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VOLUME 47 • NUMBER 2 • MA

Solutions that Deliver

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Editor's Note

Dear readers:

I hope you were able to attend the recent PLA conference, which by most accounts was an excellent learning experience, leaving attendees excited and rejuvenated. If you were not able to make it, check out the PLA blog (www.plablog.org) to read comprehensive coverage of many of the diverse programs and events that took place during the event.

This issue of [illegible] also offers a diversity of articles, from a discussion of folksonomies to the open access movement in libraries, from lessons learned in GLBT programming to using eBay in the library, you'll find a nice mix of library learning. You also won't want to miss Brendan Dowling's interview with up-and-coming YA author Abby Sher (Book Talk) and Alison Kastner's "weird" contribution to our Verso column.

Have you been thinking about writing an article for [illegible]? We'd love to hear what your library is up to. Feel free to contact me at khughes@ala.org with questions or comments. I look forward to hearing about your library!

Kathleen M. Hughes
Editor

Kathleen is reading [illegible] by Dce 1ce 1D [illegible]

News from PLA

PLA 12th National Conference Draws Thousands to Minneapolis

Nearly 10,000 library staff, supporters, exhibitors, authors, and guests descended on the Minneapolis Convention Center from March 25–29 for PLA 2008. The conference offered attendees a variety of programming focused on key issues such as technology; serving adults, youth and new Americans; gaming in libraries; library design; and collection development.

A series of preconferences were held before the conference, and included a luncheon hosted by author Meg Cabot, best known for The Princess Diaries series. Other preconference speakers included author and Librarian Action Figure model Nancy Pearl in "Book Buzz," where she lead a lively discussion on some of the best upcoming books with publisher representatives from HarperCollins, Macmillan, Hachette, Milkweed Editions (a local Minneapolis publisher), and Random House.

The opening general session featured philanthropist and author John Wood, founder and CEO of Room to Read, a nonprofit organization dedicated to helping children in the developing world through the power of education. Wood discussed the inspiration for his organization and his grand vision to provide educational access to ten million children in the developing world through his inspirational and novel approach to nonprofit management. Best-selling travel experts and authors Arthur Frommer and daughter Pauline Frommer spoke to a luncheon crowd of more than seven hundred attendees. The Frommers also shared various tips and recommendations for traveling overseas and within the U.S. on a budget. In front of a packed ballroom, children's author luncheon keynote speakers, award-winning author Pat Mora and illustrator Raúl Colón (collaborators on children's favorites [illegible] and [illegible]), discussed the inspirations behind their work as well as the importance of librarians' optimistic nature. Other conference speakers included: novelist Louise Erdrich; best-selling author Jacqueline Winspear; actor, screenwriter and audiobook narrator Scott Brick; and Books on Tape Executive Producer Dan Musselman.

Virtual Conference Attracts Librarians Unable to Travel

New to the conference this year was the PLA Virtual Conference. Those who were not able to attend the conference in Minnesota had an opportunity to join their colleagues through the Web. Nearly two hundred online subscribers participated in such activities as live, interactive webcasts and workshops, online poster sessions, access to handouts and other presentation materials, and both general and subject-focused discussion boards. Each day featured five live programs, chosen from the selections available to in-person conference attendees. In addition, the virtual conference featured special events, such as "A Conversation with Nancy Pearl," an interactive question-and-answer session with Pearl, and "Inside the Author's Studio," an author interview program, which featured romance novelist Connie Brockway and mystery writer Laura Lippman and was led by [illegible]'s Donna Seaman.

PLA 2008 Hosts Turning the Page Event for PLA Members

Turning the Page: Building Your Library Community prepares libraries with the skills, confidence, and resources needed to create community partnerships, build alliances with local and regional decision-makers, and ultimately increase library funding. This event, generally offered only to Opportunity Online hardware grantees, was available free of charge to PLA members who attended PLA 2008 in Minneapolis, thanks to the Bill and Melinda Gates Foundation. Nearly two hundred members attended the two-day learning event, which took place on Tuesday, March 25 and Wednesday, March 26. Visit www.SustainingLibraries.org for more information.

3M Leadership Institute Preconference Offered to PLA Members

Approximately eighty PLA members were selected to attend a leadership institute hosted by 3M on Tuesday, March 25 preceding the PLA 12th National Conference in Minneapolis. The event, which took place at 3M's famed Innovation Center, gave attendees the opportunity to learn about developing leadership skills and fostering change within their libraries. All costs to attend the leadership institute were covered by 3M.

The conference also offered access to hundreds of exhibiting companies including top book publishers, who showcased the latest in products and services for public libraries and their users.

Comedian and author Paula Poundstone brought the conference to a close on Saturday, March 29. For more information on PLA 2008, visit www.placonference.org or visit www.plablog.org to read comprehensive reports of programs, author events, social events, and more.

Jamie Lee Curtis to Keynote PLA President's Program at ALA Annual Conference

PLA is pleased to announce that actor and author Jamie Lee Curtis will present the keynote address at the PLA President's Program and Awards Presentation at the American Library Association (ALA) Annual Conference in Anaheim, California. The program will take place on Monday, June 30 from 5 to 6:30 P.M. Curtis is the author of several children's books, including [illegible], and [illegible].

PLA is pleased to present Curtis through the support of HarperCollins Children's Books and as part of the ALA Auditorium Speakers Series. A gala, music-filled reception will follow her talk and the awards presentation. For more information on the PLA President's Program, contact the PLA office at (800) 545-2433, ext. 5PLA, or visit PLA's website at www.pla.org.

2008 PLDS Order Forms Available Online

The Public Library Data Service (PLDS) Statistical Report, a project of PLA, is designed to meet the needs of public library administrators and others for timely and effective library-specific data that illuminates and supports a wide variety of management decisions. Published annually, the PLDS report presents exclusive, timely data from more than eight hundred public libraries across the United States and Canada on finances, library resources, annual use figures, and technology. In addition to these valuable topics, each year's edition contains a special survey highlighting statistics on one service area or topic. The 2008 PLDS report will be available at ALA's Annual Conference in Anaheim. Order forms are available on pages 48 and 49 of this issue of [illegible].

The ALA P

JAN SANDERS [illegible]

Vanishing Librarians Revisited

Happy spring! It's late enough that even those of you in the icebound north and east should be seeing a few signs of the thaw. Here's to spotting that robin and crocus leaf real soon!

Recently, I was catching up on some professional reading and came upon a treatise from the ever-opinionated John ("LJ") Berry. His remarks, published in the February 15, 2008, [illegible] are titled, "The Vanishing Librarians." He opines that librarians are quickly becoming a dying breed, that personal service and one-on-one conversations are being replaced by self-serve desks and automated responses. Further, he states that OCLC has taken over the cataloging function, and that a small in-house selection team or (horrors!) vendors are actually selecting the bulk of titles to be added to local collections. To come full circle he states that since libraries need fewer and fewer professional librarians on staff, management itself can now pass to non-professional librarians serving as CEOs. (Witness both Kansas City Public Library and Memphis Public Library and Information Center.) While I am not so naïve as to assume that I might change the mind of the illustrious Mr. Berry, I would offer the following for consideration.

First, let me say that I am a product of a very strong public-library-focused graduate program at Indiana University. In addition, I defined myself as a professional early on in the game and have spent decades supporting the profession and its attendant organizations, both state and national. I believe that our work [illegible] a profession and that it requires specialized knowledge and understanding. However, do the changes Berry notes signal the death of that professionalism? I don't think so.

One of the reasons users love their libraries (especially their [illegible] libraries) is the personal contact and familiarity they feel when they enter. How can we promote that? Even enrich it? Many library leaders have turned to a reduction of rote tasks to lighten work loads and free up face time with customers. Installing self-serve checkout stations, automated computer reservation systems, and headset telephone devices that operate wirelessly and thus prevent staff being tethered to a service desk—all these create the freedom for personal attention and response. Surely the ability to work one-on-one with our users makes us better librarians, not weaker ones.

When you talk about professional duties, the most visceral response often is elicited by any change to the holy ground of [illegible]. Librarians have traditionally and faithfully evaluated their communities, defined needs and levels of interest, and been able to secure the titles and subjects needed.

We're good at that. We've been trained to do it well. But, like many efforts, book selection often falls under the 20/80 rule: 20 percent of the result demanding 80 percent of the effort. That is to say, many of our purchases are relatively standard-issue: bestsellers, known authors, continuations or series, local writers, and the like. These additions need no deliberation, users expect to find them on our shelves, and we're happy to fill that expectation. Why not, then, follow the successful lead of our friends in the bookstores and set up templates for buying these titles? Let the professional selectors spend their calories evaluating the total scope of the collection and determining its appropriateness today. Not historically, [illegible]. Skimming off the listings of must-haves does not, in my opinion, weaken the work of the selector; it merely gives time and space for real concentration and evaluation.

