The new documentary film, *Hollywood Librarian*, which is going to be shown in public libraries all around Indiana, is going to help people see librarians in a different way. I think that this opportunity to see what librarians are really doing is exciting as well.

Anastasia Guimaraes:

Anastasia is a recent graduate from IU-SLIS Indianapolis. She is currently employed at Hesburg Library at the University of Notre Dame as the supervisor of catalog and database maintenance.

Why did you decide to work at Notre Dame's library?

It was totally unplanned. I had no previous library experience and just moved to the U.S. from Germany where my family lived for two years. I was introduced to a young woman who grew up in my home town in Russia. At that time she was employed by the University Libraries of Notre Dame, but was planning to move to a different state with her family. She mentioned that she could talk to her supervisor about me and would help arrange an interview. I was looking for a job and that is how I ended up in an academic library.

Why did you decide to go to library school?

After working for three years at Hesburgh Library, I realized that without an MLS my professional growth would be stagnated. In addition, a number of my co-workers either were enrolled in library schools or were freshly graduated. Finally, I tend to thrive on challenges and like to learn, so going to graduate school while continuing to work seemed to be a natural way to incorporate both.

Tell me about your experiences while attending SLIS.

I should start with going back in time to my application process. Because my undergraduate degree

was not earned in the U.S., I had to jump through many hoops to be even admitted to the program. Most applicants to the SLIS program are required to submit only GRE scores. In my case, in addition to GRE, I had to take TOEFL (Test of English as Foreign Language) and the IUPUI English language proficiency test. In my opinion, it was completely unnecessary because I received almost the highest number of points on the TOEFL and could not understand why I still needed to show up for the university-administered test. After I was finally given the green light, I started with one of the required classes - *Collection Development*. It was not very easy because I had no experience with college-level classes in the U.S. In Russia the teaching-learning process in a higher education institution is structured very differently, so I had to quickly adjust. Some of the concepts that an average American student would take for granted, like style guides, citations, bibliographies, abstracts, etc., were completely new to me. The one thing that helped me tremendously was my library experience. I could participate in discussions and contribute to each class. The rest I had to learn quickly which I did without any problems.

Thank goodness for online and VIC (Virtual Indiana Classroom) classes. Those were life savers for distance ed. students! I feel that IUPUI SLIS was responding to the needs of many adult students.

Over the years that I was enrolled in the program, I saw an increase in courses that could be conveniently taken by folks like me. I was grateful I did not have to drive to Indy for every class. I really enjoyed almost every class I took. Because I live three hours away from IUPUI, my choices of classes were limited, yet I still was able to make selections that fit my schedule and interests. I had great professors, good professors, and okay professors, but never had I had a professor who failed to teach me something new. I fanatically did all my homework assignments and did not take shortcuts. It took me almost four years to complete all the requirements towards an MLS. I chose to take one class per semester and occasionally skipped semesters when stress and exhaustion crept up.

By the time I was on my last semester I felt like I was ready to graduate. I was ready to take on challenges. I was ready to help people with their information needs. I was ready to join in forces with other information professionals and build libraries 2.0. Library school taught me so much, and although I complained about some of the difficulties along the way, I realize that all of it just helped me to become stronger and shaped me into a person that I am. I also met some very cool people along the way. I made friends and great role models. I know what "professional" means in the highest sense of the word. I saw how the power of information and knowledge can empower.

It was one of the most rewarding experiences for me.

How did working and having a family influence your library school experience?

It was not easy to juggle family, full-time job, and schoolwork. Luckily, my husband and daughter were very supportive of my goal and put up with my drastically changed lifestyle. There were times when I was incredibly exhausted; there were more times than I care to remember when I had to sacrifice my family time in favor of homework. There were times when my family saw me only briefly in the morning and at night because I spent most of my time at work and doing homework.

Luckily, the library I work at was supportive of my decision and provided some relief along the way. For example, I was able to work out a flexible schedule with my supervisor; textbook fees were reimbursed; I was able to attend ALA annual conferences. Finally, there were other people in the program who were in the same boat with me. I knew that the journey would end soon and that end results would most certainly outweigh every moment of misery that I experienced.

Oddly enough, through this experience, I continued to volunteer in my community and actually found it to be an excellent outlet for venting out frustration and exhaustion. I strongly recommend doing it to let one's brain cells switch to different types of activity.

