Abstract from the conference program:

Ethnically diverse library administrators are still somewhat rare. Library leaders from under-represented ethnic groups will tell personal stories of challenge and triumph. Attendees will gain insight needed to navigate the road to leadership. Expect frank talk about mentoring, networking, and avoiding career pitfalls.

The majority of the following text is a lightly edited transcript of a live recording of this program. Thura Mack's written version of her presentation is included in place of a transcript.

Rosa Burnett, Director, Southwest Tennessee Community College:

Kay gave us a few questions to ponder and I sort of laughed at of some of them, but I just want to start our presentation with this: "Librarianship is a career which helps communities." Just ask a librarian and they will let you know. Well, now, if you ask a community, I wonder what kind of answers will be given to that-- because when we have problems within the library or with some of the public libraries, it's those people who use the library the most that may speak up when you're really down to the wire. I became a librarian because I really did not want to teach. When I came out of college we had what was called practice teaching I think they call it
I didn't want to do it. So there was a position available in the school where I was--1st grade--and I took that position and I've been in libraries ever since.

I like to tell other people what to do...I like to do that sort of thing. I like to talk, and I like to interact with other people, too. I didn't actually pursue a leadership role in librarianship; I just naturally gravitated towards it. When you work in one-librarian type libraries, you are the leader there and you develop some skills that you're going to need later on. So you don't have to go out [with leadership in mind]. There are people who are after this in their careers, but you just work. You start out working in an elementary school library or a high school library--usually there is one person and you are responsible for everything that happens there. So I just gradually moved into a leadership role.

I have worked at historically Black colleges and I have worked at predominantly white institutions also and I've experienced the same types of issues and concerns in each one of those institutions. It's just a different type of people. The staffers could be something other than ethnicity--it could be your religion, it could be your gender, it could be your sexual orientation and then, in some cases, you got some people who just like to challenge authority, it doesn't make any difference what it is. Those kinds of people keep you on your toes.

Now you've got this little card in front of you:
I came up with this acronym "BE ALERT." When you're traveling on highways you always see construction, and a lot of times you will see signs saying "Be alert, Arrive unhurt." Keep that "arrive unhurt" in the back of your mind, but "BE ALERT."

You want to be able to **Build Relationships** with your **peers** as well as your **boss**. Now, your boss--I don't do the boss thing ok? I have superiors, I have supervisors, I have managers. If I have got to do a boss thing, it would have to be the president of the organization that I'm involved in. You need to be able to maintain a good relationship with these people. I mean, that's a job in itself, and you need to make sure that you keep that relationship with your peers and your colleagues--the people who are the same level that you are on. If you are a director, you've got department heads, you've got some other deans within their academic areas--those are your colleagues, and you need to develop a relationship with them.

**Education** is very important. When I finished my B. S. I thought, "That's it. I'm done." I fooled myself--I needed some more education. There was some more learning that needed to be
done. You need to go ahead and get that masters. You're going to have to have it anyway to work in the library, to be a librarian, you need it. But don't stop there. Go on ahead and get that doctor's degree, because if you're pushing yourself in leadership roles, you need to make sure that you got the educational background that you need. Also there are seminars and there are conferences out there that you need to make yourself a part of.

**A--Agility and Ability.** I thought about the quickness, the nimbleness--and then I thought of,

"Jack be nimble. Jack be quick;  
Jack jump over the candlestick."

He's jumping over that fire. We've got to be quick in some of the things we do. We've got to have the capability and the gift, also, to take care of some of the business that we're going to have to take care of in this leadership role.

**L--The Leadership.** You are guiding people. You are guiding that library that you're in charge of, or the department within the library that you're in charge of. Then there are the people that you end up having to guide. You are the one that's responsible. This is your role as a leader. I don't care what goes down, you're responsible for it; I don't care what goes up, you're responsible for that.

**E -- Experience.** I remember when I first went out and I would look at job announcements. You know, you needed five years of experience, and I thought, "Give me a chance, here." Then all of a sudden the years just disappear. Well, now, there is experience in work study, there's experience in volunteering for a library, there's experience in doing some of the skills that's required in a library. So even if you start with a master's degree, the first year working, you've got several years experience under your belt because of what you've done prior to that. You need to prepare yourself.

**R -- Reliability and Responsibility.** Reliability--People need to know that they can rely on you. Responsibility--a lot of us don't like to take responsibility for our actions. We want to distance ourselves when bad things happen. We want to blame somebody else for it. If you are in a leadership role, the buck stops there, and you have to prepare yourself for it. So you have to be able to work with your people so that they can trust you enough to know that you're not going to lay the blame on them. And then, if they are the cause of problems, that you going to work with them in a fair manner.

And then lastly, **T- Technology.** We need to make sure that we stay on top of technology. Technology is a driving force in librarianship today. It's the driving force in library services today. So we need to be aware of that as leaders. You don't have to know it all-- you've got experts that work for you--but you need to be able to discuss it sensibly, so that somebody can
at least understand what it is you're trying to say. Especially when you're talking to non-
librarians-- you know that this is one of the most complicated professions there is, nobody
understands it but us.

Team. It used to be that we had a lot of committees, but committees now aren't that big of a
thing anymore in some places because they say that committees are self serving. It's usually
the individual that's being satisfied by a committee, but with a team everybody takes ownership
in whatever it is that's going on. Then, on top of that you're working together. So you got a lot
of people in librarianship that like to work by themselves, but this is a profession now where we
cannot work alone, anymore. We've got to be able to work with a group of people.

Tenacity. You've got to stand fast on your word, on your beliefs, and on your principles. Don't
change that for anybody. Now there's some things that can be corrected, but have strong
principles and don't get off that. You've got to be persistent in what you believe in and what
you are doing. Thank you.

Murle Kenerson, Assistant Director, Tennessee State University Library

Good morning. First of all, I would like to thank Kay for inviting me to be a member of the
"Rainbow Effect" panel. I appreciate that. Second, to congratulate her on her leadership in
terms of how well the conference has turned out. I need an introduction--my name is Murle
Kenerson, and I'm Assistant Director of Libraries at Tennessee State University. The main
campus is at 3500 John A. Merritt Blvd.and the branch campus is located here downtown--
down the street really-- at 10th and Charlotte.

What I want to talk about a bit about is in terms of myself, how I got into the profession and
where it led me to. I started as a paraprofessional in the Chicago public library. As a
paraprofessional there, they assign you a title of Associate Librarian. I had a unique
opportunity in Chicago because they had built a brand new branch library on the south side,
the Carter G. Woodson Library. It probably had (I'm guessing) about 200-300,000 titles. It was
a huge, huge branch library there. Being brand new, we did everything from open boxes, send
them to technical processing, shelve them in shelf order on the shelves. Not having worked in
the profession, I looked at it, and I learned it from ground up. And all of the books-- Anton
Chekov, and Saul Bellow and Richard Wright--you could read and read. And of course
literature searching was just coming into play at that time, in the late 70s, and at that time we
all did literature searches on the old dumb terminals the old DEC Writers, if you remember
those, and I got a chance to observe librarians as they did all of these things. That work was
exciting; it was interesting to me. I wanted, then, to be a librarian. So what is the next step?

I started looking at library schools. I applied to several throughout the country, and the
University of Michigan accepted me, which I was really excited, elated about. So, going to the
University of Michigan, after my first semester, I was given an internship at a hospital library, a
teaching hospital, Riker Memorial. There, they taught you how to do the Medline searches. You know, Suresh, those terrible MESH headings, exploding them and looking at trees and all of that kind of stuff. Oh my goodness! But it was a great experience. And I said Library Science-- "Oh the places you will go, and the things you will see." Then my second semester-- it was only a year program, and my graduation was delayed because of these internships in the program. I took a course in government documents from [name inaudible] and she said, "Murle, do you want another internship? Do you want to go to the Library of Congress?" And she picked up the phone and said, "Hey Eugene, I got someone I want to send you. Just show him around the block." You know, faculty there had relationships like that with people everywhere. So one summer I did intern at the Library of Congress and, gee, that was an eye-opening experience. I didn't know they had these huge three huge library buildings. And they had of course the James Madison, Adams and Jefferson buildings. I worked under Congressional Research Service which was in the Jefferson Building. Of course I didn't know that the Library of Congress Congressional Research Service was a creation of Congress by law that said that they should be the support of both members of Congress, their committees, and staff. So they gave me a whirlwind tour that summer of all the various departments within the LC, which was fascinating. They do all kinds of studies on foreign policy, education, welfare, and so on and so forth. I was situated in the the department called Library Services Division which is a library within a library, sort of. If you had anything to compare it to, it was like technical services. They took all the research from all the various departments, put it together and made it available so that when anybody from Congress wanted it, they knew where to find it. So those were some of my experiences in school, acquiring the MLS.

When I finished that degree I returned to Chicago and worked for another year. If any of you are familiar with Chicago, it's a great city, with a lot of culture, a lot of everything to do there. But I wanted to come back South. I was born in Louisiana--I like the temperature. You know, Chicago seems to have the longest winters in the world, and I didn't like that. I had a colleague at the Chicago Public Library, Dr. Donald Joyce, which many of you know. He was a curator at the Vivian Harsh Collection there. He encouraged me to go into academic libraries; I had never thought of that before. He had taken a position here at Tennessee State about a year or two before and he told me when a position opened up at Tennessee State. The position was an assistant to the director. Dr. Benton was the director at that time. Since coming down to Tennessee, I have been head of Reference which I enjoy, because that's where I started my work, doing reference work. I enjoyed how they did the reference interview, how they read book reviews and ordered books, literature searches, and all the work that goes along with being in a library. So I did that for a while, in reference for several years and then was eventually promoted Assistant Director, where I serve today.

Being in academic libraries, as you know (those of you who work in academic libraries) gives you an excellent opportunity to serve on committees. You do a lot of committee work. Everybody knows that if you serve on a committee long enough, somebody is eventually going to elect you chairman. And so I've been fortunate enough, I think the chairs of such committees as the Personnel Committee on Tenure and Promotion. As you know, librarians in
Under-represented groups and library leadership

TBR get faculty status, and I served on that committee. One semester the chair of the faculty senate asked to be the representative to the Sub-Council on Academic Affairs for the Board of Regents. Of course, I was selected as one of the Geier Fellows, which gave individuals a chance to look at how policies are made at the Board level. There, you see how, for instance, what events have to take place for them to raise tuition. Obviously, when there's no money in the budget, they have to sit down and determine what percentage. That was an enjoyable experience, and I met some influential people.

Later on I applied for a faculty summer research program with the Department of Defense. I didn't realize that librarians would qualify for those kinds of experiences. But a thing went out on the Internet by e-mail, so I called the guy, and I said, "Hey, I saw your advertisement for faculty summer research programs." They were all over the country. This particular one was at the Defence Equal Opportunity Management Institute which is DEOMI for short. It would take a little bit more time that I have to explain what it is they do, but, anyway, they needed a librarian to do an assessment study of their library and their clearinghouse, which the Departement of Defense had mandated that they have. So I applied and got it and it was a wonderful place to do a summer experience--Cocoa Beach. I'm just saying all this because this is where the Library Science degree has taken me. These are some of the things it has exposed me to. I always wanted to see a rocket launch. Of course, you remember the accident of the shuttle. They had suspended launching that for a period, but they were launching other rockets such as the Delta Rockets. It was a night launch which a spectacular kind of situation.

The library profession has brought me enjoyment and success. I owe it to the people who have encouraged, influenced, and mentored me, and to the library science degree. I thank you for your time and attention.

Thura Mack, Associate Professor, Training Librarian, University of Tennessee in Knoxville

Entry level librarians are often faced with surprises when transitioning into a new work environment. In addition to becoming acclimated to academic challenges such as research, creative scholarship, teaching and service, librarians must also be able to fit in socially. At the beginning of my career, for example, I immersed myself silently into the organizational culture. I listened to conversations and watched interactions, mannerisms and behaviors. These observations gave me insights into what motivated and inspired people, what made one succeed and others fail, what made an excellent, not just a good, leader.

At the same time I was observing my local colleagues, I looked for national models of successful professional librarians, especially those from diverse ethnic backgrounds. At this level, I was able to interact and participate in a meaningful and enlightening manner. The national arena embraced me and found my talents valuable. ALA and ACRL provided the foundation for my library leadership. The experience was wonderful: I met experts in my field,
observed them in presentations and interacted with them on committees. All the survival skills I needed for my own organization, I found at the national level.

This moment of acceptance transformed me. Things started to happen. I found my voice; more significantly, I found direction. I was able to adapt and eventually thrive. I would not change anything about my climb. From this point, looking back, the obstacles could be celebrated, because I did not give up. I CHOSE to change my status – to be the victor. Overcoming my obstacles prepared me to make good choices and instilled confidence and pride in my career and myself. I see criticism as opportunity to learn and grow.

Taking a different route affected my career in many dimensions. Drawing from the old cliché, “are leaders born or are they made:” my experience demonstrates that it’s a combination of the two.

Both locally and nationally, an ethnic background can enhance your library career. We have a core set of understandings and tolerance for differences. They manifest as an active part of our communication abilities. In addition to mainstream library users, it makes the institution approachable and reflects the future population. As a minority, I feel that I had to stretch in my own way to reach many different levels of librarianship. I found there were areas that needed to improve, but there were also people willing to help me in this process.

Today I am learning that leadership is more than just empowerment. It involves responsibility and making good choices because your decisions affect others.

I offer the following suggestions to anyone who aspires to become a library leader:

First, look at leaders in your own organization for models of success. What are the characteristics that you admire most about them? How do they interact with library faculty and staff? They also have, as will you, the responsibility to mentor, coach and teach in the academy.

Second, minorities should view their different perspectives as advantages. Neither our profession, nor our society can afford to make the mistake of dismissing these contributions.

Third, realize that good leaders do not lead alone. They must collaborate with others to work toward common goals, all the while acknowledging the contributions of others.

What I value most about this career is that none of my shortcomings were so severe that with mentoring and collegial support, I could not work, develop, nurture and improve my effectiveness and efficiency. Library leaders must stretch and be willing to take risks. Professional development and growth should be a lifelong responsibility.
Excellence can be reached with inner strength and belief in one’s self.

The path toward success in this field can be reached by several tools, from coaches to networking.

Be sure to arrive at your destination with some form of vision. Having mentors is a must. For example, in an academic institution, you need an organizational mentor who will set eager and robust goals for you, who is always busy opening doors for you in the research and publication realm. You need to have a vision long, long before you arrive.

After finding a mentor, establish a national presence right away. Travel and enrich yourself in diverse modes of scholarship. You need to experience life outside the workplace for yourself because your boss or your mentor cannot live those experiences for you. Create your own presence and wisdom.

Next, it’s essential to network, network, and network. You need to establish local, regional and national communication chains. These relationships will become a powerhouse that will link to information as well as opportunities as you share talents and skills. You don’t need to know everything. For many librarians, especially minorities, networking plays a critical role in helping them to move up the ladder of success.

Lastly, there is something to be said about emotional intelligence. Examine yourself and your professional relationships, be persistent and have empathy for others. These are the qualities that would also enable you to excel.

In conclusion, ethnic background as well as professional skill sets will shape leadership experience. No one has a perfect set of skills starting out; it is learned on the way. To provide truly good leadership to the next generation, our profession needs to work with and include everyone, no matter how different they are. Good leadership does not involve only one person. It defines many good practices and the efforts of many.

Biddanda "Suresh" Ponnappa, Director Medical Library, Quillen College of Medicine, East Tennessee State University

Thank you all very much for attending this session, and thank you, Kay for giving us an opportunity to talk about our climb in this profession. One of the questions I always wondered about was ethnic minority. I come from India. If I go to my village, we are majority. If I go five miles away, I am minority. We have Indians, North Indians, South Indians, Brahmins, different castes. So at a given point either you're a majority or minority. So when I was growing up, I said, "No, I am a human being. I don't belong to any of those things." So that's the way I started my life. Recently, when the Pope passed away, I was doing some research on Popes
and I became interested and I came up with this quote from Pope Paul VI. He said, "Never give advice in a crowd." So I'm not here to give you advice. I'm just here to share my experiences. And for whatever it is worth, you take it or just leave it.

As I said, my background--I come from India. I come from a moderately middle class, upper middle class family. I went to a very strict, not a religious school, but a spiritual school. There was no caste or religion or anything. It was a mix of about 300 students. We had to get up at around 4:30 in the morning, do yoga, exercises, go and play, clean our bathrooms, clean our dormitories. It's a very structured lifestyle. And we went to bed everyday at 11:30. They gave us structure, so I lived my whole life that way from when I was seven years until high school.