And what of the most egregious crime—hiring a non-librarian as executive director? Troublesome? Yes. Fatal? Probably not. We all know that every library needs different leadership styles and skills dependent on its current development path. So(fill)-22a5(eloT4fall).o robablon, -

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Keeping It Weird

A City, A State of Mind . . . A Library Program?

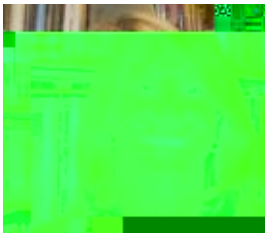
[illegible]

if we opened that door. We planned for a couple of crowd-drawing events to ensure that people would enjoy themselves and stick around to visit the tables. As an added bonus, Stephanie came up with the idea of giving away reusable book/grocery bags printed with the library's logo and "Keep Portland Weird." Reusable bags are all the rage in green Portland.

So we had a plan—now to find the participants. Luckily, one barely has to scratch the surface of Portland to get to the "weird." Our original list included The Zoobombers—a group of guerrilla bikers who head up to the zoo five hundred feet above the city, only to "bomb" down the hill at top speed. We have a local chapter of the Cacophony Society, a group dedicated to Dadaistic events, because . . . well . . . just because. They are best known in Portland for SantaCon, in which Santa-clad members go on an extended pub crawl. Portland's Bicycle Transportation Alliance not only advocates for bike commuters, but also hosts the World Naked Bike Ride each year. And then there's the Oregon Friends of Jung, the Dixieland Jazz Society (devoted to the preservation of traditional jazz), the Portland Ukulele Association, the Ocean Paddling Society, the Old Library Studio (helping kids to compose, record, and produce their own music), the Carnivorous Plant Society, and so on. The only real issue would be to narrow down the field to fit them all in.

We compiled our list and sent

a lengthy story about the upcoming festival titled "Keep Portland Weird? That's the Slogan—Don't Wear it Out" that gave us some much needed public relations.[1] We tried to forgive them for indulging in predictable stereotyping when the author wrote, "'Keep Portland Weird' will hit what may be the ultimate



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For more information, contact Mary Lee Resnick, Northland Public Library, at (412) 366–8100, ext. 113, or e-mail resnickm@einetwork.net.

Pierce County Library System Shares Story with Kids Worldwide

From Kenya, Japan, and Chile to Graham, Parkland, and Bellingham in Washington State, children throughout the world shared the same story on the same day during the fall 2007 We Share a Story program.

Pierce County (Wash.) Library System (PCLS), in cooperation with Bellingham Public Library, sponsored this celebration of reading and worldwide community. On November 13, 2007, students in kindergarten through sixth grade in classrooms worldwide shared a story and participated in an international art project.

"The concept is to connect children throughout the world with a common bond," said Judy Nelson, youth services coordinator for PCLS. "Whether a child is sitting in a dirt-floor classroom in Liberia sharing one copy of the book or in a desk in a school in Pierce County with copies of the book for each student—all the kids will connect to share information, a story, and artwork."

We Share a Story participants read the award-winning folktale, [illegible], by Won-Ldy Paye and Margaret Lippert. The tale is a delightful story about cultural diversity and highlights uniqueness and the importance of cooperation.

Following the worldwide reading, the students did an art project, decorating paper body parts—head, body, and legs. The children then separated the body parts and mailed them to PCLS.

Teen volunteers will sort the paper body parts and then mail parts from one part of the world back to another by spring 2008. Thus, kids in England may receive paper heads from children in Morocco, paper bodies from kids in Brazil, and paper legs from kids in Pierce County. Then the students will fit the new body parts into a whole body.

Participating classrooms are located in Australia, Brazil, Cambodia, Chile, Denmark, England, Ethiopia, Germany, Hong Kong, Japan, Kenya, 22(awar)20(Tcc-G)-5(er)-Morocco, Nepal, the Netherlands, Norway, Republic of Korea, R(er)uss0(Tcc-G)-Rwanda, the United States (Washington State), Venezuela, and Zambia.

For more information, contact Mary Getchell, PCLS communications director, at (253) 536-6500, ext. 136, or e-mail mgetchell@piercountylibrary.org.

NANCI MILONE HILL

To MLS or Not to MLS?

That Is the Question

There has been much debate among those in our profession about the need for an MLS degree. Some question whether or not library schools are doing enough to prepare students for the challenges they will face and the roles they will fill as they enter the workforce. Many question whether or not enough technology is being taught to students. Many of these same people question whether or not actual experience working in a library may perhaps better prepare one to work in the field. Others stand by the importance of the degree, noting that while hands-on experience may be gained on the job, it is only in library school that one learns the cornerstones of belief that public library services are based upon. Still others question the cost of earning an MLS degree given the salary those librarians will be receiving for their efforts. And there are those who still yet argue that the cost of the degree makes it virtually impossible for us to attract diversity into the field. Take a look at what some of your peers have had to say on the subject, and then decide for yourself.

Library Schools Need to Beef Up Offerings

Jill Mcconnell, MLS, Assistant Reference Librarian, Lauri Ann West Memorial Library, Pittsburgh; mcconnellj@einetwork.net

Having the MLS is not tantamount to being a good librarian. There are several members on staff at my library that do not have the MLS degree but who are very good at what they do. One staff member is a cataloger while the other two are department heads. And then there's the staff member with the MLS who can't even figure out how to use the copier half the time. So, an MLS does not a good librarian make, in my opinion. Instead, a good librarian is one who possesses a certain type of personality. He or she is friendly, intelligent, curious, tenacious, knowledgeable, and creative. No amount of education is going to instill these qualities in a person; he or she must be born with them.

Another reason why I don't think having the MLS is necessary is the fact that much of what I do on a daily basis wasn't even taught at my library school. Courses in public administration, marketing, public relations, and Web publishing would have been extremely helpful to me in the various positions I have held in public and academic libraries. Instead of being properly trained and educated in these areas, I've had to learn on my own by trial and error, which can be costly in both time and money.

It's been a while since I have taken any library classes, so I thought I'd check to see if I'm way off base on this point. Unfortunately, a quick peek at my alma mater's current course catalog confirms my fears that things really haven't changed all that much. It lists one class in Web publishing and none in any of the other areas. I can't speak for all MLS programs, but it appears that at least one school is more concerned with foundations of librarianship and information systems than course

materials, and books, or where to go for the information, is really only focused upon in an MLS degree.

We know that each generation brings new needs and often obtains information differently. Instead of records, you download; instead of reading a book, many like to download and then listen while running off to the gym or traveling to and from work. The generation and socioeconomic gap that is getting wider even in this country can only be bridged by libraries offering computers, discussion rooms, homework help, and all of the resources many would be without except for us. The library is there to offer this new world. It cannot be dated. There are

thing, contributes to how very white our field is. It disturbs me to think that we're adding another hurdle to diversity in advocating so heavily for the importance of the library school degree.

At the end of all of this fuss, surely

- **Collection Management**—The new librarians I have been working with seem to have a woeful lack of knowledge not only about how to decide what to purchase for a collection, but also how to judge whether the existing collection is a "good" one and how to keep a good collection in good shape (i.e., weeding).
- **Library Administration—**Twenty-plus years ago I got my MLIS with one course in basic library administration, which had virtually nothing to do with how to run a library. The new librarians I am interviewing today have the same problem. It is my belief that anyone getting an MLS should be able to read a budget report; develop a budget; write, understand, and apply library policies; handle an upset patron; and train someone else to do the same. I made some major mistakes in my first positions because I didn't have these skills and it was assumed I did.
- **Library Law—**A good introductory course and overview of library law would be very helpful as both continuing education and as a foundation course for a degree. Not a course that is state specific, but one that goes over the fundamentals of different library funding models and governance, privacy law and how it applies to libraries, copyright law and how it can affect libraries, what the federal government can ask you to do and what warrants they need to provide before you do it. Those types of issues were not covered at all in my degree program and don't seem to be covered well with the new librarians I have been interviewing.

Should an internship be a required part of the MLS degree program? If you are not currently working in a library, then yes, an internship should be a required part of the MLS degree program. Not a capstone project, but a full internship where you go into a library and spend time working in all the departments, professional and nonprofessional. If you are currently working in a library, hopefully you got this introduction as part of your orientation. As a public librarian, the new MLS holders need to be able to work circulation, reference, technical services, and administration. They need to be familiar with all parts of the library, the good, the bad, and the ugly. Getting your degree and discovering that you are not interested in the day-to-day work of being a public librarian is a guaranteed way to regret how you spent your money and time.

Is the MLS really necessary at all? In public libraries, you can become accomplished in almost any facet of library work without having a degree. But to understand how each part of the library fits together into a greater whole and how that whole fits into the community at large needs the breadth of background that (hopefully) comes with having an MLS. I will not say that it is absolutely required. We all know the paraprofessional that has the best grasp of the big picture as well as the professional librarians who are so narrow they cannot function outside of their specialties. But in general, having an MLS will give you the needed background knowledge that nonprofessionals have to develop on the job over many years of experience.