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

I am keeping my options open. Currently, I am not looking to leave my current employer. I would like to secure a professional position at Notre Dame in the near future. Eventually, I plan to be flexible with the place and type of library. Although I have been a part of technical services for eight years, I found out after taking one class that I really enjoyed information literacy instruction and even taught several classes at Notre Dame. With my undergraduate teaching degree background, I might look into doing reference and library instruction. I can also rely on cataloging skills and perhaps work with metadata or cataloging. In general, I learn fast and enjoy change. That means that I might surprise myself and take on a job that I am not considering currently.

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

I would definitely recommend going to library school to all folks who end up working in paraprofessional positions in libraries and who enjoy challenges.

Graduate school expands horizons; it allows one to see outside the box; it prepares one for a variety of positions in the information science field.

Those who already work in libraries are definitely at an advantage because they just build on to what they already know. Why not do it?

ABOUT THE AUTHOR

Ryan Weir works in the electronic resources unit of Cunningham Memorial Library at Indiana State University. He is currently a graduate student at IUPUI and will graduate with his Masters in Library Science in May 2008.

HOW 'YA GONNA KEEP 'EM DOWN ON THE FARM---THE PROBLEM OF RETENTION

by Mary Stanley

The following article is part of a series written by Mary Stanley. The series, an outcome of her recent sabbatical, focuses on HR issues in libraries and will continue to be featured in upcoming issues of *Indiana Libraries*.

-Editor-

INTRODUCTION

The old song that was written in the wake of America's entry into World War I, "How Ya Gonna Keep 'Em Down on the Farm?", speaks to the problem of keeping good employees. Libraries spend an enormous amount of time and money in the recruitment process to attract and hire talented professionals. Many of these same talented professionals move on to another position in a short time. How can libraries retain and keep these individuals? Let's look at a few facts about the changing face of the library profession.

The American Library Association (ALA) estimates that only 7 percent of librarians are currently ages twenty to twenty-nine (Lynch, 2002). ALA also projects that nearly sixty percent of current librarians will reach retirement age by 2025 (Lynch). According to the Bureau of Labor Statistics, the United States will have 10 million more jobs than people by 2010. In addition, less than half of all Americans are satisfied with their jobs (Bufe & Murphy, 2004). These figures alone present quite a dilemma for the future of library staffing levels. If organizations are truly serious about solving this dilemma, developing an effective retention strategy is an investment that would pay for itself in the long run (Singer & Goodrich, 2006).

LACK OF RETENTION AND ASSOCIATED COSTS

A survey done in 1998 reported that 75 percent of executives placed employee retention as one of their top priorities, yet only 15 percent had any plan in place to reduce turnover (Fishman, 1998). This suggests that management still perceives turnover as part of doing business.

The Saratoga Institute estimates the average cost of losing an employee to be an equivalent of that employee's annual salary (Branham, 2005). The cost of replacing an employee is often underestimated because in addition to visible costs of recruiting, there are hidden costs and consequences of turnover. They include disruption of customer services, the vacancy cost until the position is replaced, costs resulting from the disruption of work flow, and the decline of morale and stability of those who remain and who are often asked to pick up the slack. Further, along with the recruitment costs are the cost in training the new employee and the loss of service until the new employee achieves the needed job skills and attains maximum efficiency (Abbasi & Hollman, 2000).

WHY GOOD EMPLOYEES LEAVE

First of all, we need to address the issue of "why" talented individuals leave an organization. We cannot hope to keep all of our valued talent, but we must try to understand why good people leave, especially if it could have been prevented. It is strategically important for organizations to learn why individuals leave, how to change the organization's behavior to correct this, and how to engage and keep re-engaging talented employees. An employee's intention to leave doesn't just happen overnight. There is usually a period of disengagement. Disengagement is a process that may take days, weeks, months, or even years before the individual makes the final decision to leave. The obvious warning signs that disengagement has started include absenteeism, tardiness, or any behavior that indicates withdrawal or increased negativity. Oftentimes, there is one event that pushes the limit on the disengaged individual to cross the line into leaving the organization. In a survey done by Saratoga Institute, 89 percent of managers believe that employees leave for more money when in reality 88 percent of employees leave for reasons other than money (Branham, 2005). Branham found these events, not for want of a higher salary, triggered disengagement:

- Being passed over for promotion
- Realizing the job is not as promised
- Learning they may be transferred
- Being asked to do something unethical

- An incident of sexual harassment or racial discrimination
- A conflict with a co-worker
- An unexpectedly low performance rating

In looking at these possible events for disengagement, most of them express emotion tied to the cause of disengagement. Saratoga Institute interviewed and received comments from 3,149 employee who voluntarily left their employment (Davidson & Fitz-enz, 1997). There were 67 reasons taken from the exit survey responses and when the unpreventable reasons (better-paying job, career change, commuting distance, job elimination, retirement, and spouse relocation to name a few) were removed, there were still 47 preventable reasons for voluntary turnover. Most reasons expressed the emotions of disappointment, frustration, anger, disillusionment, resentment, and betrayal, again, emphasizing the powerful impact that strong emotions can have on employee behavior and engagement.