And I was fortunate to graduate in the top 1% in the state.

Then I left boarding school and I went to a college. It was all free. Freedom I'd never seen before. I never knew what girls were before. So, in one year, from the top 1%, I failed. So my father said, "You go back to that school." So I took some time and reflected on what I should do now, what I had to do. And I started reading a lot of books. I'm a child of the 60's. I started with Gandhi, of course. One of his things that really influenced me is, "Be the change you want to see." That has always stuck with me. And also, "An eye for an eye will make the whole world blind." So there is no point in retaliating for people. Just because Hindus were killing Muslims and Muslims were killing Hindus, but if you kill each other in revenge, there is no end to that. I adopt that for my own lifestyle, not for the sake of the world or anything, but for my own self.

Then I came across a saying from John F. Kennedy, "Don't ask what the country can do for you, but what you can do for the country." I adopted it for myself. Do what you can do for others; don't expect anything from others. Another thing was from Martin Luther King, "Don't judge a person by the color of their skin, but the content of their character." The color really didn't really make any difference to me at all, especially coming from a culture where color and religion and castes are so widespread. It didn't make any sense to me.

So, I graduated in agriculture. I was quite good in Ag Economics, but when I took Ag Extension, that sort of became my life. Some of a very dry subject. I was never meant for a very dry, an office kind of personality. I like going out to meet with people, going out to see the poor farmers. I got a kick out of it. I got a high out of it. Then we had a lot of Americans come and stay with us under different programs--The Peace Corps, and the International Federation of Young Farmers, things like that. So they interested me, and they told me about the different areas of technological influence in this country. So I decided to come to this country. But I was afraid to leave India and come to this country. How would I fit into this culture?

But the first week changed my life here. I was supposed to have two days over in London before I came here. So I left on a Friday, and I thought Saturday and Sunday I'd stay in London and come here on a Monday so that someone could come and meet me at the airport and take me and make me comfortable and all that. So that was the plan. But when I came to London, they told me, no I could stay there only if I missed my connecting flight. Because my flight was a little early and I ran into the front of the line so I could go and stay in a hotel and spend more
time. But they said, "no, your connecting flight is still here, so you go ahead." That started scaring me because I was coming to a new country on a weekend and I didn't know anybody, and there was no one to come and meet me at Knoxville airport. The whole flight, I didn't sleep. I was worried about this. And then we came down at Dulles airport in Washington DC. And my instruction was to take a shuttle from Dulles to the National Airport. I was waiting for the shuttle and there was a British man next to me and he said, "Why don't we take a cab and share the cost? It will be cheaper than the shuttle." And so the cab came and he said we could share the cost so we took that. He got out somewhere in the middle of Washington DC, I don't remember where, and then I was in the cab alone. I still remember that sight. I could see the Washington Monument in front of me, and we were at a traffic light. Suddenly, the cab door opened and this heavy man, who was completely drunk, just came and slept on top of my lap. I came here to America, this kind of thing has never happened to me. I was scared. And then the cabbie came and threw him out, and all those things. Then, we came to the airport, and I went to take my luggage out of the cab, and I wanted to give him half the fare I saw on the meter. He said to me, "Can you not read English?"

I said, "Yeah, I think I can speak English, but not American English."

"What's that amount? You pay that amount."

I say, "No, we're paying half of it." Then he won't let me, and he says he'll call the cops and all that. I just gave him the money.

The problem was, when we're leaving there, they give us only $60 cash; everything was in a check. Here, already $20. I only had $40 left, and I didn't know what was going to happen in Knoxville, with nobody meeting me. So I came here and that was a horrible experience.

While I was waiting for my flight, a nice family came and they were next to me. The gentleman started talking to me. He said that he was the former economic advisor for the American Embassador in Delhi. So it turned out that at that time he was living in Knoxville. We introduced ourselves and all that and he said, "I'll give you a ride to campus." So the first day was a nightmare. But it gave me strength, also, saying, "I'm not very different. These are also human beings. Americans are also human beings. They have their good and bad points." So when I came to Knoxville, he took me downtown, to the strip. There was a hotel, at that time, Best Western, I believe. He talked to the person and said that he'd pay for my first three day's stay. I saw all aspects of the life in this country in one day.

So after that, when I wanted to earn some money, I had a graduate assistantship and I started working in the library. When I was doing my Ag Extension master's, my professor told me, "Ponappa (no one called me Suresh then), can you really see yourself going to a Cocke County farmer and telling him, being from India, how to grow his crops?" And about that time I said, "No, I don't think." But I was always willing to give informal education. Outside the walls
type of education. So when I saw, in the library, my colleagues teaching in this informal kind of education, not a structured course with credits. And I thought, "This is what I can adapt." This is how I got into my library period.

Then I started my career as a clerk, a library clerk at the old library at UT. I was the circulation clerk. Then they had a full-time opening in the microforms department. I didn't really know what microforms were at that time. I just applied for the job, and Barbara Miller, bless her heart, she took me. She was a golf fan. At that time, I didn't know anything about golf. She introduced me to the collection. There was the Early American Literature, the Human Relations Area Files and, you know, I didn't know anything about that. I said, "How do I learn all this?" So, she put me at ease. She gave me a lot of books. But she always used to talk to me about golf. I checked out a lot of books about golf so that I could talk to my boss. So we built a relationship, and the rest is sort of history. I became the life sciences librarian. Then I became the head of interlibrary services. Then I became the head of agriculture and veterinary medicine library. Then I was fortunate enough to become the head of the medical library at ETSU.

I could not have done any of these things without people I worked with. They are the ones who gave me the strength. The thing I did was to try to leave the place a little better than how I found it. That's all, because the next person will make it much better than what I will do. But my philosophy goes with that. To create that sort of an atmosphere, we need to get in with various other fields other than libraries. I got in early in computer science because I realized that computers are an integral part of libraries. We need to make connections and links with various other things. I am still learning, I have not reached my potential, I hope.

I respect the three R’s in my life--I've told my staff members (some of them believe, and some of them giggle at me). Rosa already touched about two R's, Respect and Responsibility. I like people who take on responsibility and do things. And Reliability--when we do something, take on responsibility, they have to rely on us to finish it up, or to do a good job of it. And the last thing, of the three R's in my life, the third R is respectability. Respect ethnic difference, religious difference, whatever qualities. Respect is what gives you back the respect. So, that's my short story. That's where I come from and that's where I am.

The Tennessee Library Association disclaims responsibility for statements, whether of fact or opinion, made by contributors.
The e-books have arrived

Tennessee Libraries

Vol 55 No 2

The E-books Have Arrived!

2005 TLA Annual Conference Presentation

Bonnie Ulrey Barnes, Memphis University School

Abstract from Conference Program:

See how the libraries at Memphis University School and other Memphis independent schools are finding and using inexpensive e-books from netLibrary and other sources; enjoy the experience of going from an online catalog into an e-book with two clicks.

Imagine yourself stretching out with a really good book, as you lie on a beach chair with a soft ocean breeze wafting over you. You thumb through the first few chapters to find your place. You lay the book down on the sand as you adjust your towel, and then you pick it up and begin to read. Now imagine that the book becomes a laptop screen. It weighs about 6 pounds and you have to sit up to hold it in your lap. Your battery charge will only last about an hour or two. Or you have a $375 portable reader with poor resolution and a sensitivity to sand and moisture. And you suddenly remember why you’ve never liked the idea of the e-book.

But what about using an e-book for a quick bit of research? Arguments about the inconvenience of the e-book apply more readily to leisure reading than to reference work. The e-book is an excellent choice for ready reference, preview, data collection for research papers, and exploring unfamiliar subjects. The average e-book in netLibrary is used for 5-20 minutes, and the computer screen can be a convenient way to view a short section of a book.

The Hyde Library at Memphis University School invested in netLibrary III’s Shared Collection in 2003, and the next year the other libraries in the MAISLIC consortium in Memphis (St. Mary’s Episcopal School, St. Agnes Academy-St. Dominic School, and Lausanne Collegiate School) decided to invest in the netLibrary IV Shared Collection. Both collections were purchased through SOLINET. With reasonable school pricing and full-text search capability of over 17,000 librarian-selected titles, netLibrary has added a tremendous amount of subject coverage to the collection at MUS. All four shared collections are now closed, but new collections should be available in the future.
As one of the MUS librarians, I have demonstrated netLibrary to students as part of their research instruction and have conducted continuing education sessions for faculty from several schools. All 9th graders in the past two years received instruction as part of their course work, as well as some of the English classes in other grades, new students at orientation, and individual users. According to the administrative reports netLibrary makes available, over 300 MUS users have set up optional accounts through netLibrary this school year, and those users have viewed over 800 books in the same period. (Users can access the database through IP-authenticated campus computers or set up accounts for access from other locations.)

Because netLibrary is easy to use, it’s easy to teach, but I’ve found it a challenge to cover all of its capabilities in less than one class period. A typical class session involves searching by subject, keyword, and full-text on a topic and examining the different numbers of hits. Then the instructor can open (or “view”) a book and demonstrate searching for a topic within the book. Other important areas to cover in a basic introduction include setting up an account, checking out books, using the “My List and Notes” feature, examining the table of contents and documentation tabs, and printing pages. I have set up a faculty webpage (http://faculty.musowls.org/BarnesB/ebooks.htm) with instructions and guidelines for our community, and I always tell groups to go there for more information, including advice on citing books according to MLA style. netLibrary has an online demo at present that can be accessed at http://www.netlibraryebooktoolkit.com/library_patron_support/support_ebookdemo.asp.

Our libraries have had good luck with availability of netLibrary titles, which are literally shared with libraries all over the southeast. netLibrary purchases multiple copies of books that are heavily used, and about 95% of the time, we can get into the desired book. We have also had a good experience with importing the cataloging for e-books into our database, first as a single library in a consortium, and then for all four libraries at the same time. However, it did require some head-scratching, with neither SIRSI nor SOLINET providing the solution for editing the records and configuring the reports. I had to figure it out myself. Importing the records into the online catalog is probably the key to ensuring that the e-books are used, because they appear alongside regular books in a typical results list.

There have been a few drawbacks to using netLibrary, and we’re hoping that OCLC will continue to improve the quality of the database. First, the interface seems to change frequently; changes have appeared unexpectedly during my demonstrations from time to time, such as the location of the place where a user can check books out or in. More recently, there have been attempts to control possible copyright violations; a pop-up screen appears with a code that has to be typed in to continue. The frequency with which these appear doesn’t seem to have any regularity, and they are sometimes so frequent as to be annoying.

Probably the worst problem has occurred in searching within books themselves. I’ve searched for words and gotten no hits, but when I skimmed the book and index myself, I’ve found hits (a
The e-books have arrived. I’ve also gotten dead-end hits, where the search term is supposed to be on a certain page but isn’t there (a false positive search). When I reported one of these problems, netLibrary removed my access to the book in question and told me we weren’t supposed to have that book in our collection. At other times, however, they have made corrections to searching problems that I’ve reported.

Another complaint I have about searching is that it’s impossible to search for an author (or personal name) as a subject. When I called about this issue, the netLibrary representative told me that an author can’t be a subject. This was one of those moments when the average librarian might need smelling salts (one of my favorite library friends’ remedies). If you want a book on Ernest Hemingway or Martin Luther King, you had better put the name in quotation marks in the keyword or full-text box, and don’t treat the names as subjects.

When demonstrating netLibrary, I usually point out the two different appearances of e-books, which differ depending on whether the books are in PDF or HTML format. HTML files are easy to work with and print. Search results are highlighted in yellow, and the embedded dictionary works intuitively with right- and double-clicking. PDF files, on the other hand, work differently. The word(s) from in-book searches aren’t highlighted. Instead, to pinpoint the word you’re looking for, you have to right-click on a page or use the binoculars in the Acrobat toolbar and click "Find" on each page. Double-clicking won’t open the dictionary box, but you can right-click and open a Dictionary box. With PDF files a user has to use the Acrobat Tools printer icon, or else a blank page will print out.

Although netLibrary is an invaluable resource for our small library (17,000 of our 47,000 titles), it’s not the only source for good e-books. In addition to netLibrary’s shared collections and also netLibrary’s 3400 publicly accessible titles, hundreds of thousands of other books are now available online for free from databases such as Bartleby.com. These are collections of books that someone, somewhere, has chosen to digitize. Most often, they’re in the public domain (not copyrighted) because they’re older books and the copyright has expired. Many are classics—fiction, poetry, and non-fiction; there are some reference books available as well, and some books are illustrated. More and more sites from universities, publishers, bookstores, and browsers are popping up with different approaches and policies, and the field is open for the good and the bad to develop, either for altruistic purposes or for profit. Below are some of the more well-established sites for free e-books.

**Digital Book Index:** [http://digitalbookindex.com](http://digitalbookindex.com) This site attempts to provide access to most of the electronic texts available through many different sites on the Internet. It includes over 100,000 texts on commercial and non-commercial sites. Like Project Gutenberg below, this site is manned by volunteers. You can search by author, title, keyword, or subject, and it contains four browse indexes, including subject, author, publisher and a "Browse netLibrary by Subject" index. I had to log in before I could search, but there was no charge. The accuracy isn’t perfect; I tried an author/title search on Twain and *Huckleberry Finn*, and found eight
The e-books have arrived different versions; however, when I clicked on Gutenberg's chapters 1-5, I found instead "A Trip to Manitoba" by Mary Agnes FitzGibbon. (This is still true after two years.) The browse indexes worked, but the links to netLibrary did not indicate which netLibrary collection the book belonged to, and there was always an intermediate link to click on. Why not just do a Google search instead of looking here? Because the DBI is more direct, indexes collections specifically, is non-profit, and won't throw out red herrings.

**Project Gutenberg:** [http://www.gutenberg.net/index.shtml](http://www.gutenberg.net/index.shtml) "Project Gutenberg is the first and largest single collection of free electronic books.... Michael Hart, founder of Project Gutenberg, invented eBooks in 1971 and continues to inspire the creation of eBooks and related technologies today.... The Project Gutenberg Philosophy is to make information, books and other materials available to the general public in forms a vast majority of the computers, programs and people can easily read, use, quote, and search." For this reason they use plain text or "Plain Vanilla ASCII," which is readable on virtually any computer. This allows documents to be printed easily. I had no problem getting to *Huckleberry Finn* directly through Project Gutenberg. It has a more bare-bones look, but it's reliable and contains a huge number of texts.

**Bartleby:** [http://www.bartleby.com](http://www.bartleby.com) This well-designed website has a friendly interface that finds a wide range of sources, including several recent reference books. Bartleby.com has partnered with Amazon.com to provide a service where books such as those in The Harvard Classics Shelf of Fiction can be downloaded as a PDF file by clicking on "download free e-books" at the bottom of the page. Then it appears that you can print the entire book. (I tried printing a sample and it printed everything I asked for.) I wouldn't bother with paying the $1.00 "honor system" fee for a public domain book. When I tried to see how that system worked, it led me through a long series of pages where I would have had to use a credit card. I did discover that anyone can add a "Click-to-Pay" button like this on his or her own webpage and ask for donations. Amazon will keep 5% plus $0.19 per transaction, and it seems like an easy way for entrepreneurial web authors to supplement their income. For information on the history of Bartleby.com, click on "Welcome."

**Internet Public Library's List of Online Texts:** [http://www.ipl.org/div/subject/browse/hum60.60.00/](http://www.ipl.org/div/subject/browse/hum60.60.00/) This list is just one small part of a website maintained by the University of Michigan's School of Information. It includes links to smaller projects, such as the complete works of Shakespeare and the Victorian Women Writers Project, as well as the sites above. Also includes folklore, classics, poetry, early journals, and a UNESCO directory of digitized collections. Explore the larger website to see how they organize online information.

**The Literature Network:** Beware--through a Google search, I just discovered this website,
The e-books have arrived which supposedly combines searchable literary texts (I tried searching with mixed results) with a plagiarism mill. What a novel idea! It's published by "Jalic LLC" and all the author biographies are written by the same individual. I'm wondering if a recently spyware attack on my computer came from this site or some of its links. Educators need to know about this and other mills. If you want to risk it, the URL is: http://online-literature.com.