Caught in the Middle

Joan Neslund, Ellensburg (Wash.) Public Library; neslundj@ellensburglibrary.org

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My current director was supportive of my learning and encouraged me to represent the library on many statewide library projects and committees. I helped develop a statewide public library portal, served on committees that developed both Washington State's Consumer Find It page (http://finditconsumer.wa.gov) and the Washington State Library's digital reference consortium, which has now migrated to OCLC's Question Point service.

It was at this point that I decided that I would investigate an MLS degree. I was learning so much and wanted to learn more. Unfortunately, I soon discovered that because of my home schooling, I had learned too much. I was way ahead of the game in what MLS schools were teaching. I was on committees with the some of the top people in my state. I was on the cutting edge of libraries, computers, and the "information highway." An MLS at that time would have been nothing more than a membership card into an industry that I was already very involved with. My husband was not excited to move at that point in our lives, we had two children at home and our lives were (and are) very happy. I made the decision to not get the MLS and to continue on with my career as a paraprofessional in my public library.

In retrospect, all of this learning and experience has served me very well. I feel very competent in my job, which is much as it was ten years ago, only greatly expanded. Our computer lab now has nineteen computers in it, our website is complex, I teach Internet and computer classes on Saturdays and a few evenings, and the ever-changing reference work has now turned into mostly Internet and computer how-to's with a smattering of "true reference questions" in between.

Since my decision to not pursue the MLS degree, the University of Washington (UW) invited Mike Eisenburg to head up what is now UW's "I" (Information) School. This program is progressive and just what I was looking for at the time. Mike and Joe Jaynes have created a hands-on, in-depth program for students seeking an advanced degree. As I approach my fifties, the economics of the MLS program has changed. My children are now grown and I have other fish to fry, as they say, if I choose to leave my job here. Economically I don't believe I could pay off the cost of the MLS before I retire.

Here I am several years later, still staffing the reference desk, running the computer lab, teaching classes on the Internet and computers, and learning all that I can about libraries and reference. I imagine that I will continue to do so as long as I can still work a computer. I love this work; this work is my life. I do not have my MLS but I challenge anyone with one to find fault with my work. Library work is fun and always changing. Without an MLS, I find that I do not have some of that old-school thinking that I see in some librarians. I am open to change, I seek change, and I love to try something new.

The future holds so much for libraries and librarians. Unfortunately, most who aspire to the experience still have to get that piece of paper that says they are qualified to do the job as a professional librarian. Library and Information schools today are progressive and cutting

pleasure of calling my colleagues, I just don't think I'd be willing to risk the stewardship of library service in my community knowing the level of service the mastered librarian is capable of providing.

Yes, No, Maybe, MLS Yes

Robert Forman, MSLS, MBA, Continuing Education Coordinator, New Mexico State Library; robert.forman@state.nm.us

I am fortunate to have earned both an MLS and an MBA. I completed my MLS in the 1990s and completed the MBA in 2005. Part of the reason I went back to school to get a second master's degree was because my career in libraries was not advancing as I had planned. I hoped that an additional degree would put me in a position to achieve my career goals, and so far, I think that strategy is working. An MLS is important but it may not be enough.

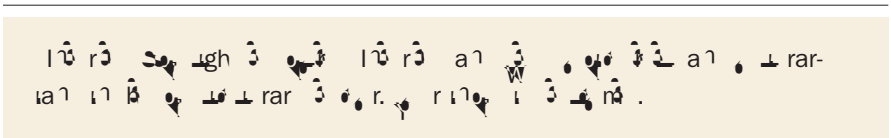
One thing that strikes me in terms of comparing both educational experiences is that the MBA program was ten times more rigorous. The MLS program is one that is ALA-accredited and well respected, but in retrospect, the rigor just was not there. I can't speak to other MLS programs, but my impression is that if these schools want to turn out individuals who can compete in the broader market place, they are going to have to create curriculums that are much more demanding. The key component, in my opinion, is information technology.

Currently, I am employed as Continuing Education Coordinator at the New Mexico State Library. I work with approximately ninety public libraries throughout the state. Most of the library directors and staff I work with do not possess an MLS degree. My job is to assist them where they need help, and through educational programming, fill in the knowledge gaps in terms of their understanding of library services and information systems. Mostly I find these individuals to be highly competent. Experience counts for a lot! But I also understand that the MLS provides a broader view and context for understanding library services. The MLS is not essential if you want to work in a library. But if you want a [illegible] in libraries you need an advanced degree, preferably an MLS. Many employers require an MLS. In a bigger public library or library system, only those individuals who have earned an MLS will advance to the better jobs and management positions. Without the MLS you will be forever stuck in paraprofessional purgatory.

But MLS programs need to move into the twenty-first century. Subjects such as cataloging and reference services are increasingly becoming less relevant. Reference transactions are down because people are finding information for themselves on the Web. And the library catalog no longer reflects the real

She has her first real love interest with Eric, but we're left not knowing if they'll ever see each other again. At the same time, she has had a major break with her lifelong best friend, Phoebe, and the reader doesn't really know whether that will be reconciled.

AS: I definitely wanted it open-



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> linking to some of your favorite posts by other people who have also written today about the Presidential debates. Make sure to send trackbacks to those posts![10]

Gurus of the emerging Web world are starting to recognize that librarians actually understand how to navigate in a world of information. Information creation, sharing, and discoverability are what we've always done, and will continue to do in a 2.0 world (Okay—it's also sorta cool they're calling us "sexy"—but that's another article entirely).

Another recent ReadWriteWeb post mentions the recent Pew report:

> According to the newest study from the Pew Internet & American Life Center—the youngest, most affluent, and most Internet-connected adults in the U.S. are also the most likely to visit a physical library. It wasn't that way just 10 years ago. How many other legacy industries can you think of today that can say their strongest growth is among young, affluent, power-Internet users? Something is going very right in library land. The music business ought to pay close attention to what's going on there."[11]

Sometimes, perception is everything. And thankfully, library perceptions seem to be changing for the better.

Come Again Soon—We'll Be Here to Help

Where does this leave us? I'd say we're set to succeed in a very real way! Our expert search and information-related skills are currently in high demand by our "regulars"—those patrons who already know what we do. The potential is there for demand to pick up as the Web continues to evolve. Librarians are already uniquely trained to navigate an information- and content-based society. We've been doing just that with a variety of content formats for as long as libraries have existed—and the Web is simply the newest container for content.

Surprisingly, even Web-savvy people need our help. Librarians have the essential skills to help guide our more savvy users through this new world, so to speak. We not only have the skills needed to improve their searches—but also to improve their questions. Stephen Abram says: "Recognize that librarians' and library workers' key contributions aren't merely collecting, organizing, and delivering the information—it's improving the quality of the question."[12] This question-improvement applies to simple and silly questions—like Zulu spears—but also to important life questions.

Helping our patrons in this way may require us to work in a new way. Traditionally, librarians have stayed in their respective reference chairs, waiting for patrons to come visit us, preferably at the service desk, to ask those burning questions. And then we happily respond. This traditional service model has somehow resulted in adults who don't think of using a library when they search for information on the Web. Abram suggests: "Our communities are changing. It's not just understanding standard census data on ethnicity, incomes, and homes with children. It's about changing consumer values, and libraries are a consumer service at their core."[13]

With that in mind, maybe it's time to rethink what your library is doing to serve both adults and the Google Generation. Is your website rich with original content and structured as a good place to start a search or to get ready help when needed? You probably already teach search engine classes—does your community know about them? If not, do you have a plan to restructure your website to make it more useful to your community? Do you have a plan to reach outside of your physical library walls and demonstrate your library's wealth of knowledge, both traditional and cutting-edge, to your potential-but-not-yet patrons? Librarians—get out there and start changing those statistics! PL

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for their conservation and preservation projects. In addition to working as a conservator in several museums and regional centers, she has also worked in development for organizations such as the Conservation Center of New York University and the American Academy in Rome.

- **Shirley Trauger** is a vice president of Schultz and Williams, a consulting firm that provides fund-raising, direct mail, marketing, and management planning services to the nonprofit world. The firm's clients have included the Lower Merion (Pa.) Library System, Tredyffrin (Pa.) Public Library, the Rosenbach Museum and Library, and the East Hampton (N.Y.) Library.

So, without further ado, and with great respect for the work of Meredith Willson, I offer:

T eM cMa Case Study

The Trouble in River City

In 1908, River City is a small Iowa town, located near the Mississippi River and the Illinois border. It has a thriving main street lined with popular stores, such as the Candy Kitchen, Ewart Dunlop's grocery store, and the Pleez-All Billiard Parlor. Most of the streets are still dirt, but the roads in the very center of town have recently been paved. There is a very pleasant town square, with city hall on one side and the church on the other.