Another factor that influences turnover is the organizational tendency to continue managing for yesterday's conditions. The workplace and way of doing business is shifting to a new look and attitude. The workforce composition is very different from a decade ago. In today's world of changing technology and work patterns, employees want to feel involved and empowered and cannot be managed as subordinates (Abbasi & Hollman, 2000). In much of the retention literature, employees want more than just a job and a paycheck. They want to be involved in organization decisions, be able to demonstrate their talent, have an opportunity to develop and advance, and manage their own work time. Employees of today want to be recognized for their contributions and have a sense of purpose within the organization. Lack of recognition has been attributed as the number one reason people leave their jobs (Middlebrook, 1999).

WHY EMPLOYEES STAY

Why do employees stay with an employer? Some of the reasons that have been cited include: the employee feels valued; the employee feels connected and feels he/she makes a difference; the employee has opportunities for personal and professional growth; the work environment promotes continuous learning; good management; and, fair pay and benefits (Singer & Goodrich, 2006). Reviewing these reasons should be the first step in planning a retention program for your organization

Let's start with the new employee that you have just hired. Building and maintaining commitment among employees is a process that should begin before their recruitment and end only after their retirement. The time to begin the retention process is when that individual has accepted the position. Do you maintain contact with the individual during the time between acceptance and the first day on the job? Keeping in contact with these individuals lets them know that the organization cares about its new employees. If they are moving from another place, offer potential housing opportunities or information about the community. Some authors suggest offering to help them unload their belongings when the moving van arrives (Weingart, Kochan, & Hedrick, 1998). This might not be feasible in every situation, but, when possible, it does indicate to the new employee that there is support and care in the new organization.

Make sure that the new employee's work station or office is ready; have the area presentable and complete with supplies. Make sure that the supervisor is available on the first day to greet and welcome the new employee. In addition to completing paperwork, etc., the employee should be given computer and e-mail instructions and telephone protocols for answering and making calls. Give the new employee a tour of the library, especially the break room and lavatory, and introduce staff members.

In many organizations, the first week of orientation for a new employee involves time meeting with other departments within the library to learn how their areas operate and the impact or interaction they might have with the new employee. This provides a sense of the culture of the organization and the reporting lines. One orientation that is often neglected but important as well is the emergency and disaster procedures for the organization (Weingart, Kochan, & Hedrich, 1998). This discussion opens the opportunity to talk about other policies and procedures that might be important for the new employee to learn. The supervisor should discuss the expected work schedule for the new employee, break times, and other daily routines. This is also the time to review policies on vacation, sick days, bereavement, and how this is recorded. The new employee will also want to know about pay distribution and when that occurs.

It is important to listen to new employees during the orientation period as well. Find out what their career goals are and ask how as a supervisor you can help them reach those goals. In this discussion, you might be able to ascertain what their training needs are and what training they have already achieved. Try to determine what they value in an organizational structure and what matters to them. Knowing these things might help retain new, talented employees.

Many libraries and organizations use a mentoring program with all of their new employees. There have been several approaches to this aspect of new employee orientation. In one library, a peer-level staff from another area is assigned to a new employee

(Davis, 1994). This allows for interaction among the various library units and provides the opportunity to understand the relationship between the areas. Some organizations and libraries assign a more experienced staff member who serves as a resource for the new employee. And some let the new employee self-elect their mentor depending on the rapport that has been established between the two individuals.

There are mixed reviews in the library literature on the effect of mentoring (Munde, 2000). Much of the misunderstanding about mentoring stems from a lack of definition of what mentoring actually means. Part of this comes from the mentor who does not live up to the expectations of his/her role. The mentor may meet with the employee once or twice and consider the job complete. Expectations should be clearly defined for the mentor so that the experience will be useful and encouraging for the new employee.