**Google Print Beta** Speaking of Google, Google is developing a collection of ebooks held by libraries such as Harvard and the New York Public Library, and so far it has a few public domain books in their entirety; copyrighted books contain only short selections. However, I tried to find *The Scarlet Letter* and got two recent editions that were copyrighted, and only a few pages were available. I couldn't find *The Leatherstocking Tales* at all, except as a phrase in other books or for purchase from online stores. There are links on all the results pages to publishers and to Amazon.com, so this appears to be a commercial venture. Google says it's not intending to replace other digitization efforts and hopes it "will attract needed attention to digital library initiatives worldwide." To look for a book, enter the word book and the title in the Google search box. Also, see http://print.google.com for their explanation.

Panel Discussion Sponsored by TLIRT

Elaine Berg, Leah Allison, Lori Buchanan, Martha Pedigo, Elijah Scott, and Ron Perry

Presenters:

Elaine Berg, TLIRT Chair & Facilitator
Leah Allison, Memphis University School
Lori Buchanan, Austin Peay State University
Martha Pedigo, Gateway Health System
Elijah Scott, Chattanooga State Technical Community College
Ron Perry, Nashville Public Library

Abstract from Conference Program:

A panel of librarians from different types of libraries across Tennessee will discuss planning and implementation of information literacy competencies in their institutions.

This Tennessee Library Instruction Round Table (TLIRT) panel discussion attempted to look at the efforts of different types of libraries across the state of Tennessee in the area of information literacy. The panel consisted of five members and a facilitator. The participants were Elaine Berg, TLIRT Chair & Facilitator; Leah Allison, School Library (Memphis University School); Lori Buchanan, University Library (Austin Peay State University); Martha Pedigo, Health Science Library (Gateway Health System); Elijah Scott, Community College Library (Chattanooga State Technical Community College); and Ron Perry, Public Library (Nashville Public Library). Panel participants were allotted about eight minutes each to address seven questions about their institution’s information literacy efforts. The following questions were addressed by each panel member:

- How did you start?
● Where did you start (brand new program or revamping of existing program)?
● Why did you want to change what you were doing (or weren’t) doing?
● How did you pitch your plan (to your director, dean, board, etc.)?
● How did you promote your program?
● How are patrons being taught information literacy?
● How are you assessing your program?

A question and answer session followed the discussion. Following are notes provided by each panelist covering their presentations.

Leah Allison, School Librarian:

My original job title was that of bibliographic instructor—I was hired specifically to teach the Computer Applications and Research Skills class. This class was offered each semester to all incoming 7th grade students. It met two days a week and it counted as course credit.

When I was hired, the research students spent a semester with me learning how to conduct research and utilize information tools such as the online catalog, subscription databases, and the Internet. I followed the Big 6 curriculum. All of the student work was showcased in a pathfinder that listed the best sources they found for the semester. After using this method for close to 4 years, I became bored with it, so I began to look for a different method of showcasing student work. It was then that I began to use the Multi-genre approach to teaching in which student work was show-cased in student chosen genre. I worked in conjunction with the 7th grade social studies teachers who gave me a list of countries and topics that they were to cover over the course of a semester. I designed the CARS class around these topics. At the end of the semester, students had traveled around the world and kept a travel log of where they had been. These logs included pamphlets, letters, artwork, student designed web pages, diary entries, newspaper articles, etc. These were showcased in the library and parents, administration, and faculty were invited to stop by and view the travel logs.

In order to get the administration to buy into this new multi-genre approach, I photocopied one article that I found to be particularly useful that chronicled one teacher’s success with this approach. Luckily, my principal has always been very supportive, so after he read the article and spent some time talking to me, he gave me the go ahead. The hardest part of the change was getting the 7th grade social studies teachers to agree to work with me. I had a hard time convincing them this was not going to give them anymore work to do, but that I would have a test grade for a test they did not have to make out and grade.

The CARS class also had good publicity. Our development department came down and took digital photos of the student projects, and then they wrote articles for school publications that are mailed out to MUS students, their parents, faculty members, and alumni. I wrote an article about this experience and it was published in the journal Library Media Connections (this year’s spring edition).
MUS also taught information literacy by encouraging teachers to bring their classes in for refresher courses around research paper time. Surprisingly enough, students remembered basic information from their CARS experience. This was a good clue that they had retained some of what they had been taught.

Last year, MUS cut this class from the list of requirements. Now our students don’t even get a basic introduction to how to use the Hyde Library at all. We have an entire 7th grade class that can’t even look up a book in the catalog to use in their English classes. Beginning in the 8th grade, our students are required to have a research paper in their history classes. We don’t know how this will be accomplished because these children don’t even know where to start a research project, much less how to conduct a research project.

Lori Buchanan, University Librarian

APSU Library Instructional Services Webpage [http://library.apsu.edu/library/3_9.htm](http://library.apsu.edu/library/3_9.htm)

When I came to Austin Peay as the User Education Librarian in 1986, librarians were providing around 20 one-shot bibliographic instruction sessions each year. This year we taught approximately 200 sessions. Nearly half of these sessions were connected to our new first-year experience course in which we integrated information literacy instruction. The remaining instruction occurs in upper division and graduate courses and a handful of general education courses.

In the next three to five years, we hope to more clearly articulate the advanced information literacy learning outcomes that build upon the foundation that we are providing our freshmen. During the 1990s, I imagine we were like many others, simply trying to keep up with all the new technology and “train” students to push the right buttons. How little things change, at least in terms of trying to keep up with the technology.

The need to change became very clear to me when I participated in the [2000 Immersion Institute for Information Literacy](http://library.apsu.edu/library/3_9.htm). At the Institute, I was introduced to the new Information Literacy Standards for Higher Education document and I became intrigued with assessment of student learning outcomes. I realized the need to shift from bibliographic instruction to information literacy education. I also wanted to pay attention to program development rather than just provide one-shot instruction sessions.

**Information Literacy Initiative**

When I returned from the Institute, I began an Information Literacy Initiative on campus.

The Information Literacy Initiative Web page provides links to all that follows ([http://library.apsu.edu/library/3_9.htm](http://library.apsu.edu/library/3_9.htm)).
This Initiative resulted in:

- new partnerships with faculty
- a mission and goals statement
- a future program plan
- greater emphasis on assessment

**Pitching/Promoting the program**

Strategic planning – library and beyond - see http://library.apsu.edu/library/3_0strateg.htm

Bibliobytes - see http://library.apsu.edu/library/buchananl/IL%20Bibliobytes.htm

Patrons are being taught information literacy through course-integrated instruction in the first-year and course related instruction in selected upper division courses & graduate research courses.

**Program Assessment**

There is a really good overview of assessment by Bonnie Gratch Lindauer in the Winter 2004 issue of Reference & User Services Quarterly.

Until 2000, we simply assessed instructors’ perceptions about the instruction session. My involvement in the Immersion Institute and in the National Project to Train Academic Librarians to Assess Learning Outcomes changed the way I view assessment. I now focus on learning outcomes.

As we consider learning outcomes assessment, we need to remember that learning is multidimensional. For example, we can ask:

- What do students know?
- What skills can they apply?
- What are their perceptions about what they know/can achieve?
- What values do they hold?

To assess these different learning dimensions, we must use different methods.
Information literacy across Tennessee libraries

Pre/Post Test Knowledge of Evaluative Criteria (Authority, Currency, Objectivity).

Assess students using a scoring rubric that distinguishes level of mastery. See if they can apply the evaluation criteria in a website evaluation assignment.

Survey students & instructors to find out their perceptions regarding knowledge and application of information concepts & skills.

National Project – APSU local assessment - see http://library.apsu.edu/library/3_9assess.htm

We are now focusing on first-year performance assessment using LILT Quiz Results –see http://library.apsu.edu/library/3_9firstyear.htm

Martha Pedigo, Health Sciences Librarian, Health Literacy and Middle Tennessee CHIPs

The concept “health literacy” has become a subject of much discussion in the last few years. Helen Osborne, in her book Health Literacy from A to Z: Practical Ways to Communicate Your Health Message, suggests several reasons for this interest. Individuals spend less time with their health care provider, patients must now determine the reliability of health information located on the internet, and persons must take an increasingly active role in their care and treatment as opposed to being a passive recipient. In addition, to have a role in managing healthcare costs, persons must understand health information more than ever before.

What is health literacy? There are several ways to define the concept. The definition developed for the National Library of Medicine in February 2000 and used by Healthy People 2010, describes health literacy as “the degree to which individuals have the capacity to obtain, process, and understand basic health information and services for appropriate health decisions.”

According to the publication Health Literacy: A Prescription to End Confusion, published by the Institute of Medicine of the National Academies, more than a measurement of reading skills, health literacy also includes writing, listening, speaking, arithmetic and conceptual knowledge. The National Institute on Deafness and Other Communication Disorders (NIDCD) points out that areas commonly associated with health literacy include patient-physician communication, drug labeling, medical instructions and compliance, health information publications and other resources, informed consent, responding to medical and insurance forms and giving patient history.

Vickie Dreger, R.N. and Tom Tremback, M.D. in the article “Home Study Program: Optimize Patient Health by Treating Literacy and Language Barriers” in the February 2002 issue of AORN, refer to studies highlighting the impact of low health literacy. One study found that 42%
of English-speaking patients did not understand the details of their prescriptions and 27% could not read their appointment information. 60% could not understand consent forms. To make informed decisions about one’s health requires effective communication and respect. It is important to realize also that one can’t always tell by looking what a person understands. Even highly educated persons find understanding medical vocabulary and physiological concepts confusing.

How are six Middle Tennessee Health Science Libraries approaching the issues surrounding health literacy? Who is involved? Jan Haley, Librarian at the Julius Jacob Health Sciences Library, St. Thomas Hospital, Nashville; Feli Propes, Librarian with the Nashville Metropolitan Public Health Department; Amy Gideon, Librarian at the Ackerman Resource Center, Middle Tennessee School of Anesthesia, Madison; Marilyn Teolis, Librarian at the Medical Library, Baptist Hospital, Nashville; Janice Robertson, Library Assistant at the Robert M. Ransom Medical Library, Middle Tennessee Medical Center in Murfreesboro; and Martha Pedigo, Librarian with Gateway Health System Health Science Library, Clarksville have collaborated on a project called “Community Health Information Partners (CHIPs)”. The project was submitted to the National Library of Medicine under the category of Access to Electronic Health Information. The proposal was approved and funds awarded.

Why CHIPs? The publication *AMA Health Literacy: A Manual for Clinicians* highlights statistics that indicate persons with low health literacy skills tend to have higher medication error rates, longer hospital stays, more use of the emergency department and higher levels of illness. These problems result in $50-73 billion extra costs to the U.S. healthcare system. The CHIPs project will endeavor, as its principal outcome, to create a more informed healthcare consumer ultimately resulting in better health outcomes and reduced costs to our community.

There are four primary objectives for CHIPs, first being to link participating libraries to a web-based searchable catalog with a complete listing of the resources of each participating library. The second objective is to teach healthcare practitioners and consumers how to access the online catalog and other healthcare resources such as MedlinePlus. A third objective is to enhance collaboration between libraries and patient education providers and materials. Fourth, to expand the appropriateness of healthcare information to reach the resource poor in accordance with learning styles and cultural background.

Identified populations to benefit from the CHIPs project are limited English-speaking Hispanic and Latino individuals, low-income public housing residents, healthcare students and clinicians, policy makers, low literacy consumers, and senior citizens located in Middle Tennessee. Training sessions will be designed that will offer hands-on computer sessions when possible.

A CHIPs website is on the horizon. An OPAC vendor has been selected and libraries are in the process of adding their catalogs to the union catalog. Links to MedlinePlus and other reliable
health resources will be located on the website. MedlinePlus offers health information in a variety of styles and formats, from interactive tutorials, to easy-to-read resources, to information designed specifically for low vision users. Health information specific to certain populations, such as senior citizens, adolescents, African-American and Asian-American citizens, and women, is also offered. A translation of information into Spanish is available on MedlinePlus with the simple click of a mouse.

Evaluation of the CHIPS project will be part of the ongoing process over the coming months. A secondary outcome has already been noted. Friendship and camaraderie is growing among the partners. Each has benefited from visits to participating libraries, strategizing sessions have been creative and invigorating, supportive decisions are being made all along the way, and exploration of new eateries in the Middle Tennessee area has become a definite bonus. Sharing expertise in locating and assessing health information resources with others will be beneficial in a number of ways.

Ron Perry, Public Librarian

ALWAYS START AT THE BEGINNING

We're a public library and serve anyone who walks through our doors or logs on to our website. How do we provide information literacy training for 600,000 people?

Information literacy is a set of abilities requiring individuals to "recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information." From ACRL – American College and Research Libraries – on ALA’s website

If that’s the case, the Nashville Public Library has been doing information literacy training since the 19th century. This definition applies just as much to the Reader's Guide or World Book as it does to complex computer databases or the Internet.

STICK TO WHAT YOU KNOW

Information literacy is the complete process of locating, evaluating and using information and that process includes how to use copy machines, printers, and microfilm readers, how to log on to computers with timeout software…

Facts of life:

- signs will help with basic information
- handouts may be useful in some situations
- individual instruction will always be needed to some extent
START WHERE YOU ARE, WITH WHAT YOU HAVE

Don’t wait until you’re on the cutting edge of technology, because the boundary is always moving away from you.

Computer instruction here started over 10 years ago as a result of library automation, after basic Internet service was offered at all our public libraries in Nashville/Davidson County. Initially this was only a text-based service, but was increased to graphics as we got faster Internet connections and servers with larger capacities.

Our programs grew in a logical progression:

- Classes and instruction to staff and public on basic OPAC operations
  -- Staff underwent internal training before a new resource was implemented
  --- Free classes offered to public on online resources and software programs
  ---- Ask A Librarian service
  ----- Internet self logons and print procedures
  ------ Self-check out machines are next

EMPHASIZE YOUR STRENGTHS

Every library has some materials that are its strong point. Especially for public libraries, and probably even for the tiniest of libraries, this might be some sort of specialized or local information. If users know about it, they have access to information they may not be able to find anywhere else – even on the Internet. Teaching the public about these resources is information literacy training.

IF YOU NEVER FAIL, YOU MAY BE SETTING THE BAR TOO LOW

We are fulfilling our Mission Statement, stating: “The Public Library of Nashville and Davidson County is committed to:
"... Promoting the value and power of knowledge, essential in an informed democracy, by providing open and equal access to the records and opinions of the world; Providing emerging technologies and instruction as a gateway to information resources within and beyond our walls; ...” (Adopted by the Public Library Board of Nashville and Davidson County, November 19, 1996.)

However, there were a couple of glitches we had.
1) Some classes did not go over well. (Travel, Sports...)
So we eventually settled into providing Intro to the PC, Intro to the Internet (staff taught) and Microsoft Office: Basic and Intermediate Word, Basic and Intermediate Excel and PowerPoint (volunteer taught)
2) Registration for classes.

We started out registering everyone. The thinking was this: if there are less than five people to show up, it’s a waste of staff time to teach the class. So we’d keep a roster and if there weren’t enough students, someone would call to let those who had signed up know that the class was cancelled. New line of thought: no registration is necessary. First come, first serve policy. The thinking is this: it was taking almost a full-time position to keep up with the rosters and notify people of class cancellations. Now we will have the class if two or more people show up. (One person raises legal concerns if there is only one instructor)

MAKE IT SEEM LIKE THEIR IDEA

You know them, you know what they respond to best. Don’t be too obvious, but lead them up to the edge, and then let them connect the dots. Then congratulate them on their idea, that’s why they’re the manager, etc. It’s a win-win situation.

Recommendations from Library Committees to Director and Board

1. Quick review of the field
2. Review of the product or program being recommended
3. Cost factors to consider
4. Value to the library system
5. Training for staff
6. Evaluation of the program after implementation
7. Fee based databases to be included in the annual budget
8. Why new databases should be included or old ones dropped

TECHNOLOGY CHANGES, PEOPLE DON’T

Technology will never stop advancing in our lifetimes. Training will be a constant, ongoing process. People, however, will always be resistant to more work or aggravation.

There are two basic ways to get people to do something:
(1) make them do it, or
(2) convince them that it’s good for them, or fun, and make them want to do it.

You’ll use different techniques for staff and for the public. You know your staff, and you know your public.

Some things we’ve done at NPL:
- Website
- Press releases
- Announcements of new services
- Online Tutorials
- Brochures and flyers
- Signage for CybraryN and Print Release station – try to make systems more user-friendly.
- Signage – Information literacy isn’t just about teaching people how to use the catalog or a database, it is about teaching people how to use other resources and making them aware of special resources. Example: Signage in stacks for Auto Repair and Test Prep databases – make users aware of new resources by strategic sign placement.