The town is exceptionally clean and colorful, and the people all appear relatively prosperous. There is no smoking because cigarettes are illegal in the state. Railroad conductors, working on the Rock Island line that stops in the town, are careful to mention the no-smoking restriction to people disembarking at River City.

Recently, cars have arrived in River City, but only the richest citizens have them. Horses are still the primary means of transportation, although most people live near the town and can easily walk wherever they need to go. Every now and then,

Based on conversations between her father and Mr. Madison, Marian believes that Mr. Madison is indeed quite wealthy, but she feels that he is also very civic-minded. She deeply resents it when she hears him called "old miser Madison," as she doesn't feel this reflects his true character at all.

Questions

Where should Marian Paroo look for funding to launch her River City library project? Should she consider Mr. Madison to be a potential major donor?

Shirley Trauger: Before Marian Paroo starts asking for funding for a library, she should look hard at River City and find out what its citizens feel it needs to thrive as a twentieth-century town. She will want as many funders as possible to get excited about her library project. Clearly the townspeople have a lot of civic pride and want River City to continue to be better than all the neighboring towns. The Rock Island Line and Wells Fargo, as well as local businesses, can also benefit as River City becomes more attractive to the farmers who live around it as well as potential new residents.

Appealing to all these different motivations—pride, snobbery, self-interest, among others—Marian could continue to find partners to fund and advocate for town improvement. In listening carefully to their responses to her idea, she could find that the first priority of thoughtful citizens might be a real schoolhouse, and that her library project might be more attractive—and more useful—if more River City-ites could first read books beyond McGuffey's [illegible]. There may be more enthusiasm for building a combined school and library rather than a library alone. This is called building a case for fund-raising.

Of course she should consider Mr. Madison a potential major donor. He has the resources to support her project at a high level, he is fond of Marian and her family, and he has already realized—through conversations with Marian's father—how beneficial a library and school would be to the townspeople. In other words, his interest has already been cultivated.

Peter Pearson: Most public library buildings are constructed with the majority of funding coming from the municipality and "enhancement" funding coming from the private sector. This building project will very likely not have that public/private mix; it will be built with all private funding. Therefore it will be necessary to get as broad a cross section of the community to be donors as possible. Marian will need to build a case for the new library with extensive community input. In addition, Marian will probably want to create a 501(c)(3) nonprofit organization to accept contributions for the library. Most major donors will not want to

get the community behind the project. She can do this through a variety of cultivation efforts—teas, dinners, and so on, in which she discusses a plan for the library, why it is impor-

name on the library or some other part of the project.

A New Paradigm

Marian Paroo is concerned that she may lack the academic credentials

successful in another. While experience is often transferable, there is still a good deal to be learned. It would be helpful if Marian could get a bit of training, but her reality is that there are no resources from which she could receive this training. Therefore, she should forge ahead, realizing that mistakes will be made successful

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If he says yes, she should follow up the second conversation with a letter that acknowledges the gift and states the amount. If he says no, she should continue cultivating him with the hopes he may make a gift in the future.

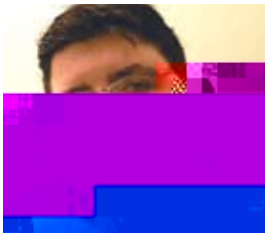
PP: One option would be for Marian to suggest that such decisions would be made by a duly appointed library board with broad representation from the community rather than by a LAC with little or no knowledge of library issues.

RL: Ultimately, funding should be independent of collection policy. But the reality is that many funders have specific funding interests, and often they have an impact on collections. Public libraries take their role as the repository of all information very seriously, but also, they must live in the real world and reflect community standards. Many libraries have learned to compromise on access issues resulting in happy funders and patrons. Marian could suggest limited or restricted access to controversial texts, or active supervision and monitoring of use. But I'm not a librarian—and I willingly leave the procedural aspects to them!

ST: Anyone as wise and thoughtful as Mr. Madison seems to be, must himself be a reader of books that include such authors. Marian could express her strong opinion about the value of such widely regarded masters of literature and their ability to reflect—and reflect on—the foibles of being human. If Mr. Madison agrees to support Marian's position, together they might create a more tolerant and deeply cultural environment in River City. That may be exactly what LAC fears, or they may really be afraid of exposing their children prematurely to the evils of the world. Marian could offer to make authors like these available in an adults-only section of the library. If Marian has built a good partnership with these ladies, they should now trust her to do what is in the best interest of River City.

Conclusion

In the end, Marian Paroo received the contribution that she wanted from Mr. Madison, made in the form of a planned-giving bequest. Thean s5 53.08 Td[d325 scn/GS0 gs/T1 beqy, beq222s wh



Contributing Editor
MICHAEL GARRETT FARRELLY is a [illegible] librarian and graphic [illegible] in Chicago, [illegible] with his [illegible] and [illegible].

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Folksonomies

P H A B E R WAY?

SHARON L. N

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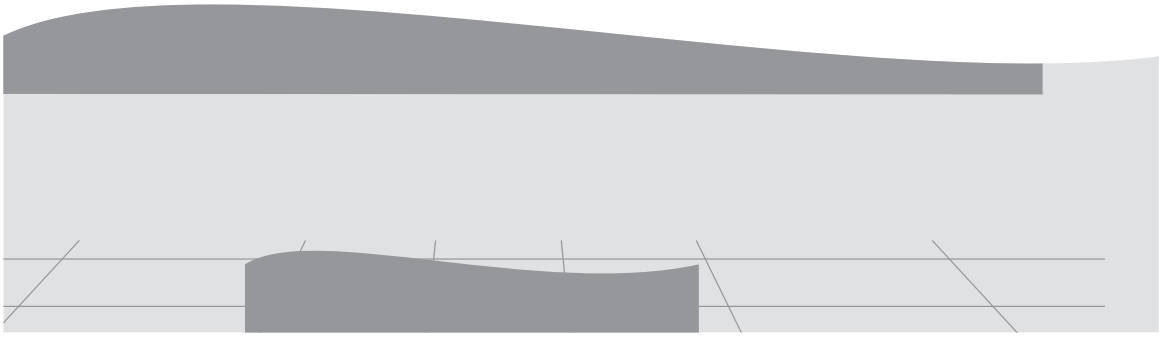

GLBT

PROGRAMMING AT THE DALLAS PUBLIC LIBRARY

LESSONS LEARNED

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DAVID FETTKE (a ı [illegible] a [illegible] rar [illegible] rg) ı [illegible] ı a [illegible] a [illegible] ag r, H ma [illegible] Dı [illegible], Da [illegible] P [illegible] Lı rar . [illegible] ı [illegible] a ıng L C B [illegible] h [illegible] .

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In late summer 2004, a casual suggestion from a librarian to an administrator led a group of Dallas Public Library (DPL) employees to create the first-ever series of gay, lesbian, bisexual, and transgender (GLBT) author presentations in the library's history. While DPL's clientele consists of many distinct populations, represented by special events and activities on a regular basis, no programming specifically targeted to the GLBT community had ever been attempted. But thanks to some highly motivated employees, DPL would tackle the project from the ground up.

With the initial guidance of the library's central administrator, an ad hoc committee was formed consisting

ner plans, accommodating our speakers' audio-visual needs, collecting goodie-bag gift items for the authors, and much more. To our immense relief and gratification, Julie Anne Peters' September appearance went splendidly, and she proved to be a delightful guest and speaker. There were approximately fifteen people in our audience that day. While we had certainly hoped for a larger turnout, those attending shared enthusiastic reactions on short surveys that we had distributed.

Our Concerns Continue

Thanks to some budget juggling, we had sufficient funds to pay Bechdel, our next speaker, but the committee was still in the financial hole for our third and final author, Doty. We quickly compiled a list of Oak Lawn–area businesses that had previously advertised in Dallas's weekly GLBT newspaper and made a new round of telephone cold calls. AsLc523 Td[(ance nnout,)-howadvorw

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-final speaker

would continue fund-raising within the community. In comparison to the previous year, our financial burden was noticeably lighter. Unfortunately, our solicitation letter, sent to all previous and hoped-for sponsors with follow-up phone calls shortly thereafter, did not raise an appreciable amount although several of our 2005 contributors did once again respond favorably.

Our 2006 publicity efforts replicated those from 2005 (glossy posters and flyers for distribution throughout the library and surrounding community), plus targeted e-mail announcements distributed through appropriate channels. For reasons of cost, we decided to forgo advertising in Dallas's weekly GLBT newspaper or the annual [illegible].

A total of forty people attended our three 2006 programs, a small, but enthusiastic group. Twenty-five people, including several Dallas city council members, joined us for the "Out at the Library" opening reception in January 2007. The exhibit drew steady crowds of appreciative visitors over the next several months.