One corporation, Plante & Moran, assigns each new staff member a "buddy" and a team partner (Bufe & Murphy, 2004). The buddy has three to five years experience and serves as a big brother or sister to help the new employee become oriented. The buddy is available to answer questions and offer advice. These individuals are trained in the process of how to serve as buddy for the system. The team partner takes the mentor role. They are responsible for career coaching and planning and performance evaluations. Thus, all new staff members, once aboard, have two individuals assigned to them which helps build staff loyalty and morale (Bufe & Murphy). This firm has kept its annual turnover rate between 8 percent and 15 percent over the last decade which is about half that of the industry average for large firms. The results that they achieved in this process were higher staff morale, better teamwork, and lower turnover (Bufe & Murphy).

As the new employee becomes acclimated to the organization, additional tasks will be added as the employee masters previous ones. The supervisor needs to continue dialogue with the employee and determine how the employee is handling his/her assignments at this point. As new tasks or responsibilities are given, training might also need to be provided to ensure the employee's success. Staff development should continue throughout the employee's tenure with the organization.

Feedback should be given to employee at 30, 60, and 90 day intervals at the least. Some institutions use a 90/90 review based on the philosophy that a manager should spend at least 90 minutes every 90 days working individually with employees. This time is spent reviewing an employee's accomplishments over the last 90 days, the setting of goals for the next 90 days, and a determination of what steps and/or training is needed to accomplish these goals. This contact keeps everyone focused, and there are no surprises at review time. The one drawback to this process is the time involved by supervisors and managers in meeting with each of their staff members every ninety days. IUPUI (Indiana University Purdue University Indianapolis) University Library, a team-based organization, tried this approach but eventually dropped to meeting on a quarterly basis. Since this change was not mandatory, some teams are not consistent on the use of the latter approach.

Cross-training is another approach and provides several benefits. Cross-training allows the employees to become more familiar with co-workers and with the organizational process as a whole. Cross-training also provides the trained employees to assist each other when necessary. This again takes time from other work responsibilities but in the long run can be beneficial for the employees and the organization.

One of the biggest mistakes that an organization can make is to forget employees once they are trained and effectively working in the organization. Building and maintaining employee commitment should continue through until retirement, although many employees will not stay with an organization until they retire. Employee loyalty and job security currently are at a low ebb, and employers must be responsive to workforce needs and expectations.

Fair compensation systems and benefits, professional and personal growth, involvement in the decision-making process, stimulating challenges, and individual performance recognition are all areas of the work experience that impact whether an employee leaves or stays (Singer & Goodrich, 2006). Throughout the literature on retention, researchers are finding that retaining employees depends largely on four key elements:

- Attractive compensation benefits,
- A supportive work environment,
- Opportunities for career development and/or advancement,
- And flexibility to meet work/life demands. (Messmer, 2006)

HOW LIBRARIES CAN RETAIN EMPLOYEES

How can libraries provide the kind of environment that aids staff retention? Library employees want to be involved, to be fairly compensated for their work, to have a positive work environment, to have needed resources to do their job, to have open lines of communication, to be recognized for a job well done, to have career development opportunities, and to be allowed flexibility within their job.

Involvement

This all sounds wonderful but how can the traditional library provide a supportive, positive working environment? Involvement is a key part of a good working environment. Involve the staff in the decision-making process and seriously consider all input. This not only tells the employees that their thoughts and suggestions are valued but it also holds them accountable when decisions are made. Employees want a sense of belonging and security.

Compensation

What about compensation and how libraries can compete with other organizations? First of all, review the market and see what the competitors are offering. A 2005 survey conducted by the research firm, Zogby International, found that 58 percent of employees they polled preferred a job with excellent benefits over one with a higher salary (Messmer, 2006). The wide spread of employees over several generation types make it impossible to have a one-size fits all benefit package. Many organizations are offering flexible or cafeteria benefits which give employees a menu of choices.

Experts discourage hiring at the maximum as this causes problems for internal salary equity and salary range considerations at review time. Base salary should be determined on the skill level, experience, and educational requirements for the position.

Benefits that are great incentives include travel or funding for professional development, paid time for attending work related conferences/workshops, tuition reimbursement, and paid holidays. A choice in healthcare plans and retirement programs are also major benefits for all employees. Some of this will be more difficult for smaller libraries but is certainly worth checking into for the retention of your good employees.

Work environment

How does the work environment connect to the retention of employees? All employees want a positive, supporting work environment. Many job applicants put this near the top of their list of "wants" when comparing and evaluating organizations (Messmer, 2006).