**A PERSON WHO’S SELF-TAUGHT HAS A FOOL FOR A STUDENT AND A MORON FOR A TEACHER**

Take training seriously, and pick good “people persons” for teachers. It’s just as important as their technical skills. They should be able to “read” the class and pitch the lesson at a level the group is comfortable with.

If you use handouts, make sure there’s a staff member on hand to answer follow up questions to avoid frustration.

Staff training classes – train librarians how to use library databases/catalog/equipment so staff can help users.

Don’t try to teach users how to be librarians.

Internet/Computer Classes -
Monthly classes taught (September thru May)
By staff – Introduction to the PC and Introduction to the Internet
By volunteers – Basic and Intermediate Word and Excel and PowerPoint

Special classes for targeted groups -
FastTrac Classes – train small business owners how to use relevant library resources
Watkins College of Art groups – teach students about art related resources in the library (art, art business/careers, etc.)
School Groups – teach students (K-12) how to use the library and library resources.

**YOU CAN LEAD A HORSE TO WATER, BUT YOU CAN’T MAKE HIM STAY ON THE INFORMATION HIGHWAY**
What if, in spite of your best efforts, people don’t respond?

- Evaluation forms at the ends of classes
- Bi-annual patron surveys
- Statistics
- All computer usage
- Database hits
- Ask A Librarian questions (total and by type)

The Tennessee Library Association disclaims responsibility for statements, whether of fact or opinion, made by contributors.
Information Literacy in the First Year: Collaborating, Planning and Assessing at Austin Peay

Sponsored by TLIRT

Lori Buchanan, Gina Garber, Aaron Dobbs, Nancy Snyder, Elaine Berg

Austin Peay State University

Abstract from Conference Program:

Successful integration of information literacy competencies into a first year experience course involves curriculum development, instructor training, and learning outcomes assessment. Emphasis is on the planning process. The experiences of Austin Peay State University provide ideas that will help others systematically integrate, teach, and assess information literacy competencies.

Introduction

Good Morning! Today we want to share one of the many successful components of our new first-year experience program – the integration of information literacy. We believe that our success is due to three reasons. First, librarians were involved in planning and implementing the first-year course from its inception. Second, we collaborated with many faculty and professional staff in integrating information literacy into the first-year course.

My perception that the APSU Community is one of the most supportive with regard to their library has not changed throughout this whole process. We have integrated freshman level information literacy outcomes into this course's curriculum because they listened to the librarians and worked with us to make it happen. Gina will be speaking in more detail about this collaboration in a few moments.

Third, I feel certain that we will be able to improve upon what we accomplished this year because of the assessment we have put in place. We intend to take the assessment results and modify our curriculum and pedagogy.

In today’s program, I will first provide an overview of our plan. You will then hear from Nancy who will provide details about the creation and implementation of LILT. She will also share selected LILT Quiz Results and how we are using these results as formative assessment. Gina will then go over how librarians were trained to deliver instruction. She will also share the active learning exercises that students completed in class. Finally, I will follow up with what we learned through our additional assessment efforts.

Overview

As we decided what was important to include in the instruction, we asked these questions, which are based on an instructional model presented by Deb Gilchrist, Lead Faculty of the Information Literacy Institute sponsored by the Association of College and Research Libraries:

- **Selecting outcomes**: What do we want students to be able to do as a result of this instruction?
- **Developing curriculum and pedagogy**: What does the student need to know in order to do this well? What activity will facilitate the learning?
Assessment: How will the student demonstrate the learning?
Criteria: How will I know that the student has done this well?

A visual representation of the plan that we implemented is below:

We have carefully planned and implemented both formative and summative assessment. Briefly, we combine LILT, our Library Information Literacy Tutorial, and library instruction to help prepare students to successfully complete the Career Profile Assignment found in Appendix B.

However, it should be noted that our efforts are also geared more broadly to provide students with a foundation of information literacy skills and values that will help them succeed in their college coursework. We intend to build upon this foundation with additional library instruction provided in upper level courses throughout the curriculum.

Students complete LILT quizzes as formative assessment. The assessment lets the student, the instructor, and the librarian know what still needs to be learned. Students can repeat LILT as many times as they wish. Indeed, we found that students did. At the end of our presentation today, I will also share information about the surveys and the focus group in which instructors and librarians participated; we used these instruments to assess LILT and our classroom instruction in order to find ways to improve both.

Placing what we planned in a larger context, I want to refer to a report of the Association of American Universities and The Pew Charitable Trusts. This report is listed in the Selected Bibliography found in Appendix B. The report states that students should be able to

- find a variety of sources
- assess source credibility
- use sources properly

At APSU, and I'm assuming at your institutions, these skills are expected for research projects and writing assignments. In their Career Profile Assignment, students
Information literacy in the first year

- must find and use three sources
- create a Works Cited page
- include a paraphrase and a direct quote

The goal of our first-year course information literacy component is to prepare students so faculty may expect them to

- use the Library Website http://library.apsu.edu/ and the physical library as a gateway to high quality, academic information sources,
- begin to search library databases effectively (Boolean operators, keyword searching, truncation),
- begin to evaluate and select sources appropriate for college-level work, and
- cite sources in different styles, paraphrase correctly, and avoid plagiarism.

You can see we have too many concepts and skills to cover in one or two sessions. Nancy will now show LILT, our local tutorial that introduces students to many concepts, skills, and values before they meet with us.

LILT@APSU

LILT is Austin Peay’s Library Information Literacy Tutorial. We adapted LILT from Western Michigan’s SearchPath using an open source licensing agreement. SearchPath itself is an adaptation of the Texas Information Literacy Tutorial (TILT), one of the first successful open source tutorials. LILT has 6 modules and covers the concepts that students need to know in order to access, evaluate and use information (see slides 9 and 10 of the accompanying slideshow for example LILT screen shots). LILT is specific to Austin Peay; for example, Module 3 covers how to use Felix G. Cat, our online catalog.

LILT Development and Technical Details

The LILT Development Team was led last summer by Lori, who provided overall direction and tied quiz questions to the Information Literacy Competency Standards and Objectives for Information Literacy Instruction documents. Aaron made it possible for students to interactively take the quizzes and get immediate feedback, as well as provide reports for professors and librarians. Gina and Nancy each rewrote a module to reflect Austin Peay’s online catalog (Module 3) and databases, specifically InfoTrac (Module 4).

When SearchPath was selected as the base tutorial implementation, we noted that it lacked a fully developed testing mechanism. When Aaron looked at other available quiz functionality, he noted a preponderance of Perl, PHP, Java, and JavaScript code coupled with MySQL backend databases. With an eye toward making things easier for libraries that use Microsoft Internet Information Services (IIS) as their web server, Aaron chose to use Microsoft Access as the backend database and populated the pages via SQL queries.

Developing and testing the quiz modules took approximately 220 hours of Aaron’s time during the summer of 2004. Tables were built to hold the data: Librarians and Professors tables for instructor specific data; Sections, Modules, and Surveys tables were created for module specific quiz questions; and lastly tables to hold completed quiz and survey results. Report pages were developed to pull specific information out of the completed quiz table for professors to use in grading and for librarians to use in adapting instruction for a particular section.

Interactive Learning in LILT

Each of the six modules features skills to be learned, at least one interactive exercise, a summary of skills learned, and a quiz with immediate feedback.

The exercises in LILT progress in the amount of effort needed by students. Module One features a game, done with Macromedia Flash software that has students answer whether the statement displayed best describes the library or the Web. The game, ThinkFast, moves quickly and students have to guess the library or the Web in a few seconds before the next statement is displayed. Students can play the game as many times as they like; they are not scored on how well they did.
Information literacy in the first year

In Module Two students are led through “choosing a topic”. The tutorial picks an example topic that is broad and shows students how to narrow the topic. Keywords are then selected and variations are brainstormed for two of the three concepts. Students must then brainstorm variations for the third concept, marketing.

In the interactive exercises in Module Four, students learn about article indexing databases. After students are introduced to general and subject article databases, they have the opportunity to practice searching in InfoTrac. Students are given an example topic (i.e., the death penalty) to search, and then shown how to limit their search for opinions for or against the death penalty. Once students go to the next screen they receive directions on the left side and enter information directly into InfoTrac on the right hand side of the screen. This is accomplished through the use of frames.

At the end of each module students take a ten question quiz, submit their answers, and immediately receive feedback regarding their results on the next screen. If students did not correctly answer a quiz question, the tutorial lets them know what the correct answer was. Students can go back to test their new knowledge as many times as they wish.

How we use LILT Quiz Results

After students take the quizzes, instructors and librarians can look at the results. Twenty-six of the thirty-seven APSU 1000 instructors surveyed reviewed the LILT quiz results for their classes. Of those twenty-six who responded, half thought the results had helped them to understand what students still needed to learn. Another eleven stated that the results may have helped them.

Librarians review the results for a class to see what concepts were not well understood by students as a class. Each class can be compared to all APSU 1000 students by using the “Librarians All Section Report”. We find that students tend to miss the same questions. For example, students have difficulty differentiating between what can be found in online catalog versus an article indexing database. Students are also often unclear about how Boolean operators work.

In preparing for our Library Day instruction session with the students, we librarians target the two to three concepts least understood by students in our assigned classes. We use the exercises we created and adapted to help students better understand what the concepts are and how they are applied. We’ll say more about these exercises later on.

This summer, we will use the quiz results to modify LILT in order to clarify confusing wording and to add more opportunities for practice and retention in the modules. We also hope that we can use what we learn in our ongoing collaborations with instructors across campus.

What the LILT Quiz Results Tell Us

Now we want to provide you with a few LILT questions so that you can see the information literacy outcomes we were targeting. Here is a question tied to Information Literacy Standard 3 (Critical evaluation of information and its sources), Outcome: Demonstrates an understanding that information in any format reflects/supports a point of view and may be designed to trigger emotions.

_Every information source that presents a single viewpoint on an issue (e.g., the American Cancer Society website’s view on smoking) is biased, that is, it promotes support for a particular viewpoint.[True/False] Question 8, Module 5_

Students seem to understand that any information source, including websites, presents a certain bias as indicated by 77 percent of the students who answered the question correctly.

As many of you know, we don’t always see this level of understanding when students turn in research assignments. However, because this concept is covered in LILT, we can now hold students accountable for having at least an understanding. We can also let professors know that they can expect their students to know this. We hope to build on the foundation LILT has laid and work with professors on integrating information literacy into second year and upper division courses.

Here is another question that corresponds to two separate Information Literacy Standards, namely:

- IL Standard 5 (Ethical use of information), Outcome: The information literate student demonstrates an understanding of
Information literacy in the first year

- IL Standard 4 (Effective use of information to accomplish purpose), Outcome: The information literate student integrates the new and prior information, including quotations and paraphrasings, in a manner that supports the purposes of the product or performance.

The question is

You can avoid plagiarizing by: [select the correct response or responses]

**Question 4, Module 6**

Of all the LILT questions that students answered, the question regarding plagiarism received the lowest percentage of correct responses, with only 57 percent of the students answering correctly. Based on librarians’ work with piloting the APSU first-year course over the last two years, we are finding that students do not understand what plagiarism is. During the first year, 90% of the students in one class simply copied and pasted information verbatim from websites into their papers. They did not paraphrase; they did not use direct quotations; they did not document their sources. Since then, a more concerted effort is being made to include plagiarism information in the first year course, whatever form or shape it takes.

As part of the APSU 1000 course, first year students complete a Career Profile Assignment that requires them to use at least one paraphrase, one direct quotation and that they document their sources using an accepted citation format.

For the following question, we hoped to help students understand that some information is formally reviewed and some is not.

The statement “Information is selected through a review process: best describes information found: [select the correct response]

**Question 2b, Module 1**

Even though we did not have time to go into great detail about this, we wanted to plant the seed so that when students are exposed later to their major discipline’s literature, they would have been introduced to the concept of a review process. We also wanted the students to realize that Libraries contain reviewed sources, while the Web contains material whose quality is sometimes questionable.

In order to become more savvy searchers, students need to understand and become more effective in using Boolean operators, so we asked the following:

Using the connector AND broadens your search; you will get more records back. [True or False]

**Question 9, Module 2**

In library instruction, we stress to the students that learning search protocols such as truncation, keyword searching, and Boolean operators can help them pinpoint needed information by having the computer narrow their search results to a more precise, manageable list.

Finally, we wanted students to understand that they have access to the invisible web, that is, the information sources found only in Libraries that have subscribed to commercially produced databases, so we asked

Which of the following is a good use of the “Invisible Web” (web sources that libraries buy and deliver)? [select the correct response or responses]

**Question 4, Module 5**

In order for students to do LILT, take quizzes and have a library session, Gina worked with the first year course planning committee to include information literacy in the curriculum used by APSU 1000 instructors. She will now speak to the importance of collaboration among all those who participated in launching the first-year course.

**Collaboration**
Collaboration underlies the Library’s success in the APSU 1000 course. When the Library committed to the APSU 1000 course, we knew it was critical that the librarians share the same vision and understand the purpose of the Library’s role in the First Year Experience (FYE) Program. We also needed to agree on the desired outcomes. In order to successfully meet these outcomes, collaboration needed to occur on three levels: Administrative, Librarian/APSU 1000 Instructor, and Library Faculty.

**Administrative Level:** The library (information literacy) component of the FYE Program is a vital part of APSU 1000 because of the librarian involvement in the planning and development stages of the course. From the beginning, librarians were able to stress the importance of information literacy to key administrators, faculty, and staff members; some even seemed to be enlightened by the librarian presence. By presenting the desired outcomes to the Administrative Level, librarians showed what faculty members could expect from their students once they successfully completed APSU 1000. To incorporate these outcomes into student learning, librarians took an active part in developing course curriculum, contributing to the textbook and syllabus, and participating in other decision making efforts that support the APSU 1000 course.

**Librarian/APSU1000 Instructor Level:** Librarians were assigned to APSU 1000 sections before the course begins. The librarians initiated contact with the APSU 1000 instructors to discuss the Library Research Assignment, Library Day, and Academic Honesty Day. During this meeting, librarians worked to build a rapport with the APSU 1000 instructors as they began to plan the class dates, times, and content covered by the librarian. At that time, the librarians knew how many days to schedule for instruction, location, and what resources were needed. Librarians provided as much instruction as the APSU 1000 instructor requested. In some cases librarians were expected to provide instruction for three or four meetings of each APSU 1000 section.

**Library Faculty Level:** When the Library committed to the FYE Program, only four of the twelve Librarians had classroom instruction experience. The Instructional Services Librarian led a training initiative for the librarians in which all Librarians took a teaching/learning styles inventory (see learning style inventory link under Burd and Buchanan in the Selected Bibliography – Appendix B). Meeting on a regular basis to discuss concerns, fears, and ideas began soon after taking the inventory. Librarians shared active learning activities and demonstrated them at meetings. Eventually the active learning activities were placed in a shared APSU 1000 folder on the server so they were available to all Librarians. A template was created for consistency to ensure that titles, objectives, and activities were easy to identify. Librarians adapted the activities for their teaching style, class size and make-up. Lori will now discuss further assessment that was conducted in the project.

### Additional Assessment

In addition to the formative assessment of student learning outcomes that we implemented in the LILT tutorial, we chose to survey the instructors and librarians for their opinions about what modifications were needed in the information literacy instruction integrated into APSU 1000. As you can see, our response rate was very good, in that 37 of 44 instructors and 12 of 12 librarians responded to the two separate surveys.

Here’s what we learned when we asked the instructors what concepts they thought to be most helpful to their students:

- 24 cited Use search strategy techniques (e.g., Boolean operators)
- 22 said Use the Library as a gateway to quality academic sources
- 20 replied how to cite, paraphrase, and avoid plagiarism
- 16 pointed to how to evaluate and select appropriate sources for college work, and
- 13 cited Felix 9 Lives Self-Guided Tour/Librarian-led tour

We also asked librarians, who ordered the most helpful as follows:

1. Use Library as a gateway
2. Use search strategy techniques
3. Felix 9 Lives Self-Guided Tour/Librarian-led tour
4. Citing, paraphrasing, and avoiding plagiarism
5. Evaluating and selecting sources for college work

When asked how many library instruction sessions should be included in APSU 1000, 29 out of 37 instructors and 11 out of 12 librarians believe that two or more sessions were needed. 27 instructors replied “Yes” and 11 instructors replied “Maybe” when asked if LILT should be required in the future; all 12 librarians stated LILT should be required.
Information literacy in the first year

Questions regarding collaboration were addressed. First, instructors were asked if they collaborated with the librarian in front of their class - 19 did and 18 did not. Six librarians stated that they collaborated with their assigned instructors; six did not. Instructors responded to additional questions regarding future collaboration as follows:

- Instructor interest in collaboration with librarians in major discipline area:
  Yes 25 Maybe 10 No 1
- Co-creation of library-related assignments for a class
  Yes 18 Maybe 14 No 2
- Collaboration on a classroom presentation
  Yes 23 Maybe 9 No 4
- Development of a web page
  Yes 7 Maybe 16 No 10
- Construction of a web tutorial
  Yes 8 Maybe 15 No 11

When asked if they thought that library instruction improved quality of career profile paper, 59% of APSU 1000 instructors replied yes and 49% said maybe. When asked “Did library instruction lay a good foundation in library use for later academic success? “ 48% APSU 1000 instructors responded that “students learned a great deal” while 38% believed that “time will tell” and 11% weren’t sure. One person thought that students already possessed the knowledge. We also were very interested in whether instructors believed that “faculty can now expect students to find/use high quality information” - 92% stated “definitely yes” or “yes.”