2007

Our 2007 programming took another turn as we presented a Q Pride Film Series at DPL's central library in downtown Dallas on six Saturday afternoons from September through November. Since DPL owns a license allowing staff members to show movies from its own collection, expenses incurred were solely for refreshments and payment to a local film critic for commentary at each showing. Our features included [illegible] & [illegible], [illegible], and [illegible], with Greta Garbo's classic [illegible] for a little historical perspective.

Since our film license does not allow us to advertise the titles of our scheduled movies in any venue outside the DPL system, our 2007 publicity efforts were somewhat circumscribed, though we did use posters and flyers along with information on the library's website.

What Did We Learn?

So what have we learned during these eventful, fulfilling years of thinking, planning, calculating, anguishing, and building camaraderie? What questions should be uppermost for any library group wanting to produce 36(anuarb90 -1lph5Tu9RfL7rr)-2TJ0 -10 -1.2421d

DPL support staff in order to bring this project to life. Therefore, any library team wishing to tackle something similar should be prepared for major time expenditures along the way for all personnel involved.

- Out-of-pocket expenses—from last-minute color copies at Kinko's to gasoline for airport chauffeuring—should also be tallied so you will have a more accurate overview of the projects' costs.

Summing Up

Over the last three years, each of us has learned and grown tremendously in our roles as money managers, public relations mavens, party planners, and hotel/conference negotiators. To be sure, we have faced miscalculations and disappointments along the way, but dedication to our overall vision and to each other as colleagues-in-arms has never wavered. We began this undertaking as a committee and became a team. We look forwartaking y

providing more free copies and creating an environment where technological obsolescence is less of a threat due to more ease in migration to newer platforms (see www.lockss.org/lockss/Home for more detail).

Due to the relative newness of the OA movement, it is still difficult, at this point, to discern hyperbole from truth about its usefulness as a method of information dissemination. Most of the articles written about the OA process focus on financing and praise for technology. Also, the bulk of the articles are written by or for academic librarians or publishers, making for a narrow and untested collection of OA information. A quick search of the literature landscape was unable to procure any articles relating to the theory of OA as it pertains to public libraries, in spite of the fact that public libraries face the same problems that academic libraries face. They, too, are expected to pay a high price for subscriptions. They, too, worry about archiving of digital materials. They, too, see a yearly reduction in budget due to societal and economic influences. And they, too, need to address customer needs in the most efficient ways possible. OA, on the surface, seems like a great way to reach these goals. Yet, when it comes to OA, public libraries remain mostly silent with the exception of a few articles rating the quality of OA sources.[9]

Science and the Public

As a customer and a member of the general public, Terry reports firsthand on the difficulties she has had with medical information in particular.[10] Nowhere is the debate about access to information more predominant than when it concerns science and medicine. She claims that despite her children facing a genetic disease (pseudoxanthoma elasticum), the most disturbing obstacle they as a family faced was the "wall around published scientific research."[11] She describes episodes of doing research that rang true such as honing down a morass of information in PubMed to a manageable range of one dozen articles, only to start clicking on titles and finding that there was a charge of $25 to $40 per article for those that she really needed. If we look past the veneer of freedom of information, we find even in OA databases and repositories that a haves and have-nots caste system is in place. This system remains, whether OA follows the green road or the gold road. A sense of urgency about this caste system can be found in articles coming from other countries. A recently published article from a Brazilian librarian reminds us that in a "globalized world only those people with access to information and knowledge will have the best opportunities to improve their quality of life."[12] The librarian in Brazil and the American woman with sick children know this well. Sick people are part of the public; high school and college students are part of the public; small children who grow up to be scientists are part of the public; immigrants are part of the public. How can public libraries address the numerous and varied needs of this heterogeneous group of customers? We can try to understand and affect the changing information landscape while returning to our roots, use core values and tools that have withstood the test of time, and lead our customers through the glut of information available to them to quality, including OA sources.

Pathfinders: Matching Customers to Sources

OA sources are rarely indexed in traditional commercial indexing services and they are not well marketed.[13] Therefore, the savvy public librarian needs to build an arsenal of leads to OA repositories for the customer. One forgotten library tool, the pathfinder, can aid in leading the customer to valued OA information. Indeed, the webliography mentioned previously serves a similar function to the print pathfinder in that they both lead the customer to the appropriate information and supply enough leads to let the customer follow a path relevant to their needs. Contemporary pathfinders should be a composite of print materials, websites, appropriate database listings with quick tips on how to use the databases themselves, as well as directives to OA materials. They can be printed or digital, but when they are digital, it is recommended that the pathfinder be formatted for printing and that the length, when printed, should be no more than two pages, for ease of use by the customer. Samples of contemporary pathfinders that utilize Internet sources are available.[14] An expansion of this method, which would include OA sources, will help customers get the information they need as well as increase public awareness of and support for the OA movement. Perhaps increasing public awareness of the whole process of publishing will help to ultimately restructure the way information is produced and provided.

Relevance, accessibility, and reliability are important criteria, particularly for SMT literature. Smart pathfinders will account for these variables. A sound understanding of user needs also factors into creation of a pathfinder. OA gateways are still in the formative process and at this point, no one database

A recently published article from a Brazilian librarian reminds us that in a "globalized world only those people with access to information and knowledge will have the best opportunities to improve their quality of life."

or website will serve all SMT research-related needs. Also, individuals in the general public will not be familiar with the specialized vocabularies of SMT information and may need help translating their needs into scientific language (we are all familiar with MeSH headings, for example, and know that customers wanting to treat a bloody nose may need to use the heading "epistaxis" at some point).

Starting at the beginning, where the customer is at present, is the best course of action. And where is the starting point for SMT where the public is concerned? Borchelt summarizes it as follows:

> More than 70 percent of Americans know, for example, that oxygen comes from plants, that the continents are moving and have done so for millions of years, that light travels faster than sound, and that the Earth goes around the Sun. However, one-half or fewer of Americans know that the earliest humans did not live at the same time as dinosaurs, that it takes the Earth one year to go around the Sun, that electrons are smaller than atoms, or that antibiotics do not kill viruses.[15]

People learn about science in any number of ways, many of which do not jibe with an academic focus. Public libraries are composed of a broader audience than one would find in an academic or research-oriented culture such as the science community. Children, teens, and adult learners at all levels of information literacy must be served. One segment, the adult learner, was studied recently by Miller et al.[16] Although most American adults have an interest in science and technology, fewer than one in five is able to read and understand the science portion of [illegible].[17] Pew Research Center found that a growing interest in health stories in local media surpasses the audience for national or international news.[18] Given this, ScienCentral and the National Science Foundation chose to track the impact of science news stories. Nineteen news stories relating to a variety of topics were offered to ABC and NBC television stations and affiliates. Retention of stories by viewers was measured and filtered through the schema learning framework, which describes how individuals process new information into previous knowledge and experiences. Almost half of the people studied had some recall of science material. Accurate recall was higher and more stories were recalled with topics in which there was some previous knowledge (teen behavioral stories, for example), and lower with newer topics (neuroscience, genetics). Stories covered on local news stations reached the biggest audience. Attention, interest, experience, and education level affected recall. When visual images to illustrate a concept were used (instead of a talking head), retention of information was significantly greater among less-educated people.

Combining this information with findings by McInerney, Bird, and Nucci and Brossard and Shanahan, librarians can begin to think about ways to get science information across to a general public.[19] McInerney, Bird, and Nucci illustrate that language formation around newer science topics can cause some confusion (that is, Frankenfood), and that the lay press does not follow scientific publishing when highlighting topics.[20] Brossard and Shanahan further explore the idea of a "civically literate" science vocabulary framed by science information as presented in American media.[21] These studies allow a librarian to extrapolate methods for helping the public with science. Perhaps a partnership of the local library and the local news station could produce short television segments capable of reshaping a customer's vocabulary (for example, Frankenfood) into something more usable (like genetic modification) in an information-literate society. A visual pathfinder might be created. Start with words they know, and slowly build. Perhaps librarians can be more sensitive to the need for graphic imagery when working with a less-educated public. These television segments might have a simple graphic relating to finding more information in the library, which might encourage potential customers. Information on adult learning should be applied. For example, the television segments should always relate to something practical that the customer might be working on, should start

with familiar language and knowledge, and then try to stretch a bit into uncharted information. OA material can be highlighted and simple televised directives might be offered pertaining to finding OA sources on one's home computer or when visiting the public library. Public library customers already have an interest in science. We librarians can build on that interest and help create a more science-savvy public. Self-confidence stemming from increased mastery of expert scientific language will empower citizens to utilize as well as have an impact upon science and science policy in their own interest.