What does a positive supportive work environment mean? All employees want to feel valued and recognized for their contributions to the workplace. One text goes as far as to define the workspace into two realms, the inner space and the outer space (Kaye & Jordan-Evans, 2005). Inner space is defined as the mental and emotional space employees want and need to feel like creative, productive members of the team. Outer space refers to the physical world and, narrowed down, would include the work area and the freedom to make it one's own (Kaye & Jordan-Evans). Outer space, according to these authors, would also include allowing employees to determine their own work schedule and allowing them to work from different places. Telecommuting is becoming more and more visible in the working world, and one researcher found that it is rarely abused because the individuals feel telecommuting is a privilege they wouldn't want to lose (Oldman, 1998).

On the other hand, a toxic work environment, perceived or real, says to employees that they are not assets to the organization but merely monetary considerations. This will eventually translate into low morale, declining loyalty, and disengagement on the part of the employee.

Review the following questions. If you answer yes to any of them, your organization may be promoting a toxic work environment for your employees.

- Does your organization require people to choose between having a life and a career?
- Does the organization treat people as if they were a factor of production?
- Does the organization look at its employees and see costs, salaries, benefits, and overhead?

Providing needed resources

Providing the tools and resources that all staff need to do their job efficiently and effectively is equally important. In our ever-changing technology world of today, it is important to make sure that staff members have the necessary tools to keep up in the electronic environment.

Communication

Another critical component of the positive, supportive work environment is communication. More times than not when staff members are asked what needs to be improved in the organization, the answer is communication. Management often says, "Well, I send them emails every day," or, "I sent them the minutes of the management or leadership group." While technology has done wonders for the workplace, communication has declined. Communication involves not only the written word and e-mail messages but also one-on-one conversations and active listening. Plante & Moran, in addition to their buddy system and team mentor program, have a program called the "Breakfast Club" (Bufe & Murphy, 2004). Once a month, one of the management staff hosts a breakfast with a small group of staff (maximum of 3). There is no agenda and it can be as simple as a "getting-to-know-you" session or a question and answer meeting. All levels of staff are included and more than 600 staff members have attended these meetings over the past five years (Bufe & Murphy). This is just another example of putting communication to work to improve the work environment.

Employee recognition

Another aspect of a positive work environment is recognizing employee contributions. Hank Harris, president and managing director of a construction industry management consultant firm says, "Too many employees leave because they never get proper recognition for what they've accomplished" (Harris, 2006). Employees want to feel good about themselves and their work, have a sense of purpose, and be recognized when they do their jobs well. Too many times, organizations will recognize and applaud the work of a special project or new initiative and forget to commend the grunt workers who keep the organization going during the same time as the special project. This is frustrating and demeaning to those employees who begin to feel that they are not valued or play any part in the success of the organization. Employers must seek out ways to acknowledge each and every employee for the contributions they make.

Some supervisors are better at giving praise than others. Those who have difficulty doing this would rather forego it than be viewed as insincere. However, it is a huge mistake to not praise your staff. Some value such recognition more than money. The relationships between a supervisor and a subordinate may be a key issue in the retention of that employee. According to Peter Drucker (1998), "...one does not 'manage' people as previously assumed. One leads them" (p. 166).

Career development

The opportunity for career development or personal growth is another key aspect of retention of good employees. Career development may mean different things to different employees. Younger employees may benefit more by the acquisition of new skills and experiences. For older workers nearing retirement, the opportunity to teach or mentor might be a more preferred form of career development. Supporting career development offers challenges to the employee that has proven to be important in loyalty and retention (Singer & Goodrich, 2006).

Flexibility

A final element of importance in retention is developing flexibility to balance work and personal demands. Many employees struggle to find a healthy balance between personal and professional responsibilities. In one survey it was found that flexible scheduling is the benefit most valued by employees (Messmer, 2006).

What are some ways to create an environment that tries to balance both work and life? Employers may need to think outside of the box when trying to determine this balance. Instead of viewing work in the terms of "working hours" such as 8 to 5, focus on what needs to be accomplished. Does the work need to be completed only onsite during regular business hours? Sometimes providing flexible work schedules or job sharing allows alternatives that satisfy both the organizational needs and the employee needs. Libraries are not the space-confined organizations of the past. With the technology explosion, libraries are doing things much differently than in past decades.