In addition to the Instructor and Librarian surveys, we decided to conduct a focus group of selected instructors and librarians. The following points came out of this time spent together.

- LILT: helpful introduction to the library; should be required of all students; instructors should become familiar with LILT content and hold students accountable for it
- Career Profile Assignment: important to the course; provides students with an opportunity to practice library skills; modify into a journal format or called a “report” so that students understand that research is required
- LICR (Library Instruction and Computer Room): All library instruction sessions need to occur here, because 1) students need to enter the Library, 2) the available instructional technology, and 3) comfort zone for librarians

Finally, when asked to what degree “APSU 1000 helped me to improve my ability to use the APSU library effectively” in the overall APSU First-Year Experience Student Survey, 35% of the 1,425 students replied “Significantly”, 47% said “Somewhat”, and 18% “Not at all.” We had hoped that the percentage of students who perceived their ability to use the library to be significantly improved would be higher. However, when compared to responses concerning the other twelve course objectives, we found that the next highest objective garnered a significant response by only 30% of the students, while the remaining ten objectives received 22% or less in terms of having significant improvement. In light of this, we believe that the librarians did have a positive impact.

Conclusion

In conclusion, we wish to make the following three points.

1. Librarians and instructors should collaborate to make sure that students gain information literacy knowledge, skills, and values that will prepare them to succeed both academically and in life.
2. Assessment should be included in the course planning process and the results used to improve instruction.
3. Once an information literacy foundation is laid at the freshman level, librarians and instructors should work together to see that more advanced information literacy outcomes are addressed and become articulated across the curriculum.

APPENDIX A
LIBRARY RESEARCH AND ESSAY ASSIGNMENT
TOPIC: Career Profile

This assignment will allow you to explore a career or field of your choice while at the same time learning how to use the library. You will research a career, write an essay about what you discover and compile a bibliography of the sources you used. Follow the steps below to begin.

1. Go to the Library Website at http://library.apsu.edu and search Felix Online Catalog to find the Occupational Outlook Handbook, Onet or similar sources. Use the sections relevant to your career.
2. Use the Library Website to locate the InfoTrac database and use it to gather more information.
3. Write a 2-3 page essay (500-750 words, typed, and double spaced) that relates your career research to yourself. The essay should be titled "Personal Career Analysis: followed by a descriptive subtitle specific to your paper." The paper should address all of the following questions:
   o Introduction:
     ■ Identify and give a brief description of your career.
     ■ Why is this a field that interests you? Be focused and state a concrete opinion, since this will form the thesis of your essay.
   o Body:
     ■ What educational requirements are needed for this career? What skills associated with a liberal arts education will be helpful in this career?
     ■ What aptitudes [abilities] are necessary?
     ■ How do you plan to meet these requirements?
     ■ What personality characteristics and values are commonly found in people who enjoy this career? Do you feel you possess these characteristics?
     ■ What is the employment outlook for this job? Beyond this job, what are the opportunities for a career growth?
     ■ Use journal articles to identify a current trend or a professional issue associated with this career. What is it, and why is it important?
     ■ Identify a professional association for this field. What is the association and what does it do? Do they have a Web site? What is the Website’s URL?
     ■ In your paper, you must use at least one direct quotation and at least one correct paraphrase from your research sources. You must also cite your sources using the style guide required by your First-Year Seminar instructor. You need to do these things properly, avoiding even unintentional plagiarism, which will be discussed in your class.
   o Conclusion:
     ■ Is this still a career in which you are interested? If not, why?
     ■ If it does still interest you, what is one step you can take this year to help prepare yourself for that job?
4. Compile a bibliography/works cited page listing each source you used, including Occupational Outlook Handbook, Onet, and any journal articles or web sites. You must include at least three sources in your bibliography/works cited page. Ask your First-Year Seminar instructor what style guide you should use. Use the Online Style Guides (located on the Library Website under How-To-Guides) to help you cite your sources correctly.
5. Turn in your Personal Career Analysis and Bibliography to your First-Year Seminar Instructor.

Adapted from ACU’s Brown Library
http://www.acu.edu/academics/library/univseminar/libresearch.html

APPENDIX B

Selected Bibliography

Information literacy in the first year

APSU 1000 Instruction Active Learning Exercises [http://library.apsu.edu/instruction/apsu1000.htm](http://library.apsu.edu/instruction/apsu1000.htm) (accessed April 1, 2005).


back to top
When I consider how my life has been spent, I am reminded of the snail that was attacked and beaten up by a couple of turtles. Afterward, the police asked him if he had gotten a good look at the assailants. “No,” the snail replied, “It all happened so fast!”

As of June 1, I will have spent 18 years with the Tennessee State Library and Archives. A child born when I started would now be headed to college. But with this organization, the Tennessee Library Association, I have been a member for 41 years.

And it all happened so fast.

I thank you for the honors you have bestowed on me, none of them more significant than the Scholarship Fund, which benefits, not me or you, but those who are to come.
Regrets? I've had a few, but then again too few to mention. So I won’t. But as I look back at my long association with you, I hope that I can say, not that I did it my way, but that I did, that we did it, our way, for that is the meaning of a professional association—people of like mind and heart working together in common cause.

Still, it all happened so fast.

But time marches on, and now it gives me great pleasure to present to you your State Librarian and Archivist Designate, the redoubtable former Library Coordinator of the 21 libraries of the Arabian-American Oil Company, on land and sea, and, for the past decade, our indispensable Assistant State Librarian and Archivist for Administration, Jeanne D. Sugg.
Websites: Do we want to catalog them or make a webliography?

D. Sean Hogan, Monographs Librarian, Austin Peay State University

Conference Abstract:

Many libraries catalog websites as individual items; other libraries create subject-specific webliographies. How do we decide display methods of websites? What quality control do we use to define a website as "librarian approved"? What type of access control do we want to create? Come join the discussion.

I would like to discuss the struggle I have with the process of cataloging Internet websites. What I envision for this time of sharing is discussing some personal observations I have on dealing with these websites; discussing how Austin Peay State University in Clarksville is doing things; sharing some research I have found dealing with websites; and then opening the floor for discussions on what we are doing at our various libraries.

First off, who am I? I currently am at Austin Peay State University as the Monographs Librarian. I supervise the monographic acquisitions department made up of four (4) people: two acquisitions clerks, a copy cataloger and myself. Along with the acquisitions function, I also do the original cataloging as needed.

It is this cataloging responsibility that brings me here today.

Since I am responsible for the original cataloging at Austin Peay’s Felix G. Woodward Library, I have to deal with the library’s practice to catalog and make displayable Internet websites in our online catalog called Felix.

With all my other duties, the cataloging of websites into Felix has become a very low priority. I get emails from the various subject selector librarians asking that this or that website be added. I put these emails into an Outlook mail folder called “Internet sites to be cataloged” and when I have time, I go into this folder and try to process them. This tends to be not very often.
Websites: Do we catalog them or make a webliography?

This “put off until tomorrow” bothers me and so I thought there has got to be another way.

Why not have the library create subject specific web pages (webliographies) listing librarian approved websites? [What I call “webliographies” other people might call pathfinders or subject guides]. This method would speed up the availability of librarian approved websites. Librarians could modify a subject specific webpage with the title of the website, a URL and create an annotation about the website.

Something like this:

**Physics websites**

*American Physical Society’s Physics Internet Resources*
Contains links to exhibitions and special events, bibliography of web resources organized by the appropriate field of physics, Links to a wide range of physics journals and science magazines, as well as special publications, document database, e-print servers, and a list of scientific publishing houses, links to various physics organizations, educational and scientific reference sites, scientific associations and organizations, various other physics portals and links to the various American Physical Society websites. [http://www.aps.org/resources/](http://www.aps.org/resources/)

*Physics Web*
Physic news, jobs and resources. [http://physicsweb.org/](http://physicsweb.org/)

*Institute of Physics*
Website for this international professional body and learned society which promotes the advancement and dissemination of a knowledge of and education in the science of physics pure and applied. [http://www.iop.org/](http://www.iop.org/)

*Physics and Astronomy Online*
Tabbed site for education, reference, directories, community, and fun. The stated goal of this website is “…to create the best physics & astronomy web site on the net! I will stop at nothing short of that!” [http://www.physlink.com/Reference/Index.cfm](http://www.physlink.com/Reference/Index.cfm)

*National Institute of Standards and Technology (NIST) Physical Reference Data*
U.S. Government website that provides links to databases of physical constants, a periodic table of the elements, atomic spectroscopy data, molecular spectroscopic data, atomic and molecular data, x-ray and gamma-ray data, radiation dosimetry data, nuclear physics data, condense matter data, and various other NIST data. [http://physics.nist.gov/](http://physics.nist.gov/)

**Links to Electronic Journals**
But since Austin Peay was one of the original members of OCLC’s CORC project in 1999, there is that tradition of cataloging websites. Hence I was in a quandary.

Therefore, I set out to try to answer these questions:

- How do we decide display methods of Internet websites?
- What kind of quality control do we use to define a website as librarian approved?
- What type of access control do we want to have?

**Deciding Display Methods**

What are the other Tennessee Board of Regents universities doing with websites? Are they cataloging them? Are they creating webliographies? Are they doing something else? I decided to check various university library web catalogs to see what was being done. I was looking for cataloged websites. To get the information I wanted, I decided I would not count websites leading to government publications. [More and more, electronic access to government publications is only available online]; I would not count websites associated with print publications such as table of content enriched records; and I would not count e-books.

<table>
<thead>
<tr>
<th>University</th>
<th>Webliographies</th>
<th>Cataloged Websites</th>
</tr>
</thead>
<tbody>
<tr>
<td>East Tennessee State</td>
<td>Yes, See <a href="http://sherrod.etsu.edu/tools/rgtopics.html">http://sherrod.etsu.edu/tools/rgtopics.html</a></td>
<td>No, I was not able to find any cataloged websites in their Voyager catalog.</td>
</tr>
</tbody>
</table>
Websites: Do we catalog them or make a webliography?

<table>
<thead>
<tr>
<th>University</th>
<th>Webliographies</th>
<th>Cataloged websites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle Tennessee State</td>
<td>Yes</td>
<td>See <a href="http://www.mtsu.edu/~library/gateway.html">http://www.mtsu.edu/~library/gateway.html</a></td>
</tr>
<tr>
<td>Tennessee State</td>
<td>Yes</td>
<td>See <a href="http://www.tnstate.edu/library/VIRTDESK.HTML">http://www.tnstate.edu/library/VIRTDESK.HTML</a></td>
</tr>
<tr>
<td>Tennessee Technological</td>
<td>Yes</td>
<td>See <a href="http://www.tntech.edu/library/internet.html">http://www.tntech.edu/library/internet.html</a></td>
</tr>
<tr>
<td>University of Memphis</td>
<td>Possibly… The closest I found associated with a webliography was a page for free internet websites See <a href="http://exlibris.memphis.edu/resource/freeinternet.html">http://exlibris.memphis.edu/resource/freeinternet.html</a></td>
<td>Unlike Tennessee State and Tennessee Tech, the University of Memphis’s DRA catalog did not even have a limiter for electronic resources nor was I able to find any cataloged websites.</td>
</tr>
</tbody>
</table>

However, I must add a caveat. In my research, I was not exhaustive so if my interpretations are incorrect, in the discussion part of this presentation, let me know. I attempted to search the TBR’s various OPACS on various subjects and if possible, tried to limit my search results to websites or internet resources. [Note: in the discussion portion, a librarian from East Tennessee State University said they had cataloged websites but the participant did not know of a title off the top of her head; the editors of TL—who work at ETSU—concur that there are many websites in our catalog. A search limited to "electronic resources" on the word "websites" pulls up a number of titles].

So far it does not paint a good picture of cataloging websites.

What about other universities in my experience?
<table>
<thead>
<tr>
<th>University of Alabama in Huntsville (my alma mater)</th>
<th>Possibly… closest I found to a webliography were selected subject pages that listed reference resources and some websites. See <a href="http://www.uah.edu/library/research_assistance/guides/eng_guides.htm">http://www.uah.edu/library/research_assistance/guides/eng_guides.htm</a></th>
<th>I was not able to find cataloged websites in their SIRSI system</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Tennessee in Knoxville</td>
<td>Yes. See <a href="http://www.lib.utk.edu/art/">http://www.lib.utk.edu/art/</a></td>
<td>Although the Ex Libris catalog did have a search limiter for internet resources, I could not find cataloged websites that fell within my constraints.</td>
</tr>
<tr>
<td>Vanderbilt University</td>
<td>Yes. See <a href="http://www.library.vanderbilt.edu/central/finearts.html">http://www.library.vanderbilt.edu/central/finearts.html</a></td>
<td>Yes. [See “Lupus Foundation” or “Pew Internet &amp; American Life project”].</td>
</tr>
</tbody>
</table>

Of the schools investigated, APSU and Vanderbilt were the only two schools to catalog websites. Coincidentally perhaps, Vanderbilt was also one of the original members of OCLC’s CORC project. So, based on the preponderance of webliographies at the various TBR universities, I would have warrant to create webliographies instead of cataloging the websites.

What about research and printed opinions on the subject? Perhaps there is a definitive reason why webliographies are the way TBR schools are doing things? In an editorial, Dan Marmion, Associate Director of Information Systems and Access at Notre Dame University, discusses the relationship of a library’s catalog and a library’s webpage. Which one should be considered the “primary” access point? Perhaps libraries have answered this question and using this answer, have decided that internet websites will be cataloged. After all, the catalog is their “primary” access point. Or perhaps a library has determined that the library’s webpage is the “primary” access point. Those libraries have created webliographies. But Dan Marmion’s editorial suggests that the question of defining the “primary” access point is the wrong question. Since we cannot control how our patrons pursue filling their information needs, we need to provide multiple access methods. For example, we catalog internet websites. We have beautiful records. The patron never goes into our catalog. Or the other side, we have wonderfully annotated webliographies and the patron only searches our catalog. Both patrons miss the information. Do we write up something and post it all over the library’s website strongly encouraging patrons to search the catalog and/or do we catalog our webliographies that are on the library’s webpage. His opinion gives us something to think about. Unfortunately, this still doesn’t give us the answer.
Barbara Baruth, Director of User Services at the University of Wisconsin/Parkside Library in Kenosha questions if the library catalog is big enough to handle the web. She asks how do you keep the catalog current with websites. You would need an army of subject specialists to search the Net to discover and evaluate resources. Unfortunately, “[l]ibraries are no longer the sole repositories of scholarly information” (Baruth, 2000). We do not have a monopoly on deciding what knowledge is saved and collected. Many patrons, realizing that the library is no longer the sole repository of knowledge, by-pass going to a library and instead goes directly to their favorite internet search engine.

In fact, in the March/April 2005 issue of Educause Review, Joan Lippincott, the Associate executive director of the Coalition for Network Information says that this dependence on Google or similar search engines is one of the major disconnects between many of today’s academic libraries and the Net Gen student.

OK, if we decide to catalog websites, for whatever reason; how do we catalog the material? Barbara Baruth in her article suggests that MARC does not work well for most electronic resources. There are metadata standards such as Dublin Core that do work better then MARC to describe internet websites. But “catalogers are not rushing to embrace metadata” (Baruth). A further problem with cataloging internet websites is the weeding process. What happens when websites are out of date? Or do not work anymore?

As a matter of fact….Woodward Library does have a problem with verifying the URLs of our Internet website records still work. We use a shareware called Cyberspyder and it simply is a very clunky work around. Think about this…one would need a program that reads MARC formatted records, finds the appropriate tag and the appropriate subfield, has to open some other program to check the browser and then report back the success. The Woodward Library makes do with Cyberspyder but it is a time consuming process. Another issue to think about is what happens if the link works but the subject of the page has changed? No one would realize the change until someone pointed out the wrong subject headings or the wrong classification.