Public Libraries and the Global Agenda

Global issues regarding the flow of information are many, but the focus here has primarily been on tools and resources based in the United States that utilize English as their primary language. Public libraries may serve customers who have come from a country wherein information does not flow freely. These customers may not even be aware that such information exists. Even within our own country, the line demarcating what is available to the public continues to shift. On the one hand, the National Institutes of Public Health have mandated that research supported by federal grant money must be made available to the public. On the other hand, the National Science Advisory Board released documentation for Biosecurity Guidelines that attempts to restrict "sensitive" information due to the threat of bioterrorism. In addition to lack of awareness regarding source material, librarians serving customers who may have recently come to America may need to build upon OA sources from other countries and in other languages. In the field of SMT, this may be more difficult, given that English is the international language of science.[22] Indeed, public libraries are oftentimes still attempting to level the technological playing field and serve many customers who have not used a computer before, or assist those who are not proficient in computer skills, let alone providing language choices for information sources. Governmental and political restrictions on information flow, and

17. Ibid.
18. Pew Research Center for the People and the Press (2004), http://people-press.org/reports/index.php?Date=2004 (accessed Jan. 11, 2007).
19. Claire McInerney, Nora Bird, and Mary Nucci, "The Flow of Scientific Knowledge from Lab to the Lay Public," [illegible] 26, no. 1 (2004): 44–74; Dominique Brossard and James Shanahan, "Do They Know What They Read?" [illegible] 28, no. 1 (2006): 47–63.
20. McInerney, Bird, and Nucci, "The Flow of Scientific Knowledge."
21. Brossard and Shanahan, "Do They Know What They Read?"
22. C. Tardy, "The Role of English in Scientific Communication: Lingua Franca or Tyrannosaurus Rex?" [illegible] 3, no. 3 (2003): 247–69.

Additional Resources

Grogg, Jill E. "Linking Users to Open Access," [illegible] 13, no. 4 (2005): 52–56.

Ho, Adrian K., and Charles W. Bailey. "Open Access Webliography," www.escholarlypub.com/cwb/oaw.htm (accessed Jan. 5, 2007).

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Scholarly Publishing and Academic Resources Coalition, [illegible] (2007), www.arl.org/sparc (accessed Jan. 5, 2007).

Appendix A: Toolkit for Librarians

A toolkit for librarians and other interested in OA in general, and OA as relating to SMT, can be comprised of the following sources:

- **PubMed Central,** a Free Archive of Life Sciences Journals, developed and managed by the National Institutes of Health's National Center for Biotechnology Information (www.pubmedcentral.nih.gov)
- **Health Internetwork Access to Research Initiative,** organized by the World Health Organization (www.who.int/hinari/en)
- **Oaister** (find the pearls), created by University of Michigan's Digital Library Production Service, a union catalog of digital resources (www.oaister.org)
- **Citebase,** a citation index (www.citebase.org)
- **CiteSeer,** a scientific literature digital library hosted by Penn State (http://citeseer.ist.psu.edu)
- **Open J-Gate,** an electronic gateway to global OA sources, from Informatics India Limited (www.openj-gate.org)
- **Open Access News,** an online blog and newsletter from Peter Suber (www.earlham.edu/~peters/fos/fosblog.html)
- A resource page from **Alliance for Innovation in Science and Technology Information,** a nonprofit agency that supports OA (www.aisti.org/home/pages/resources)
- **International Network for the Availability of Scientific Publications,** a directory of free and OA online resources (www.inasp.info/peri/free.shtml)
- **Medknow,** another OA site from India that has its roots in publishing (www.medknow.com)
- **BioMedCentral,** an OA site from the United Kingdom, focusing on biology and medicine (www.biomedcentral.com)
- **Public Library of Science,** a nonprofit group of scientists and physicians supporting OA (www.plos.org)
- **Google Patents,** an attempt by the big guys to make patent searching easier (www.google.com/patents)
- **ArXiv,** an OA site with a strong focus on hard sciences, produced by Cornell University Library (www.arxiv.org)
- **E-Prints,** providing OA and the tools for creating it (www.eprints.org)
- **Directory of Open Access Journals,** quoted as the most important directory of OA journals (www.doaj.org)
- **HighWire Press,** a pioneer in the field from Stanford University (http://highwire.stanford.edu)
- **Cogprints,** an archive for the study of psychology, neuroscience, philosophy, and computing (www.cogprints.org)
- **Digital Library of Information Science and Technology,** OA for library studies (http://dlist.sir.arizona.edu)

This group of tools is by no means complete; rather, it is meant to give a sample of various starting points for further exploration by public librarians and to provide quick resources for customers. These websites can be incorporated into pathfinders as is appropriate to the topic (see appendix B). Or, they

the new bidder that he has been outbid by the first bidder and gives him the opportunity to bid again. New bidders will now have to bid higher than the newly established bid of $7. This process goes on

books on eBay was the Los Gatos (Calif.) Public Library (LGPL). The author, part of both the library board and the Friends of the LGPL, conceded that it is a project best suited to volunteers rather than library staff because it is time consuming, requiring approximately 65.5 minutes per book. The online auctions generated $6,700 for 167 books, netting the library approximately $40 per book.[3]

eBay as a Collection Development Tool in Libraries

Selling discarded library books on eBay has been used as an alternative to the annual library book sale at several libraries. However, when it comes to purchasing books, librarians and library staff are more accustomed to the traditional route of buying books through vendors who make it easy to purchase a large number of books at a known discount. A multitude of online booksellers, including eBay, create a new avenue for libraries to add to their collections. The Web gives library staff the opportunity to buy books (possibly at large discounts) and may give them access to materials that are in short supply. A great example of a library taking an active role in using eBay to add materials to their collection is Western Oregon University (WOU).[4] WOU's archivist, with the support of the library director, has used eBay not only to inexpensively replace the occasional lost reference books, which are hard to replace through regular channels, but also to add to their archives. Between July 2004 and June 2005, carefully crafted searches on eBay by the archivist and director yielded three hundred hits. Of the one hundred unique items that these searches found, WOU actually purchased about one-third of them.

Mutter, Milliot, and Holt wrote a very illuminating article explaining the revolution brought about by the Web and the ability to sell books online. It is written from the publisher's point of view and explains how the traditional sale of new books can be adversely affected by the easy availability of used books. It is "a more perfect market in the classical economic sense, where every buyer is exposed to every seller and vice versa."[5] No longer will buyers be bound by working exclusively with local booksellers. This is especially true regarding used textbooks, creating a real problem for the trade-book world. According to this article, used books may someday make up to 20 percent of the market. An interesting observation made by the authors is that this change will depend on alterations in consumers' habits on selling their books, not on buying them online, which has already happened. With the ability to find multiple sales for most items, customers feel more confident that they are not overpaying for a book.

With the possibilities of purchasing books at discounted prices through online auctions as well as through the more traditional route of library vendors or book-jobbers, how can a library decide when to use eBay or other online auction services to buy or sell books? Beyond making sure that proper policies, procedures, and ethical considerations are taken into account, there are certain criteria that can be examined to help determine if eBay use is right for the library. When considering purchasing items on eBay, library personnel should search for alternate suppliers of items to determine if purchasing through this route will truly yield a bargain. When considering selling items on eBay, there are multiple considerations, including the presence or absence of a substantial pool of potential buyers, the market-value of the items to be sold, and adequate staffing and knowledge base to perform the necessary duties for eBay transactions. If, for example, a library has some finer volumes that are being sold because they have been deselected or were donated for a book sale, they may wish to consider using eBay provided that: (1) these books may have an opportunity to bring a higher price online than at an annual book sale, (2) there is a much smaller number of potential buyers at the local book sale, or (3) local buyers may not be aware of the true market value of these books. To ultimately have a successful auction, with a positive cost/benefit ratio, the library needs to have a staff (be they paid or volunteer) that has the necessary skills and experience to process these volumes. Selection of these materials, creating the listing online, responding to bidder inquiries, and processing the final sale (including arranging payment and mailing of the volume) can be a detail-oriented process that not all staff may be adept at. With an average time of 65.5 minutes processing time per book to sell on eBay, potential benefits to the library can hinge on the efficiency of those processing the materials.[6]

eBay as a Reference Tool in Libraries

The eBay auction site can be a valuable information resource and sometimes the site of choice for quickly answering reference questions at the library. The primary reference-related applications where eBay may be most appropriate are those related to product identification and those aimed at determining market value of specific items or item types. Of course,

including popular searches for items within certain categories, market trends, and so on. The Market Research option has a modest cost ($9.99 per month for the Basic version and $24.99 per month for the Pro version) but is more likely a tool for individual sellers and buyers, rather than libraries, to purchase.

A tool that unfortunately seems not to have received much maintenance by eBay is the eBay Community Library (available at http://pages.ebay.com/community/library). This little known eBay site has a modest collection of information on items in different categories, including antiques, coins, computers, stamps, and more. Although the resources available from the eBay library do not provide precise product value information, they do provide information regarding factors that will influence the value of the items, as well as tips for locating and selling items of particular types.