Flexibility means different things to the different generations of today (Kaye & Jordan-Evans, 2005). For the mature staff, they feel that they have earned flexibility. They want to spend more time with their grandchildren, take more vacations, and test the retirement aspect that they are facing. The baby boomers want flexibility to balance their life—time to spend with their children, their aging parents, and their grandchildren. They also want to explore the world and visit new places. The X-ers feel that they deserve flexibility. They want to do the work their way and be able to choose between time off and personal enrichment, perhaps through expanding their education. The Y generation expects flexibility, too. They want to take sabbaticals to live somewhere else for a year and gain new experiences. They want the freedom of going to extended lunches with their colleagues and returning to work at their leisure. Reasons for wanting adaptable schedules may vary among age groups, but the basic rule is that they all want flexibility in their work life.

Employers should appreciate the problems of child care or elder care and what impact this has on talented employees. Recognize the diversity of personal values and priorities and demonstrate an acceptance of this diversity. Today's management requires ingenuity and wisdom to a greater degree than at any other time in work history.

CONCLUSION

Kaye and Jordan-Evans (2005), authors of *Love'em or Lose'em: Getting Good People to Stay*, use four key words to convey their message regarding retention. Here's how they are using those words—

- Love – Treat employees fairly and respectfully. Thank them. Challenge and develop them. Care about them and you will engage and retain them.
- Lose – Loss is just as serious when talent retires on the job as when they leave to join a competitor.
- Good – Consider your solid citizens, not just your high potentials. Stars are people at any level who bring value to the organization
- Stay – Encourage talented employees to stay with the enterprise (if not your own department). Talent will be the key differentiating factor in the competitive battle ahead. (p. xiii)

Even if you have made every effort to create a positive work environment, employees will leave the organization. Exit interviews can provide invaluable information, especially if an employee leaves for another library system. Employees leaving the organization are more likely to be honest with you than current employees. You can use the results of the exit interviews to determine whether or not there are underlying problems that cause individuals to leave the organization. Use these interviews to build a strategy for improved retention. Retention strategies must be designed in such a way that employees know what they need to do and what is expected of them, so that they:

Are involved in the decision-making processes;

Have opportunities to learn and grow;

Are recognized for good performance;

Are held accountable for the work that they do.

Given the current difficulty in recruiting and hiring qualified workers, it's far better to keep talented employees for as long as possible.

REFERENCES

Abbasi, S.M. & Hollman, K.W. (2000). Turnover: The real bottom line. *Public Personnel Management, 29 (3)*, 333-343.

Branham, L. (2005). *The 7 hidden reasons employees leave*. New York: AMACOM.

Bufe, B. & Murphy, L. (2004, December). How to keep them once you've got them. *Journal of Accountancy, 198 (6)*, 57-61.

Davidson, B. & Fitz-enz, J. (1997). Retention management. A study released by the Saratoga Institute, Santa Clara, California. New York: American Management Association.

Davis, H. S. (1994). *New employee orientation: How-to-do-it manual for librarians*. New York: Neal Schuman.

Drucker, P. (1998, October 5). Management's new paradigms. *Forbes, 162 (7)*, 152-177.

Fishman, Charles. (1998, July). The war for talent. *Fast Company* (16), 104.

Harris, H. (March 2006). How to keep your good people. *Principal's Report, 6 (3)*, 4.

Kaye, B. & Jordan-Evans, S. (2005). *Love'em or lose'em: Getting good people to stay*. San Francisco: Berrett-Koehler Publishers, Inc.

Lynch, M.J. (2002, March). Reaching 65: A lot of librarians will be there soon. *American Libraries, 33 (3)*, 55-56.

Messmer, M. (2006, October). Four keys to improved staff retention. *Strategic Finance, 88 (4)*, 13-14.

Middlebrook, J.E. (1999). Avoiding brain drain: How to lock in talent. *HR Focus, 75 (3)*, 9-10.

Munde, G. (2000, May). Beyond mentoring: Toward the rejuvenation of academic libraries. *Journal of Academic Librarianship, 26 (3)*, 171-176.

Oldman, Jennifer. (1998, June 8). Remote Control. *Los Angeles Times*, 10.

Singer, P. & Goodrich, J. (2006, January/February). Retaining and motivating high-performing employees. *Public Libraries, 45 (1)*, 58-63.

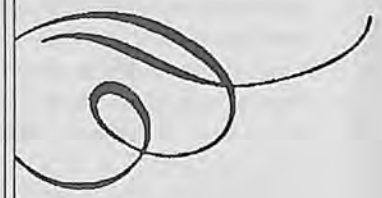
Weingart, S.J., Kochan, C.A., and Hedrich, A. (1998, Summer). Safeguarding your investment: Effective orientation for new employees. *Library Administration and Management, 12 (3)*, 156-158.