Barbara Baruth, also forecasts that future search engines might simply make the question of cataloging Internet websites moot. These “future search engines working with sophisticated filter algorithms will be able to do a fine job scouring the Net and bringing back tailored results.” (Baruth) If these search engines do come to pass, libraries attempting to catalog Internet websites will not be able to compete. We may already be losing the battle to Google and their ilk.

OK, I have painted a pretty bleak picture of cataloging websites so it appears that cataloging websites is not the way to go. That means webliographies, right?

Not so fast… webliographies have their own problems. “Subject specialists must spend considerable time formatting pages, keying descriptive data about the resources, and troubleshooting unexpected problems with online displays. Not all librarians are equally
comfortable with writing Web pages, and individual comfort levels discourage and delay both creation and timely updates of existing pages” (Bills, 2003). Additionally, students do not relate well to subject guides as demonstrated in surveys, usability tests, and usage statistics (Reeb and Gibbons, 2004).

So there is no clear answer. Catalog Internet websites or create webliographies? It is a library’s choice. Simply choose the lesser of two evils or choose the method best suited for your staffing, training, and tastes dictate.

**Quality Control**

Let us approach the second question: “What quality control do we use?” We certainly do not want to catalog everything nor create webliographies with hundreds of sites on them. We already mentioned some reasons why this would not be a good idea: there are so many sites already and more are created each day, how could we possibly catalog them all? Is the time and effort worthwhile in the long run? Do our patrons search our OPACs for websites or do they just go to a search engine? Wendy Robinson, in a presentation given to the Iowa Library Association in 1999, puts it this way, “Your library doesn’t buy every book in the world does it?.. Libraries select books. They can also select web pages. If a web page meets standard selection criteria we should catalog it” (Robinson, p. 3). So it is a question of quality control. Of the millions, nay, billions [Google searches 8,058,044,651 web pages as of 3/31/2005] of Internet websites, we select a few.

By using an early Woodward Library policy, I will explain some of my processes for quality control.

- **Positive reviews in an accepted reviewing source:** The website was discussed and had a favorable review in Choice online or was favorably reviewed in *Library Journal*.
- **Author’s credibility:** The author is well known or upon investigation has credentials supporting information on website. A website on the weather written by a 3rd grade class would not have credibility for the academic subject of meteorology.
- **Reputation of publisher:** Website sponsor or host is reputable. A website on AOL or Juno would require further justification before it were added to the collection.
- **Webpage is written in the English language, unless otherwise specified in a collection development policy:** Unless the webpage subject was for one of the foreign languages, the webpage needs to be written in English for everyone else to use.
- **Currency and completeness:** The information is current. A webpage that talks about one day Man landing on the moon would not be added to the collection unless the webpage was to be used for a history of spaceflight coverage.
- **Website makes available information that is difficult or impossible to retrieve in print sources:** Esoteric subject that fills a niche needed for better subject coverage. For example, a professor’s life work on the Egyptian scarab beetle.
Websites: Do we catalog them or make a webliography?

- The website is appropriate to the scope of library and academic department’s collection development policies.

- **Good design and workability of website:** The website works smoothly; has links to go forward and backward. The website does not have a white background and use white lettering in such a way that the words are very difficult to read.

- **Links work in website:** Dead links or links that refer to pages that do not exist anymore are few and far between.

- **Navigational aids provided in a clear and consistent manner:** Arrows to the left mean “go back” and arrows to the right mean “go forward” and this always in true on the website.

- **Images clarify, illustrate, or exemplify the subject:** Pretty pictures on the website add to the subject and are not there just to be pretty. Pictures and images take time to load and time should be used efficiently. See next point.

- **Information loads in a timely manner:** There is a quick loading of information either due to minimum loading or a fast server.

- **Does the site require specific technologies or programs to access information?** Does the website need an Adobe reader to open documents? Shockwave to see animation? Does the website give links to websites where one can download the required programs?

- **Does the site require registration or fees?** The website is not profit making nor does it require personal data before a patron can access the information.

A link to another source of quality control and evaluating websites is: [http://muse.widener.edu/Wolfgram-Memorial_Library/webevaluation/inform.htm](http://muse.widener.edu/Wolfgram-Memorial_Library/webevaluation/inform.htm). This website uses the evaluation criteria one would use to teach students how to evaluate information. One would want to make sure to follow these same criteria when adding websites to a catalog or webliography.

One final policy the Woodward Library decided to use is to exclude “gateway” sites. A “gateway” site would be a webpage made up of links to other websites. We decided that websites in Felix needed to have “meat” to them. There needs to be a preponderance of scholarly information on the website. The only caveat was excepting the College & Research Libraries News webliographies from this policy because they are very scholarly.

**Access Control**

The final question to deal with is access control. One sense of access control is set out in a pretty straightforward method at the Woodward Library. There is a limited group of local subject headings that have been defined for the various subjects taught on the campus. These are listed below.
To create the local subject headings in the 690 MARC tag, I simply go into the catalog record and add the applicable subject and append a subfield $v “internet resources.” I add multiple local subject headings if applicable.

For example:

245 0 $a GrayLIT network$h [electronic resource] :$ba science portal of technical reports.
246 3 $a Gray lit network
246 3 246 3 $a Gray literature network ….

650 0 $a Grey literature $x Computer network resources.
650 0 $a Power resources $x Research $z United States $v Indexes.
650 0 $a Military research $z United States $v Indexes.
650 0 $a Ecology $x Research $z United States $v Indexes.
650 0 $a Space sciences $x Research $z United States $v Indexes.
650 0 $a Aerospace engineering $x Research $z United States $v Indexes.

690 0 $a Physics $v Internet resources.
690 0 $a Military Studies $v Internet resources.
An additional benefit of this standardization allows us to predefine subject searches in our Horizon OPAC that can then be called from the library’s webpage to bring up all websites defined for that subject.

The local subject heading part works fine; a more difficult access control problem is the general subject headings. Classifying internet websites using the five volumes of the Library of Congress Subject Headings can be frustrating. What subject aspect of the Internet website makes up the most important aspect?

Sometimes the subject is very specific. For example:

1001 $aArnett, Bill
2451 4$aThe nine planets$h[electronic resource] :$ba multimedia tour of the solar system / $cby Bill Arnett.
2463 $a9 planets...

Sometimes the subject is too broad. For example:

As long as one tries to provide some sort of access control for Internet websites, it simply is not worth the effort to get frustrated defining general subject headings. As catalogers, we need to remind ourselves that we do not need to create perfect records all the time.

In review, there is no clear and right answer to determining if Internet websites should be cataloged into the OPAC or if webliographies/subject guides should be created. The research has negatives for both methods. Additionally, whether cataloging websites or creating webliographies, a good policy on the selection and evaluation of websites is vital. Finally, access control is necessary but not always easy.

Let the discussions begin!

Bibliography / Works Cited


Websites: Do we catalog them or make a webliography?

made by contributors.
Abstract from Conference Program:

Whether you work in a public or academic library, this session will explain some cataloging basics with practical public services applications. Improve your ability to navigate online catalogs by learning some of the "coded" language of cataloging and how various applications of cataloging practices and standards can affect search results.

Power Point presentation: Web format, PDF format
Recent studies suggest that catalogers tend to have high success rates at searching online catalogs and interpreting the results. Changes in cataloging practice have led to many inconsistencies in catalog records, yet catalogers seem immune to the negative impacts these changes have on users' abilities to efficiently retrieve information from the catalog. Part of the reason is that an integral part of a cataloger's job is to keep up with the changes and apply these changes to their work. However, it is equally important that public service librarians be made aware of changes in current cataloging practices in order to improve their own abilities in navigating online catalogs. In this session, catalogers will attempt to level the playing field by offering public service librarians useful information about cataloging, shedding some of the mystery from the MARC format, subject headings and classification, AACR2, and the numerous other bibliographic utilities used as the foundation of library online catalogs. For online catalogs to reflect how users search, librarians will need to understand these bibliographic tools when deciding how online catalogs should be indexed.

Since many of the cataloging practices in recent years have changed to reflect the enhanced searching ability of online environments, it seems logical to begin this session by looking at the MARC (Machine Readable Cataloging) format. Despite its flaws, librarians must appreciate the fact that it is because of the MARC format that libraries are able to toss out their card catalogs and join in worldwide cooperative cataloging efforts. While the days of MARC may be numbered (another topic of discussion for a later day), it will always be recognized for its ultimate success in globalizing catalogs.
Behind the scenes: Cataloging secrets for the public services librarian

MARC Tagging Basics

The MARC Record

- What is a MARC record? A MARC record is a **M**Achine-**R**eadable **C**ataloging **R**ecord.

- SIRSI
- INNOVATIVE
- TLC
- ENDEAVOR
- BIBLIOGRAPHIC RECORD
COMPUTER INTERPRETATION

The information from an item cannot simply be typed into a computer – the computer needs a means of "interpreting" information found.
FIELDS are marked by TAGS and INDICATORS

- Each bibliographic record is logically divided into **fields** (i.e., author, title, publisher, subject, etc.)
- Each field has a **3-digit** number called a "tag."
- Some fields are further defined by **indicators** which contain **2 character** positions.
**EXAMPLE**

- TAGS are divided by hundreds: 0XX, 1XX, 2XX...

<table>
<thead>
<tr>
<th>TAG</th>
<th>FIELD</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Personal name main entry (author)</td>
</tr>
<tr>
<td>245</td>
<td>Titles, edition, imprint</td>
</tr>
<tr>
<td>300</td>
<td>Physical description, etc.</td>
</tr>
<tr>
<td>650</td>
<td>Topical subject heading</td>
</tr>
</tbody>
</table>
CONTENT DESIGNATORS

- Tags, indicators, and subfields.
- XX refers to a group of related tags (1XX = 100, 110, 130, etc).
- Indicators are not used in all fields. Blank indicators are considered “undefined.” Indicators send additional messages to the computer. The first indicator states that there should be a separate title entry in the catalog. The second indicator denotes characters to be excluded as in the case of articles.
- Subfields are marked by subfield codes and delimiters.
Subject Headings

Subject headings allow catalogers to assign “aboutness” to an item. A good subject heading uses the “authorized” (or standardized) term most familiar to a library’s customers and accurately reflects the content and specificity of the item. Subject headings by definition are the most “subjective” parts of records, so there may be significant differences between the subject terms assigned to the same item by different catalogers. While there are many standards in place, particularly for Library of Congress Subject Headings, it is important to realize that many local libraries will choose to bring out and/or emphasize particular subjects that are commonly sought after by their users. Additionally, if an adequate subject heading does not exist in the Library of Congress Subject Headings (if this is the controlled vocabulary they are using), local headings can be created to satisfy a particular need.

Often, subject headings can be used to create a virtual collection of items. For example: the University of Tennessee Libraries (Knoxville) is building the most comprehensive collection in existence for materials pertaining to the Great Smoky Mountains. To bring all of the items in this collection together in the catalog (the collection does not reside together in its entirety – items from the collection are shelved in almost every section of the library and its branches), a local subject heading, “Great Smoky Mountains regional collection” has been assigned to items in this

![Diagram of a bibliographic record with labels for title field, indicator (4) spaces, delimiter ($), and subfield code.](image-url)
“virtual collection.” To create an effective catalog, public service librarians can work with their cataloging counterparts, ask the right questions, and together, build a catalog with high quality subject access that meets both the needs of the local population, as well as more universal needs.

**Library of Congress Subject Headings**

What terms can be used as subject headings?

- Personal names
  - 600 1_ Depp, Johnny.
- Corporate names
  - 610 20 Amazon.com (Firm)
- Meeting names
- Topical subjects
  - 650 _0 Transportation.
- Geographic names
  - 651 _0 Knoxville (Tenn.)
Library of Congress Subject Headings

Subdivisions make subjects more specific.

- **Topical**
  650 0 Cattle $x Diseases.

- **Geographic**
  650 0 Cattle $x Diseases $z Tennessee $z Knoxville.

- **Form**
  650 0 Cattle $x Diseases Sv Encyclopedias.

- **Chronological**
  650 0 Cattle $x Diseases $y Early works to 1800.
Classification

Classification brings items of similar subjects, disciplines, and or usage together in order to create more browseable collections. Additionally, it provides each item with its own unique number and shelf location or “address.” The objective in classification is essentially to keep items similar in content in the same neighborhood. While there are several systems used by libraries to classify the materials in their collection, the Library of Congress Classification System and the Dewey Classification System are the most widely used. By gaining a better understanding of these systems, public service librarians can not only learn to become better browsers of a collection, but how to negotiate with catalogers so that they may tailor established classification practices to meet the demand of local users. Also, it’s important to understand the repercussions of deviating from classification standards when cooperating with a worldwide cataloging network.

Library Classification

Library of Congress Subject Headings

Questions:

- Is there a subject area that you particularly want to emphasize?
- Are there local subjects that should be reflected in the record?
- Do you want to create a “virtual collection” of some sort?
Library Classification

- Brings related items together in a helpful sequence
- Provides an exact location for an item on the shelves
- Is based on the subject headings assigned to the item

Library of Congress Classification
Library of Congress Classification

- Began in 1897 and was developed for the Library of Congress
- Is alphanumeric
- Is hierarchical and arranges topics from the general to the specific
- Is detailed in a series of 33 schedules
Building LCCS Call Numbers - Class

- Main classes are expressed as alphabetics. Then additional letters are added to express the subclass.

  Example: H is for the main class "social science" - HA is for subclass "statistics," HG is for subclass "finance."

- Then a class number that specifically describes the content is selected from the schedule.

  Example from schedule: PN4352 - General works.
  Hierarchy: Oratory--Oratory, Elocution, etc.--Recitations in foreign languages--Spanish--General works.
Building LCCS Call Numbers – Book Number

- Uniquely identifies different works in the same class

- Consists of a cutter number and the year of publication:
  
  PS3545.I345 i3 2003
Building LCCS Call Numbers – Cutter Number

- Are usually based on the main entry of a work
  PN1995.9.F67 P375 2000z
  P375 for title of motion picture Pascual Duarte

- Are preceded by a decimal point and are formed using a table
  PN1995.9.F67 P375 2000z

- May contain a “work letter” after the year
  PN1995.9.F67 P375 2000a
**Building LCCS Call Numbers – Choices/Discussion Questions**

- Where do you want bibliographies to shelve? Together in the Z class or with the subject?
- How do you want numbered series to shelve? Each volume side-by-side on the shelf, or each volume shelved in the most appropriate subject area? Do you want individual records for each volume?
- Are there local constraints that affect the assigning of call numbers?
- If you deviate from Library of Congress policy, are you willing to accept the consequences?

**Dewey Decimal Classification System**
<table>
<thead>
<tr>
<th>Class</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>000</td>
<td>Generalities</td>
</tr>
<tr>
<td>100</td>
<td>Philosophy and Psychology</td>
</tr>
<tr>
<td>200</td>
<td>Religion</td>
</tr>
<tr>
<td>300</td>
<td>Social Sciences</td>
</tr>
<tr>
<td>400</td>
<td>Language</td>
</tr>
<tr>
<td>500</td>
<td>Natural Sciences and Mathematics</td>
</tr>
<tr>
<td>600</td>
<td>Technology (Applied Sciences)</td>
</tr>
<tr>
<td>700</td>
<td>Arts (Fine and Decorative Arts)</td>
</tr>
<tr>
<td>800</td>
<td>Literature and Rhetoric</td>
</tr>
<tr>
<td>900</td>
<td>Geography and History</td>
</tr>
</tbody>
</table>
DEWEY TIDBITS

- Considered the oldest and most widely used classification scheme in the United States.
- Called “decimal” because it arranges categories into ten broad subject classes numbered from 000 to 900.
- Phoenix Schedules were implemented in the 19th edition of Dewey to recast the span on numbers in select areas (i.e., Sociology).
CUTTERING

- Cutter numbers used with Dewey class numbers are extracted from a set of tables devised by Charles Ammi Cutter.
- It was originally a "two-figure" table that was later expanded by Kate E. Sanborn to provide greater differentiation in names for use with larger collections.
- This created three different "cutter" tables, termed Cutter-Sanborn which is most likely the most widely used today. Since this time Cutter-Sanborn tables have expanded to "four-figure" tables.
Behind the scenes: Cataloging secrets for the public services librarian

Indexing:

The process of creating and using indexes in an online environment has a tremendous impact on the decisions catalogers have to make with each record they create. Rather than just entering data into prescribed fields, catalogers often have to think in terms of which index they are entering certain information into. So, instead of thinking, "I'm entering title information in the title field, or MARC tag," the inner dialogue should really reflect the results of inputting that information, such as, "I'm entering title information in the title field so that it appears in the title index where users may be looking for it; additionally, I want the information to appear in both the title and subject index, therefore I will input the information in a field that exists in the overlap of the title and subject index." But, before a cataloger can truly be effective in solving many of the access issues posed by indexes, they must first work with public services and system librarians to build indexes that meet searchers' needs. To begin, the librarians involved must understand how different indexes work, how indexes can overlap, and whether or not general and/or specific indexes are needed. Finally, it is essential that librarians understand the index choices made by their libraries. By familiarizing themselves with these choices, catalogers can manipulate the information contained in the MARC record to obtain the most logical search results.