As an example of the creative researching possible using eBay, one need only follow the lead of a savvy lawyer who utilized eBay to purchase evidentiary items to be used in litigation. A brief communication by Brenda Jeffreys in the [illegible] reported on W. Mark Lanier's use of eBay to acquire evidence and pertinent information for asbestos-related lawsuits.[9] By typing in the keyword "asbestos," Lanier was able to purchase many items (some fairly commonplace household items) known to contain asbestos. However, his most significant find was an unpublished corporate draft report that indicated the company had knowledge about the potential health hazards of asbestos, an admission contradicting the published report. This was undoubtedly weighty evidence for Lanier's asbestos cases. If this article recounting Lanier's use of eBay receives attention from the legal community, it could encourage further use of this website for evidence gathering and legal learning purposes.

eBay as a Tool for Library Promotion

To get an idea of the potential impact of eBay, especially as it pertains to community draw and library promotion, some basic facts about this online auction site may be helpful. It is the most popular online auction site, dominating an impressive 90 percent of the online auction market.[10] According to the Nielsen//NetRatings, eBay was the most often utilized search term in November of 2005 and was ranked amongst the top ten websites during the same month.[11] Even though there are other websites that are more heavily trafficked, people spend a lot of time on eBay. According to statistics gathered by iMediaConnection.com, an average visit to eBay is lengthy, at forty minutes and twenty-three seconds; there is a large time gap to the nearest competitor, Amazon, at fourteen minutes and twenty-three seconds.[12] It was also ranked as "qualitatively, the single best Internet site" by [illegible] based on such factors as "usefulness, content, and ease of use," according to columnist Reid Goldsborough.[13] A July 2005 survey by AC Nielsen indicated that the number of individuals in the United States making full- or part-time livings by selling on eBay exceeded 700,000, and many hundreds of thousands more are supplementing their income by selling on Ebay.[14] The number of worldwide registered eBay users exceeded 221 million in the fourth quarter of 2006.[15] Based on these statistics, it would appear that eBay would have a significant community draw, as well as a number of items that might be of interest to libraries wanting to add to their collections, and a number of buyers who would be interested in buying items weeded from libraries' collections.

Some libraries may be reluctant to use eBay as a library promotion tool since it is an obvious commercial website. However, this website is extremely popular, and advertising eBay classes or resources may encourage library patronage. Indeed, by searching Google for "eBay classes" and restricting the domain to organizations or educational institutions, a plethora of eBay class offerings (past and future) could be found. Class providers were from a multitude of different institutions or organizations, including libraries, parks and recreation groups, computer groups, senior groups, colleges and universities, continuing education providers, and many more. The first result returned when searching for eBay classes restricted to the educational domain illustrated well their potential popularity. An announcement from Adams State College in Colorado reads, "Due to the success of the first eBay workshop, ASC's Business Support Center is again hosting two classes that will teach the keys to selling on the eBay online auction site."[16] It is noteworthy that even though there was a registration fee, the eBay classes offered by Adams State College were very popular. And classes without a monetary fee may provide an even greater community draw.

These initiatives to teach eBay provided some individuals with the opportunity to use the Internet for the first time. A course that was offered at Westchester Community College in New York on eBay use was taught in three separate sessions, allowing time to advance from the basics of Internet use and eBay use to more advanced skills, such as posting items for auction.[17] By inspiring individuals to use

the Internet, eBay is spurring the learning of a very valuable information resource.

One group in particular that eBay has targeted for eBay classes is seniors. The idea is to teach them how to be effective on eBay's site and decrease the digital divide for seniors, a major eBay user group. It is interesting to note that there was a 54 percent growth in the use of eBay by individuals fifty-five and older during the period of April 2003 to April 2004.[18] During the same period, seniors were also the fastest growing user group of the Internet.[19] To help encourage the use of computers and the Internet, eBay initiated the Digital Opportunity Program for Seniors. To help ensure the success of the program, it partnered with SeniorNet, a nonprofit group that provides computer training to older Americans and has numerous learning centers throughout the nation. This partnership allows senior citizens access to computers through various SeniorNet centers in the United States. The goal of the program is to provide computer and Internet training to at least one million senior citizens within a five-year time period. In support of this program, eBay is providing significant funding, training of educational specialists, building new computer training centers, and adding courses to the current SeniorNet curricula that will help enhance knowledge of e-commerce.[20]

If a library is having moral issues with using a popular commercial website for library promotion, perhaps focusing on the learning opportunities that eBay can afford will lessen these ethical concerns. Valuable skill development can occur by utilizing eBay. A lengthy dissertation by Lillard about infor-

Learning More about eBay and Optimizing Performance on eBay

Whether you want to learn more about eBay to prepare to provide eBay classes, or because you want to develop a collection to aid patrons with using eBay, there are many information resources to be found. There is much information on the eBay website alone available to help you with searching for, buying, or selling an item. The eBay Learning Center, available at http://pages.ebay.com/education/?ssPageName=home:f:f:US, is a particularly useful starting point within eBay's numerous websites to learn the basics about using eBay.

If you would like to build a collection of library books on eBay, there are many to be found. Some are more oriented toward "power sellers" who want to learn about "killer apps," while others are more for the beginning eBay user or those who are merely interested in company history and company information. Some recent books available on eBay include:

- Angela C. Adams, [illegible] (Ocala, Fla.: Atlantic Pub. Group, 2007).
- Marsha Collier, [illegible] (Hoboken, N.J.: Wiley, 2007).
- Clifford R. Ennico, [illegible] (New York: AMACOM, 2007).
- Greg Holden, *000* [illegible] (Naperville, Ill.: Sourcebooks, 2007).
- Amy Joyner, [illegible] (Hoboken, N.J.: Wiley, 2007).
- Amy Joyner and Literary Productions, [illegible] (Hoboken, N.J.: Wiley, 2007).
- Jacquelyn Lynn, [illegible] (Irvine, Calif.: Entrepreneur Pr., 2007).
- Ron Mansfield, [illegible] (Indianapolis: Que, 2007).
- J. S. McDougall, [illegible]

mation use online by eBay entrepreneurs found that eBay promotes learning in many different areas, including: computer literacy, writing, advertising skills, technical skills, basics about accounting/monetary business transactions, HTML skills, value assessment, digital camera use, and the ability to upload and manipulate photographs.[21] By surveying eBay users about initial problems encountered when first starting to work on this site and later after more experience had been obtained, Lillard found that the initial problems encountered primarily were technical difficulties, and these concerns were later replaced by practical concerns about consumers, such as payment issues. This progression from having many technical concerns to primarily concerns about consumers indicates that eBay is encouraging the development of technical skills.

A dissertation by Ghostbear also indicates that eBay is encouraging much "informal learning."[22] A discussion of the principles of andragogy, or how adults learn, indicates that adult learning on eBay follows these basic andragogical assumptions:

- adults must need to know why they are learning something before participating in optional learning activities;
- learning will move from dependency to self-direction as adults become more adept and focus more on personal interests in developing skills;
- personal experience plays a large role in adult learning as this is the foundation that adults will build from and this foundation impacts learning processes, perceptions, and so on; and
- adults must be ready to learn and find that the topic has pertinence to them.[23]

It appears that eBay is acting as an impetus for learning and eBay users are following familiar learning patterns.

Information searching and posting skills can also be encouraged by eBay. Search skills are at the heart of successful Internet use, and while eBay's search system does not operate exactly the same way as some search engines, the search skills used to find items on eBay can be readily applied when seeking information through Google, Yahoo!, Ask.com, and other search engines. Incidentally, eBay has recently teamed up with Google in an effort to improve searches for items, with Google providing related search links for product searches on eBay.[24] This partnering may make searching on eBay more easily generalizable to standard search engine queries.

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Casanova Was a Librarian: A Light-Hearted Look at the Profession

[illegible] & [illegible] 00 [illegible] $4 ([illegible] -0- [illegible] -). [illegible] 00 00 [illegible]

[illegible] does not impart any earth-shattering revelations about librarianship, yet it is tremendous fun! This book presents a cursory overview of myriad [illegible]

ment, and the commercialization and privatization of public library services. The authors also did an excellent job of discussing how to avoid the negative impact of trade in services, advocacy for libraries, and the International Trade Policy as information policy. Libraries need to be aware that privatization and commercialization put all libraries at risk for trade threats.

One of the most common forms of privatization is outsourcing and while libraries branch out to offer new services, the same is occurring in the private sector as it also identifies new market services thus creating a competition of services. Commercialization includes libraries as a place to sell products and services, and as a place for receiving small payments for particular services.

The variety of traditional (free) and non-traditional (with new technologies) services libraries offer demonstrate that libraries cannot rely on the GATS exemption for services that are provided. Recommendations to libraries to continue to offer the highest-quality services so customers require access discourage the trend toward privatization in libraries and commercialization, and libraries must continue to advocate for funding.