ABOUT THE AUTHOR

Mary Stanley is currently the associate dean of the IUPUI University Library. She began at the IUPUI Library in 1986 as a public services librarian with liaison to the Indiana University School of Social Work. She continues in that liaison role and is an adjunct associate professor with the School. One of her major responsibilities for University Library is director of human resources. She is certified as a Birkman Consultant and a trainer for the FranklinCovey Company. In 2002, she co-authored *The Social Work Portfolio:Planning, Assessing and Documenting Lifelong Learning in a Dynamic Profession* with Dr. Barry R. Cournoyer, faculty member at the Indiana University School of Social Work. She has also served as chair of the Social Work Librarian's Interest Group, a national organization affiliated with the Council on Social Work Education. Mary has taught for the IU School of Library and Information Science and the IUPUI School of Liberal Arts. She can be contacted at mstanley@iupui.edu.

THE WELL-READ LIBRARIAN:

BOARD OF TRUSTEES RESOURCES



by Marissa Priddis

ARTICLES:

Belanger, D. (1995). Board games: Examining the trustee/director conflict. *Library Journal, 120 (19)*, 38-41.

This article cites a survey submitted to 60 libraries that sought to identify areas of conflict between directors and trustees, groups who are generally in agreement. However, the survey demonstrated that there is a gap in understanding between who plays what role in the day-to-day operations of a library as well as the hiring and evaluating of library staff. A number of graphs illustrating the survey are also included in the article.

Long, S. A. (2000). Trustees can be a powerful lobbying force. *American Libraries, 31*(5), 7.

This article, by then-ALA President Long, lays out the steps for effective lobbying by trustees and emphasizes that the boards of over 9,000 libraries in America can be a powerful force in lobbying for library rights and monies.

Miller, E. G. (2001). Advocacy ABCs for trustees. *American Libraries, 32 (8)*, 56-60.

This article enumerates the duties of a library trustee, paying particular attention to the role of trustees as advocates for the library – especially in lobbying for funding from area officials. Miller provides tips for approaching advocacy on behalf of the library and ways to lobby for better monetary support.

Rowland, J. (2006). ALTA plays active role in communities. *American Libraries, 37 (5)*, 6.

This article is part of the "Association's Associations" spotlight in American Libraries, this time focusing on ALTA, the Association for Library Trustees and Advocates. Planning, advocacy, and programs planned by the association are discussed.

White, H. S. (1999) Authority, responsibility, and delegation in public libraries. *Library Journal, 124 (15)*, 59-61.

White details his opinions on the relationship between directors and trustees, touching on such topics as delegation of duties, the need for contracts for the protection of library directors, and the need for legislative protection and support when it comes to sticky topics.

BOOKS:

Moore, M. (2004). *Successful library trustee handbook*. Chicago: ALA Editions.

Designed to improve the value of library boards, this guide and ALTA-approved training manual is targeted to members of library boards of trustees. The format is user friendly and is written as an orientation manual for incoming trustees or as a review for more experienced board members.

Swan, J. (1992). *Working together: A how-to-do-it manual for trustees and librarians*. New York: Neal-Schuman Publishers, Inc.

This manual presents the management of librarians and trustees on equal footing – a change from typical books that are geared to exploring one role or the other. This title covers recruitment, training, communication, policies, planning and public relations, and contains samples of public library policies.

LINKS:

Association for Library Trustees and Advocates
http://www.ala.org/ala/alta/alta.htm

This website is the official home of ALTA, an American Library Association division, which has a membership of over 1,200. The site provides links to fact sheets, publications, awards, discussion lists, members, and more.

WebJunction's Friends and Trustees Area
http://www.webjunction.org/do/Navigation?category=14341

WebJunction.org, "an online community for library staff," has an area devoted to Friends groups and Trustees, with documents linked including training resources and handbooks from different states and tips and tricks to working on a non-profit board.

ABOUT THE AUTHOR

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

THE INDIANA STATE LIBRARY: OPEN FOR EXPLORATION

by Roberta L. Brooker

Visitors are often astonished by the many rare treasures and the architectural design lying within the limestone walls of the Indiana State Library. Only those who have explored the State Library's collections can truly appreciate these historical marvels which make the State Library the best kept secret in Indiana. In fact, many exceptional treasures are still being discovered deep within the State Library's massive collections.