Indexing Basics: How Cataloging Practices Affect Search Results
Indexes: Types

- **Title** = 130, 240, 245, 246, 505 (sometimes), 700 $t, 730, 740.
- **Personal Name** = 100, 600, 700, 800.
- **Subject** = 6xx.
- **Corporate name** = 110, 610, 710.
- **Classification** = 082, 092, 050, 090, 099.
- **Series** = 440, 490, 800 $t, 830. (May be included in title index).
Choosing indexes

Personal Name Index
Title Index
Series Index
Subject Index
Indexes: Types

Personal Name Index

- 100
- 700
- 800

Subject Index

- 610
- 650
- 651

600
Indexes: Types

Title Index

130
240
245
505?

Personal Name Index

600
700
800
100
Indexes: Types

- Some online catalogs have general indexes (e.g. name, title, subject)
- Some online catalogs have specific indexes (e.g. personal name, corporate name, conference name, topical subject, geographic subject, etc.)
Indexes: Types

- **Browse Index** – Allows users to “browse” alphabetical list of catalog entries when first part of the term or phrase is known.

- **Keyword Index** – Allows users to enter search terms regardless of their position in a given field.
Behind the scenes: Cataloging secrets for the public services librarian

Bibliographic Tools and Utilities:

Universal cooperative cataloging can only succeed if all participants agree to abide by standards. As in all cooperative ventures, compromises must be made, resulting in catalog records that may be less than ideal for local institutions. However, by understanding the tools and utilities used, public services librarians can help their users to adapt to eccentricities of the online catalog, maximizing the precision and recall of their search results.

Bibliographic Tools and Utilities: Universal Cataloging Standards and Shared Resources

Indexing Options

Most ILS allow system administrators to choose among indexing options:

1. Should personal names be included in both a keyword and browse index?
2. Should content in a 505 field exist in both title keyword AND title browse index? What about $t$ in a 700 and/or 800 field?
3. Should uniform titles, title proper, and series titles be included in the SAME browse index?
4. Should fewer general indexes or several more specific indexes be used?
Bibliographic Tools and Utilities

- Bibliographic Tools - where universal cataloging rules and generally-accepted practices are recorded (AACR2, LCRI, LCSH, MARC Format, Library of Congress Classification System, Dewey Decimal System).

- Bibliographic Utilities – electronic resources that facilitate access to bibliographic tools as well as shared repositories of bibliographic records (Cataloger's Desktop, Classification Web, OCLC, RLIN, etc.).
Bibliographic Tools

- AACR2 – Anglo-American Cataloging Rules; punctuation; chief and prescribed sources of information; determine main and added entries (access points); construct forms of names, uniform titles, and other headings.
- LCRI – Library of Congress Rule Interpretations; how LC interprets the rules in AACR2.
- USMARC format – Machine Readable Cataloging; input and coding standards (essential for indexing).
Bibliographic Tools

- LCSH – Library of Congress Subject Headings; controlled vocabulary for subject indexing.
- Library of Congress Classification System / Dewey Decimal System – tools used to collocate bibliographic material of similar subject matter and/or discipline.
- Subject Cataloging Manuals – Library of Congress practices for assigning and adding subdivisions to LC Subject Headings; LC practices for using the Library of Congress Classification System; LC Shelflisting Practices.
Bibliographic Utilities

- **Cataloger's Desktop** – intended primarily for use by catalogers; Library of Congress product providing electronic access to the most commonly used bibliographic utilities such as AACR2, LCRI, MARC format standards, Subject Cataloging Manuals, etc.

- **Class Web** – Also an LC product; specifically provides electronic access to LC Subject Headings, Classification Tables, and class-subject correlations.
Behind the scenes: Cataloging secrets for the public services librarian

Final Note:

The purpose of this session was not simply to familiarize public services librarians with the challenges catalogers face, but to give a basic understanding of the vocabulary and processes, as well as the concepts, values and principles used in creating records, so that they too can participate more knowledgeably in the decision-making process for cataloging policy. Catalogers know the standards and conventions that govern library catalogs, and public services librarians know how their library’s customers search for information. Ultimately, it is hoped that every library’s catalog will contain the combined expertise of catalogers and public services librarians alike, providing users with the optimum service.


References


*The Tennessee Library Association disclaims responsibility for statements, whether of fact or opinion, made by contributors.*
Conference Abstract:

Utilize the 2004 ACRL "Standards for Libraries in Higher Education" as a framework for evaluating the academic library and discover why the use of outcomes is necessary in the current higher education environment.

Complete PowerPoint: Web version, .pdf version

Title Slide:

Hello and welcome to Friday at TLA!

My name is Theresa Liedtka and the title of this session is "Library Assessment in Higher Education: ACRL’s Library Standards for Higher Education."

There are packets in the back that include:

- outline of the slides,
- a copy of the ACRL Standards for Libraries in Higher Education,
I want to start by just telling you a little about myself. ....

I choose this topic as the Lupton Library is about to engage in a self-study and its first ever external program review. I needed to dive into the topic myself and think about and learn about the myriad of ways libraries can conduct an effective, thorough evaluation.
So I want to be upfront and let you know that I am not an expert. I was not on the committee that created the standards. I have not written articles on the topic. I did attend an excellent pre-conference in Boston on the topic and I have done extensive reading and research. I am a practicing librarian with the need and I hope my efforts today will increase your understanding of the guidelines and their implementation.

Currently the Lupton Library is called upon:

- to participate in local program reviews and formal accreditation visits,
- to participate in the larger Institutional Review conducted every 10 years, and
- to participate in the review and accreditation of new University programs.

This will be UTC’s first effort to evaluate the Library independently as it regularly does other academic departments. I plan to utilize at least part, if not all, the new standards in this effort.

A little about me...

- New to Tennessee and managing a library!

  June 2004:  Dean of UTC’s Lupton Library
  1997-2001:  Georgetown University: Planning/Research Librarian
  1994-1997:  Georgetown University: Head of Access Services
  1991-1994:  Simmons College: Head of Reference and Instruction

- Why this topic?
My goals for this session are:

- to talk just a moment about broad concept of assessment,
- to provide background information on accrediting agencies, as they are frequently the catalyst for many a review process,
- to give you a brief history of the ACRL Standards, as I think it is important to understand the history and context of the standards,
- and then we will get into the Standards for Libraries in Higher Education, approved in June of 2004 for all academic and technical libraries.

I want to let you know that I am only going to cover the first four standards: planning, assessment, outcomes assessment, and services. Understanding and implementing the remaining eight sections will follow the same pattern as the services section.
The goal of assessment is to ensure that the education provided by institutions of higher education meets acceptable levels of quality. Assessment is taking place all around our campuses, and involve a variety of administrators, faculty, staff, students, alumni. The broad involvement of players is good as it allows librarians, who generally have very little background in assessment, to form partnerships and to learn about various aspects that are not specific to the job as librarians.

For example:

- Assessment is taking place in the Library where we assess student learning and evaluate our program effectiveness.
- It takes place in the classroom in the evaluation of student learning and faculty teaching,
- On the campus level assessment is happening in the review of academic programs and core services and programs, and
- Assessment is also happening beyond the campus as we follow our graduates into the workforce or to additional higher education.

We care about assessment because as education and service professionals we care about what we do, if we didn’t we wouldn’t be at this conference. In addition, even if we individual might not care passionately about assessment …..our parent institution does, as does our accrediting agencies.

Comprehensive assessment will:

- monitor program effectiveness and bring accountability,
- identify instructional best practices,
- evaluate the effectiveness of instructional practices,
- measure student learning, and
- evaluate students skills

In addition, assessment helps libraries to make:
degrees to determine if they are prepared to function as professionals in their chosen careers? We ask ourselves if they have "learned how to learn" and can they remain informed within the changing information venues of their chosen profession?

- expectations and programs explicit and public;
- to set criteria and standards for program quality;
- to systematically gather and analyze feedback to determine how well performance matches expectations and standards;
- to use the analysis to document, explain, and improve performance.

Of particular interest to us today are outcomes assessment, which are new to both the ACRL Standards and the SACS Standards. Outcomes assessment attempt to measures "the change in a patron as result of their contact with the library." The purpose of outcomes assessment is to place responsibility on libraries to provide evidence of their contribution to desired educational outcomes. So, for example, instead of just looking at number – we received 2 million dollars and we circulated 200,000 book, outcomes assessment measures the quality and effectiveness of a library’s program.

I hope to create a "culture of assessment" in our library, one that is iterative and ongoing. The challenge is that good assessment can be time consuming, especially during the start up phrase. And in reality sometimes it takes a program review or an accreditation visit to jump start assessment efforts.

Slide 5:

Now I want to set the stage for accreditation.

There are 6 regional institutional accrediting agencies, and the region I will use today as the focus is the Southern Association of Colleges and Schools (SACS), as it covers Tennessee. All six agencies have recently developed new standards that include outcomes assessment as part of the process. Two relatively local librarians, Bill Nelson from Augusta State University and Bob Fernekes from Georgia State University have done a tremendous amount of work with the new SACS standards and the new ACRL Standards. In 2002 Nelson and Fernekes analyzed all six accrediting agency standards and published their finding in Standards and Assessment for Academic
Accrediting Agencies

- Regional Institutional Accrediting Agencies
  - Middle States, New England, North Central, North West, Western
  - Southern Association of Colleges and Schools, Commission on Colleges
    - *Principles of Accreditation: Foundations for Quality Enhancement*
    - New standards in effect in January 2004

I imagine you might be asking yourself "Why new standards?"

Well...

1. State legislatures across the country have made reductions to financial support for colleges and universities, despite the recognition that higher education is of critical importance. These cuts in funding moved the accrediting agencies to a new model, one that emphasizes outcomes assessment.
2. It was also the desire of these legislatures, as well as donors and parents to hold institutions more accountability and to understand what students have learned, and how much it might cost.
3. Finally, there was the desire of the part of some institutions to move to a new model that measures "quality and effectiveness," rather than just data.
Slide 6:

The **Old SACS standards** were very prescriptive and, according to Bill Nelson, included 480 “must” statements of compliance, 22 of which were related to libraries.

The **New SACS standards** are remarkably less restrictive and instead use language like “adequate” “appropriate” and “sufficient” when referring to resources.

In addition, these standards:

1. eliminate the library section as a self-standing section and combined it with another section, and
2. place a greater emphasis on student learning outcomes, more emphasis on what they learn, and less on how they learn it.

Structurally the new standards are about 40 pages and have three sections:

1. Principles of Accreditation (aka, “Key Principles”)
2. Core Requirements, must comply with or no accreditation
3. Comprehensive Standards – norms and standards of good practice in Institutional Mission, Governance, Effectiveness, Programs, Service, and Resources

**Southern Association of Colleges and Schools, Commission on Colleges**

- Old standards
- New standards
  - Adequate library collections
  - Appropriate facilities, services, resources
  - Sufficient staff
  - Timely instruction
- Process of accreditation
- Compliance strategy
Nelson found 17 statements in the new standards that can be applied to libraries. I found 4 that mention the library specifically, they are:

1. Under the "Core Requirements" there is one mention: "Patron access and user privileges to adequate library collections consistent with the degrees offered"
2. Under the "Comprehensive Standards" there are three mentions:
   1. "Provides facilities, services, and resources that are appropriate to teaching, research, and service mission."
   2. "Users have access to timely instruction in the use of the library and other learning/information resources."
   3. "Provides a sufficient number of qualified staff—with appropriate education or experiences in library"

Now that we are on common ground regarding the content of the new standards I want to talk for just a minute about the **Accreditation Process** itself, which is a three pronged process involving:

1) assessment of institution's effectiveness in fulfilling the mission (a self-study is conducted by the institution and then reviewed by an external review team on site),
2) compliance with accreditation requirements,
3) continuing efforts to enhance the quality of student learning, programs, and services.

The Accreditation Process is achieved by:

1) Internal constituencies (faculty, administrators, staff, students) collectively analyze the institution and complete an institutional profile or self study that assures compliance with requirements and a Quality Enhancement Plan to continue institutional improvement.
2) External reviewers get together and read and discuss reports off-site. Those same folks then send a smaller team on-site to: verify compliance, evaluate actions in non-compliant areas, evaluate and consult on the QEP, and prepare a written report documenting findings.
3) Then a decision by the elected representatives of the COC.

An accreditation **Compliance Strategy** for libraries that Nelson and Fernekes recommend is to use the comprehensive, nationally approved ACRL standards to address library accreditation issues. They note that both the new Library Standards and the new SACS standards include outcomes assessment as part of the evaluation.

The benefits to using the standards as seen by Nelson and Fernekes are:

1. they provide a framework for documenting compliance,
2. they are comprehensive standards and review all aspect of the academic library, not just prescribed elements.
3. they provide the library evaluation results required by all groups (not such SACS) that accredit an institution
4. they facilitate comparison of data among peers, especially if you work together.
So, on the one hand we have the accrediting document, and on the other hand we have the ACRL Standards. ACRL has been in the Standards business since 1959, and three sections each produced standards: the College Library Section, the Community and Junior College Library Section, and the University Library Section.

In 1994 form the ACRL Board formed a Standards Study Task Force to look at library standards. This Task Force released their findings in May of 1996. One task force finding of particular relevance, among several, was:

"The current ACRL Standards do not address well many of the contemporary concerns being discussed by both professional and regional accreditation bodies, e.g., outcomes and assessment measures, support for distance delivery of education, and rapidly emerging and changing instructional and information technologies."

So, the ACRL Board then formed a second task force, the Task Force on Academic Library Outcome Assessment to address the fact that the association had no statements of outcomes assessments, and that its current standards

- Library standards
  - University Library Section: 1979, 1989

- Standards Study Task Force, 1994

- Task Force on Academic Library Outcomes Assessment, 1996

- College and Research Libraries Standards Task Force, 2002
largely written as input measures and were out of step with the practices of the regional and professional accrediting agencies.

The final report of the TF on Academic Library Outcome Assessment provide background on the issue of library standards, defined commonly used terms such as input, outputs, and outcomes, and called for:

1. ACRL to explicitly adopt a policy that endorsed the development and use of outcomes assessment
2. ACRL to foster continued cooperation with regional and specialized accrediting agencies
3. ACRL to adopt standards at the division level, rather than the section level in order to:
   1. Provide consistency of approach and methodology,
   2. Provide clarify for accreditors and campus leaders,
   3. Apply standards to ACRL standard writing through the leadership of the Standards and Accreditation Committee.

In 1998 the ACRL Board mandated that all new or revised standards incorporate outcomes assessment. In 2000 College Library Section Standards were the first to incorporate outcomes assessment. In 2002 the ACRL Board formed the College and Research Libraries Standards Task Force, composed of membership from the University Library Section, the Community / Junior College Library Section, and College Library Section.

This TF used the CLS 2000 edition standard as a model and with minimal changes adapted these Standards as a single comprehensive standard for use by all academic and technical libraries. To gather input the TF held open hearings were held at ALA, publishing the standards widely on listservs, and in CRL News.

In June of 2004 the ACRL Board approved the Standards for Libraries in Higher Education. These standards now supersede all others.

Before getting into the standards themselves I just want to mention a seminal article by Bonnie Gratch-Lindauer. She has actually written a couple of articles relevant to this topic but her article titled, “Defining and Measuring the Library’s Impact on Campus-wide Objectives” was extremely helpful in thinking about the larger issues of outcomes assessment.