The authors recommend that effective advocacy requires education beginning with the trustees and library boards. International trade agreements should also be viewed in a broader context. The last point is that library associations should view the importance of coalition building in order to gain a stronger response and create a more powerful impact.

This book is a valuable resource for library and information science, government officials, educators, and those in political science and is highly recommended for public and academic libraries.—[illegible]

Storytimes . . . Plus!

[illegible] *!* is a collection of thirty-five themed storytime scripts with extra (plus!) supplemental activities that can be used to fit a particular storytime. Lincycomb has worked as a childre[(tion)-22(belopoactd2(wor)Td[14)]TJ0 T
govigolrequirxshirGvigopltuyactd J0 oE [(t4)20(d)_pe2(acadeJ0 -1.26-1.26-1.26-1.26-yv

helpful assessment to a library selector or reference librarian.

The 2007 annual includes 37 chapters, each encompassing a vast array of topics. There are four key sections— [illegible], and [illegible] is subdivided by form, such as almanacs and encyclopedias. The latter three sections are broken down alphabetically, first by subtopic and then, if necessary due to the volume of materials critiqued, by form. For example, within the "Political Science" chapter is the narrower "Public Policy and Administration" category, where titles are separated into forms such as dictionaries and handbooks to distinguish among the amount of works examined. In the shorter "Fine Arts" chapter, the reader will come across coverage of the more focused topics of architecture and photography in which there is no breakdown by form since there were not many titles to note.

A review generally contains a description of the arrangement, scope, and content of a work. Sometimes the reviewer will provide suggestions for alternative or supplementary titles, or will recommend the types of libraries best suited for the item. Since numerous works may fall under several subjects, there are author/title and subject indexes to assist in searching for certain works. If a title was reviewed in a major library journal, there is a citation provided to direct the reader to that review.

The 2007 edition of ARBA is an essential resource guide for medium to large public libraries who wish to keep current with reference titles.— [illegible]

Gotcha for Guys! Nonfiction Books to Get Boys Excited about Reading

[illegible]

mechanics behind a booktalk program, as well as furnishing practical tips and detailed checklists available for the librarian's own personal use.

The book is organized into two principal sections. The first six chapters are devoted to the development of a booktalk. Each chapter covers a particular phase of program planning, from the initial step of choosing the books to publicizing the actual event. Interspersed throughout the work are informational boxes that provide ideas and information that supplement the text in a specific chapter, such as a sample script for a sci-fi booktalk and a list of guidelines for crafting a successful speech. The seventh and last chapter comprises a generous collection of nearly ninety tried-and-true titles, divided by genre, each accompanied by a sample booktalk. The booktalks featured have been used in the field by the authors, who are both experienced public librarians.

The work unfolds slowly, without intimidating a librarian new to the task of booktalking. Steps to producing an effective booktalk are revealed at a comfortable pace and in straightforward language. This title also serves to a degree as a basic how-to guide on public speaking for the librarian. A standard index is included, as well as a briefly annotated list of materials for further related reading.

Both new and seasoned librarians will greatly benefit from this focused and clear-cut professional work that is catered to better serving their adult patrons. Booktalks are generally inexpensive programs for a budget-conscious public library to execute, and [illegible] provides a plethora of ideas on how to either improve or get started.—[illegible]

"Collaboration in the Digital Age" Set for June 24–25 in Denver, Colorado

It is clear that Americans are increasingly using the Internet to connect to museum and library resources. A recent IMLS study reports that in 2006, 310 million of the 1.2 billion adult visits to museums were made online and 560 million of the 1.3 billion adult visits to libraries were made online. Yet the Health Heritage Index found that 60 percent of collecting institutions do not include digital preservation in their mission.

Digitizing special library and museum collections has many advantages—better collection management, less wear and tear on objects, and greater public access, to name a few. But the challenges are also formidable, and include cost, prioritization, and, of course, preserving digital collections. Where to begin? To answer some of these questions, the Institute of Museum and Library Services (IMLS) is sponsoring the forum, "Collaboration in the Digital Age."

This program—organized in cooperation with Heritage Preservation, the Denver Public Library, the Colorado Historical Society, and the Denver Art Museum—is part of Connecting to Collections: A Call to Action, an IMLS initiative to save endangered collections in the nation's museums and libraries. Scheduled for June 24 and 25 in Denver, this is the second in a series of four national conservation forums that are part of the Connecting to Collections initiative.

"Collaboration in the Digital Age" responds to the needs of museums and libraries by helping them think strategically and collaboratively about digitization and digital preservation. Speakers will review the fundamentals of digital content creation and preservation, emphasizing practical approaches to planning digital projects, increasing access to collections, enabling digital resources to serve multiple purposes, and protecting digital investments.

Francie Alexander, senior vice president of Scholastic Education and chief academic officer of Scholastic Inc., will be the first of many speakers, including leaders in the digital collections field and other distinguished professionals from across the nation. Elizabeth Broun, the Margaret and Terry Stent director of the Smithsonian American Art Museum, will deliver the keynote address.

The forum is open and free of charge to staff and board members of museums, libraries, and archives, as well as to conservation professionals, representatives of government, funders, and the media. Advance online registration is required by May 23. There will be no on-site registration. Program and logistical information and online registration are available at www.imls.gov/collections/tour.

[illegible] **VICKI NESTING**, [illegible] Director [illegible] Parkhill Library, [illegible]. [illegible] 21 River Park Dr., Hahn[illegible], L[illegible] 7 00 7 [illegible] h.[illegible].

[illegible] Spring [illegible] Spring [illegible] Pa[illegible] [illegible] Spring [illegible] Barr[illegible] Rich[illegible] Zaw[illegible], and [illegible] Bill[illegible]am [illegible] Kr[illegible]g[illegible]r.

[illegible] Spring [illegible] ra[illegible] [illegible]m [illegible] [illegible]a[illegible] [illegible] [illegible] [

libraries to tout new books as well as remind patrons of worthwhile books already on their shelves. Libraries receive a list of titles to be included in the monthly Pearl's Picks thirty days in advance, so they can obtain any titles that might be missing.

AllCIRC Automated CD/DVD Vault

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AllCIRC is an automated vault for CD/DVD collections with a built-in patron self-checkout system. It was designed specifically for libraries to provide media protection with full self service.

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courier management and materials transportation system designed specifically for libraries. Library2Library is a knowledgebase, allowing staff to keep, update, and access all courier information in one place.

There are a number of benefits for courier managers in Library2Library. An operator can access all the functions of the application through a single interface, and managers can quickly get the information they need from the full report suite. Inquiries on routes, delivery schedules, and billing can be viewed online or downloaded into Excel, and reports are highly customizable to each courier systems' needs.

Library2Library includes a trouble-ticket system, routing-slip creation, lost and damaged item management, multilevel logins, and courier route and schedule management. Courier systems may purchase individual modules or may choose to do a full implementation of Library2Library.

Marquis Who's Who Adds Who's Who in American Politics to Its Online Database

www.marquiswhoswho.com

Marquis Who's Who announced the addition of Who's Who in American Politics to its online database. Now available to subscribers as a fully searchable online database, Who's Who in American Politics provides critical biographical information on approximately 36,000 key players in the political arena.

It includes every cabinet member, governor, state legislator, member of congress, and Supreme Court justice, as well as ambassadors, advisors, party officials, and political journalists. Profiles are searchable by name, political office, gender, political party, religion, birth place and date, and contact address.

The launch of Who's Who in American Politics online marks the completion of an effort by Marquis to digitize all of its active Who's Who print titles. The complete Marquis Who's Who database now offers profiles of nearly 1.4 million of the most notable executives, scientists, educators, athletes, entertainers, political figures, and other industry leaders.

F eed fE e : Re a ce a d Re e e Age f I e ec a P e

www.mediaed.org

This provocative and amusing documentary explores the battles being waged in courts, classrooms, museums, film studios, and the Internet over control of our cultural commons.

Based on Kembrew McLeod's award-winning book of the same title, [illegible] charts the many successful attempts to push back this assault by overzealous copyright holders. [illegible] could be a valuable tool for educators, activists, filmmakers, students, artists, and librarians.

Accessible Archives Expands Coverage of *T e L be a* and African-American Newspapers

www.accessible.com

Accessible Archives, a publisher of electronic full-text searchable historical databases, has announced the availability of Part III of [illegible] and Part XII of African-American Newspapers: The 19th Century, two of its premier collections.

William Lloyd Garrison was a journalistic crusader advocating the immediate emancipation of all slaves. He gained a national reputation for being one of the most radical of American abolitionists. He founded the most influential newspaper in the antebellum anti-slavery crusade, [illegible], which was published from January 1831 through December 1865.

With the addition of Part XII of African-American Newspapers: The 19th Century, the twelve parts of this collection will provide more than 120,000 articles. Newspapers included in this database are being made available in chronological order, with the addition of some ten thousand articles each year. Titles include:

1. [illegible], 1827–1830. New York, N.Y.

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