History does not change. It is the questions that we ask our history which make history expand into a kaleidoscope of ideas and subjects. The State Library is important because of the breadth and depth of the collection. Unlike many libraries, the State Library does not withdraw or weed any materials.

The State Library is a research library, open to the public, with many rare materials and items not found in other libraries. The Library specializes in many areas but is best known for its Indiana history and Genealogy collections. The Indiana collection of current and historical materials includes:

- Books by Indiana authors and books about Indiana
- City directories and telephone books
- County histories
- Hoosier biographies
- Maps and Atlases
- State documents and publications since the mid 1800s
- Photographs, sheet music, and broadsides all with a connection to Indiana history

The Manuscripts collection includes

- Private papers – example: The LaSalle Family Collection 1713 – 1904, in original French
- Civil War diaries and letters
- Papers of political figures

The Library's newspaper collection is the largest repository of Indiana newspapers in the world, with nearly 100,000 reels of microfilmed newspapers available for use on-site or through interlibrary loan. The State Library maintains a collection of original, historical Indiana newspapers, some of which date back to the early 1800s.

Although the rarest treasures are found in the Indiana Collection, by far the Library's most popular collection is its expansive Genealogy Collection – one of the major genealogy and local history collections in the Midwest. This collection includes materials about all states, including but not limited to:

- Federal census records 1790 - 1930
- Printed items in addition to microfilmed federal census records
- County records
- Ship passenger lists
- Military pension information
- Hundreds of CDs with family history information
- Subscription-only online databases, used in-house only
- Special resources for Native American and African-American family history

The State Library's unique collections are exceptional, but few are more surprising than the rare materials contained within the Federal Depository collection. While the term "Federal Depository" may in itself seem dry or ordinary, the truth is these rare documents and publications, posters, lithographs, and artifacts are nothing short of extraordinary. The State Library recently uncovered a collection of extremely unique lithographs portraying America's heroes in the historical battles and events that shaped our country. This cache of military portraits made an excellent addition to this exclusive collection that includes historic government documents, public service publications, and war propaganda, among much else.

These compilations are just a small part of the State Library's ever-growing collection of current and historical items and materials. The State Library is filled with many treasures awaiting exploration, and all are welcome to discover their Hoosier heritage at the Indiana State Library.

ABOUT THE AUTHOR

On June 1, 2007, Roberta L. Brooker was appointed as the 32nd State Librarian for Indiana. She has spent nearly twenty years at the State Library, starting as a reference librarian in 1988. She received a Bachelor of Arts degree from the University of Indianapolis and her Master's Degree in Library Science from Indiana University.

Indiana Libraries

Submission Guidelines

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

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

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

Editor:

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

Assistant editors:

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

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

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

Instructions to Authors

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

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

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

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

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

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

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

OR

2. Microsoft Word (preferred), WordPerfect or plain ASCII text file (PC compatible) attached to an email message addressed to acomer@isugw.indstate.edu

Manuscripts will be acknowledged upon receipt and a decision concerning use will be made within thirty days after the date of receipt. The editor reserves the right to revise all accepted manuscripts for clarity and style. Edited articles will be returned to the authors for review. Those articles not returned to the editor within 5 days will be published as revised by the editor or assistant editors. Upon publication, the author will receive two complimentary copies.

Order of Information in Submission

1. Title of article

2. Name of author(s).

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

4. References for source material in APA format

5. Institutional affiliation, job title, and contact information for author(s) including phone number, email address, and work address.

6. Short bio of author(s), about 3-4 lines for each author.

Text Format Requirements

1. Use 12-point Times New Roman for all text.

2. Submit files as Word (.doc) or Rich Text File (.rtf) documents, either as attachments or on disk if sending via USPS.

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

See Also:

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

2. APA Style Home at www.apastyle.org

Forthcoming Issues of *Indiana Libraries*

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

Guest-Edited Issues

Special Issue:
School Media Specialists
(March 2008)
Guest Editor: Susie Highley
Creston Middle School
10925 E. Prospect Street
Indianapolis, IN 46239-9697
shighley@warren.k12.in.us

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

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

INDIANA LIBRARY FEDERATION
941E. 86th Street, Suite 260
Indianapolis, Indiana 46240
Phone: (317) 257-2040
Fax: (317) 257-1389
E-Mail: ilf@indy.net
Web: www.ilfonline.org

NON-PROFIT ORG.
U.S. POSTAGE
PAID
GREENFIELD, IN
Permit No. 498