In thinking of assessment,

- She encourages libraries to be strategic and externally focused (she notes that the old ACRL standards were very internally focused) and to work with our campus to define and shape library performance by its connections and contributions to institutional goals and desired educational outcomes.
- She encourages libraries to organize data and supporting documentation in ways understandable by accrediting teams and academic administrators.
- She recommends that library jargon and acronyms use be limited.
- She recommends benchmarking library performance.
- She stressed that libraries should look at outcomes assessment and even points us to specific areas: such as
  - Student learning, in particular information literacy and info technology
  - Our collaboration with faculty in the curricular development area
  - Faculty recruitment, productivity and development
Finally, the new standards themselves.

- Again, they apply to all libraries in higher education
- As with the new SACS Standards they departed from trend of older standards and are now less prescriptive
- They are designed as a tool to help, a framework, which provides flexibility for each library in implementation
- The main emphasis is to assist libraries in establishing individual goals within the context of their own institutional goal and on documenting the library’s contribution to institutional effectiveness and student learning outcomes.
- They include suggested quantitative input and outputs for trend analysis and encourages comparison with other institutions.
- There are nine pages and included twelve areas of a library program to consider, including: planning, assessment, outcome assessment, services, instruction, resources, access, staff, facilities, communication and cooperation.

**Standards for Libraries in Higher Education**

- Main emphasis on establishing goals in an institutional context
- Suggested comparison on input and output outcomes measures
- Include outcomes assessment and 11 other areas of a library program
- Additional questions to provide guidance
Library Assessment in Higher Education

administration, and budget
- Within these sections there are statement of good library practice and additional questions to provide guidance in the provision of library services.

**Slide 9**

The guidelines begin by providing a little background and introducing some straightforward definitions.

**Inputs** are the raw materials of a library program....what a library has to work with....the number of staff members, the amount of budget, etc.

**Outputs** serve to quantify library work.....what the library produces....the results of our inputs. We answered 1000 reference questions, we are open 100 hours a week, we conducted 100 instructions session.

**Outcomes**, then in turn, amount to measure the quality or effectiveness of targeted library services, programs, or resources. For example, if information literacy was one of our target areas we would attempt to measure the “quality or effectiveness” of the program.

Example:

---

**Important Definitions**

- **Inputs**
  - Raw materials of a library program

- **Outputs**
  - Quantifies the work of the library

- **Outcomes**
  - Ways in which users are changed as a result of contact with library staff, resources, or program
We have 7 instruction librarians (input).
We taught 100 classes and reached 2000 students (output).
Of those 2000 students, 1,000 reported they felt the Library’s Information Literacy course was “effective” – 500 felt it was “very effective” and 500 felt it was not effective.

The authors of the standards ask that we keep in mind the following changes occurring in the library landscape ….

1. The traditional model of scholarly communication is changing and it is unlikely that a new model will fall into place overnight.
2. Libraries are acquiring, storing, and accessing materials in multiple formats and increasing in complexity.
3. Patron expectations have risen tremendously ....and the naïve information users believe everything can be found online via Google.
4. Lastly, librarians have moved from the role of the gatekeeper of knowledge ....to the role of interpreter of knowledge.

The members of the standards task force believe these changes evidence the evolving

---

Keep in Mind

- Changes in scholarly communication
- Changing, format, storage and access mediums formats
- Rising user expectations
- Increasingly called upon to assist users in the evaluation of materials
role of librarians and suggest a closer relationship with users and a greater responsibility for the educational process.

Slide 11

The Standards now move into an area familiar to libraries numerical measures. The standards suggest 9 inputs and 6 output measures.

They are careful to note that this is not a comprehensive list.

The standards then suggest that a library identify a peer group and decide what points of data to compare.

Points of Comparison

- Standards suggest
  - 9 input measures
  - 6 output measures
- Identify a peer group
- Determine your points of comparison
Slide 12: NCES Tool

For this exercise, I highly recommend use of the National Council of Education’s – Academic Library Comparison tool. It is not perfect, but it is easy to use and would be helpful both in selecting a peer group and analyzing desired figures.

I was able to pull this information together in about 10 minutes. I simply selected the schools, and data points, then download the Excel file to my desktop. You can see some of the neat information: staffing resources as a ratio of fte students, expenditures as a ratio of fte students, paper resources expenditures.

The tools do not include all 16 of the inputs or outputs, but most can be derived from the information available.

As I move into the Standards, I want to again mention the very useful workbook written by Nelson and Fernekes and published by ACRL. If you plan to use the Standards I recommend a purchase of the Workbook. A couple of exercises I demonstrate from the standards are discovered in the workbook. And also of great importance is the fact that the Workbook provides answers in the form of checklists or procedures to the list of questions you see at the end of each sections of the Standards.

### Peer Comparison, Example

<table>
<thead>
<tr>
<th>Library Name</th>
<th>Total FTE 12 month Enrollment</th>
<th>Librarians</th>
<th>Total Staff Per 1,000 Enrolled (FTE)</th>
<th>Total Library Expenditures</th>
<th>Total Library Expenditures Per Person Enrolled (FTE)</th>
<th>Books, Serial Back Files, Other Paper Materials Per Person</th>
<th>Circulation Transactions (Including Reserves) Per Person</th>
<th>Hours Open in a Typical Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer Group Average</td>
<td>8,327</td>
<td>18</td>
<td>7</td>
<td>$3,094,792</td>
<td>$360</td>
<td>91</td>
<td>0</td>
<td>91</td>
</tr>
<tr>
<td>State Average (Tennessee)</td>
<td>2,487</td>
<td>6</td>
<td>13</td>
<td>$1,179,012</td>
<td>$456</td>
<td>104</td>
<td>17</td>
<td>73</td>
</tr>
<tr>
<td>National Average</td>
<td>3,235</td>
<td>8</td>
<td>11</td>
<td>$1,613,272</td>
<td>$497</td>
<td>96</td>
<td>19</td>
<td>77</td>
</tr>
<tr>
<td>UTC</td>
<td>7,148</td>
<td>15</td>
<td>5</td>
<td>$1,968,058</td>
<td>$275</td>
<td>65</td>
<td>6</td>
<td>93</td>
</tr>
<tr>
<td>East Tenn. State Univ.</td>
<td>9,774</td>
<td>20</td>
<td>6</td>
<td>$3,663,794</td>
<td>$375</td>
<td>110</td>
<td>11</td>
<td>87</td>
</tr>
<tr>
<td>Tenn State Univ.</td>
<td>7,530</td>
<td>17</td>
<td>7</td>
<td>$2,940,641</td>
<td>$290</td>
<td>81</td>
<td>7</td>
<td>91</td>
</tr>
<tr>
<td>Tenn Tech Univ.</td>
<td>7,871</td>
<td>13</td>
<td>5</td>
<td>$3,490,934</td>
<td>$314</td>
<td>81</td>
<td>8</td>
<td>94</td>
</tr>
</tbody>
</table>
Now we enter the meat of the Standards. And the first thing to know is that the first three sections of *Standards for Libraries in Higher Education*:

Planning - Assessment -
Outcomes Assessment

Introduce the overall planning process for the other 9 sections.

The Standards posit that the library planning process must begin with a review of the institutional mission, goals, and objectives and that the library mission and goal must support them and ensure they are compatible and consistent.

The next recommendation is that the Library be involved in overall planning effort of the institution. The Standards note that strategic planning is an iterative process that includes evaluation, update, and refinement.

They encourage libraries to seek input into the planning process and to involve a broad spectrum of the institution's community in order to:

- help the library develop a focus on activities of value to its users, and
- help provide overall direction that helps guide day-to-day decision-making.

**Planning**

- Start with institutional mission statement and goals
- Involve library in planning at the institutional level
- Planning should iterative and include ongoing evaluation, update, and refinement
- Input from a spectrum of the institution's community
Here are a couple of exercises to help in the planning process as suggested in the ACRL Workbooks...

**University of Tennessee at Chattanooga**

**Mission Statement**
The University of Tennessee at Chattanooga will serve as a national model of an engaged metropolitan university whose faculty, staff, and students, in collaboration with external partners, employ the intellectual resources of the liberal arts and professional programs to enrich the lives of those we serve.

**Guiding Principles**
The University of Tennessee at Chattanooga interprets the land-grant spirit of service for the 21st century through people, partnerships, and performance:

- **People**
  - We are committed to preparing educated men and women for meaningful and productive lives.
  - We educate students for life in a global society.
  - We promote and celebrate the diversity of people and ideas.
  - We provide reasonable and affordable access to higher education.

- **Partnerships**
  - We embrace active and collaborative learning through partnerships among students, faculty, staff, and the community.
  - We encourage frequent, respectful, and collegial interaction among students, faculty, staff, and community.
  - We provide opportunities for our students to augment intellectual development through participation in artistic, cultural, social, and athletic activities.
  - We develop partnerships that strengthen the university and our community.

- **Performance**
  - We prepare our students and alumni to apply knowledge to the challenges of a changing society.
  - We use the interconnected activities of teaching, research, and service to promote learning, problem solving, and innovation.
  - We use technology to enhance teaching, research, operations, and community outreach.
  - We use our resources in a prudent manner to accomplish our mission.
  - We use multiple measures to evaluate the performance of our students, faculty, staff, and programs.
Here is the UTC Lupton Library Mission statement.

In your packet you will see a document titled exercise # 1

Nelson and Frenekes suggest in the ACRL Workbook that participants simply underline areas where you see a direct connection between the two documents.

If there are no connections you should rethink your mission

The first exercise demonstrates the connections and links between the institutional and library mission to assist with planning.

The second exercise links library goals to institutional goals – demonstrating connections at a more detailed next level…..

On the reserve of the Exercise 1 sheet is Exercise 2, titled University Goals.

In this case, UTC has identified

Last Updated: September 19, 2003
University Goals, Example

UTC's Strategic Initiatives
1) Claiming the assets of technology
2) Recruiting, retaining, and celebrating diversity in faculty, staff and students
3) Enhancing partnerships
4) Demonstrating accountability
5) Enhancing the learning environment
6) Using evaluation to drive change

Library Goals
Activity 17: Renovate 1st floor of the Library to create a more user-friendly, attractive environment.
• Lead: Environment to Facilitate Learning Task Force
• Who: Administration, all faculty and staff members
• Initiative: 5, 6
• Priority: high
• Year: 2005-2006
• Measure: student survey

Activity 18: Convert 208 into a wireless classroom to enhance instruction efforts.
• Lead: 208 Task Force
• Who: Administration, Non-Book Services, Instruction, Systems,
• Initiative: 1, 3, 5, 6
• Priority: high
• Year: 2005-2006
• Measure: student and library faculty survey or focus groups

This really very simple exercise is highly effective when asked to document how the library is contributing to the overall mission and goals of the university.

Slide 17: Assessment

The next section in the Standards is titled “Assessment.”

As with planning input, the standards suggest that a comprehensive assessment requires the involvement of all categories of users, and it is even suggests a sampling of non-users as well. Questions of users should relate to how well
the library supports its mission and how well it achieves its goals and objectives. Anonymous and signed input should be welcomed, and available in print and electronic form.

The Standards note—and I am sure you are tired of hearing me say this—that: **assessment should be an ongoing process.**

Another recommendation is to familiarize yourself with already existing library and institutional data.

This section concludes with a list assessment tools, that includes the following:

1. general library survey offered to students (freshman, mid-year, and senior survey …to determine if the library’s program of instruction is producing more information-literate students.
2. evaluation checklist or tutorial instruction to gather feedback from students, teaching faculty, and other librarians.
3. student journal entries or information literacy diary to track use of growing information literacy skills.
4. focus groups of students, faculty, staff, alumni who are asked to comment on experiences using the library over a period of time.

**Assessment**

- All categories of users, and a sampling of non-users
- How well is the library supporting its mission and how well is it achieving its goals and objectives
- Anonymous or signed input, in print or electronic form
- Evaluation should be an ongoing process.
- List of possible tools to use
There are four exercises from the Workbook that I found useful in completing this section.

The first exercise in the assessment section of the workbook is called a planning matrix. The slide shows what it looks like.

The planning matrix is a useful tool because it:

- provides a graphic display of assessment elements
- shows interrelationship among assessment elements and processes
- displays proposed evaluation procedures and planned use of results

The Purpose and Goal column are from the Library mission statement. The Evaluation Procedure is the method the library has determined to measure the success in meeting the mission statement. In our case some student and faculty surveys, and the calculation of ill data. The Use of Results columns attempt to explain what you will do with

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Goal</th>
<th>Evaluation Procedure</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide access to the information and materials that support the teaching, research and public service programs of UTC</td>
<td>by acquiring, organizing, managing, and preserving scholarly information in its own collections.</td>
<td>Conduct regular surveys to assess effectiveness of web site in allowing users to find resources</td>
<td>Review results to determine whether users are satisfied with web site and take appropriate action based on results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conduct regular surveys to assess effectiveness of opac in allowing users to find resources</td>
<td>Review results to determine whether users are satisfied with web site and take appropriate action based on results</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Calculate ratio of ILL materials requested to those received</td>
<td>Analyze results and determine reasons of non delivery, if appropriate close cap</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Survey student and faculty to determine if collections for their major</td>
<td>Analyze data and take appropriate action</td>
</tr>
</tbody>
</table>
the results of the exercise (which is a challenge as you don’t know the results).

Slide 19
The second tool is called the assessment worksheet. This exercise asks an institution to list all current or proposed assessment tools in use. This inventory tool documents the types and level of assessment the institution is engaged in or plans to engage in.

This is the UTC Worksheet:

- we are part of a senior and an alumni survey
- we conduct our own general library survey
- satisfaction survey. This survey has the basis the same questions from year to year to gather consist data over a period of time, and what we do is add five or so new or different questions each year to address particular outcomes or to seek input….
- the next three areas, we are not currently gathering data for, and
- the final area we will have folks on campus probably sometime this Fall.

Assessment Worksheet

Formal evaluation tools may include the following, (list those conducted or proposed):

- General Library Surveys (freshman, mid-year, senior) to assess whether the library’s program and curricular instruction is producing more information-literate students
  - Senior, Alumni, General Library Satisfactio
- Evaluation checklists for librarians and tutorial instruction to gather feedback from students, other librarians, and teaching faculty
  - none
- Student journal entries, or information literacy diaries, used to track their library use
  - none
- Focus groups of students, faculty, staff, alumni who are asked to comment on their experiences using information resources over a period of time
  - none
- Assessment and evaluation of librarians by other colleges and/or other appropriate consultants (list those already conducted or proposed):
  - Fall 2005
### Institutional Evidence Worksheet

**Examples:**

- Institutional self studies from regional or specialized accreditation agencies
- Visiting Committee Reports
- Library Annual Reports, NCES Academic Library Survey
- User Surveys

List materials currently available, or expected to be of use.

**Institutional Documents:**

- University Self-Study: 2001
- Accreditation Results and Recommendation: 2002
- Alumni Survey Results: 2000, 1998,
- Senior Survey Results: not dated
- Graduate Student Survey, 2004

---

**Slide 20**

This exercise is another inventorying device called **institutional evidence worksheet** to document institutional reports, statistics or other materials, such as a SACS study.

The slide shows the list I have put together so far.

These are reports or document external to the library.

**Slide 21**

The last exercise is a statistical inventory of available local data and possible comparison data that is available.

In terms of comparable data it includes the ACRL Survey data, NCES, IPEDS, the comparison tool itself, and of course ARL who has statistics going back to the early 20th
Then you list internal documents that you have …..in this case I mixed statistics and other useful reports that include statistics that I think may be useful to use in the assessment process.

By taking the time to prepare for an assessment process on the front end, you will save yourself lots of time and angst throughout the process, and the result will be a better end product.

### Statistics Worksheet

- ACRL Academic Library Trends and Statistics Survey
- U.S. Department of Education, National Center for Education Statistics, Academic Library Survey
- U.S. Department of Education, National Center for Education Statistics, Peer Comparison Tool
- ARL Statistics

**Internal Library Documents**

- OCLC Collection Conspectus, 2002
- Regular meetings with Library Faculty Committee (minutes go back)
- Group discussions with students in instruction setting
- One-on-one discussions with patrons
- General Library Survey, 2004, 2005 (anticipated)
- Web site usability testing
- ACRL Academic Library Survey, 1990-NCES, Academic Library Survey, 2000-

---

Now, onto **Outcomes assessment**, a new area for the standards to cover. It is the first section of the standards to provide additional questions for further understanding. Use of outcomes is now increasingly suggested as means to measure how library goals and objectives are achieved. OAs
Outcomes Assessment

- Accountability for student achievement and cost effectiveness
- Take into account changes in the library landscape
- Focus on achievement, identifies performance measures
- Ask around and start small.

The next recommendation is to identify performance measures that indicate how well the Library is doing ....what it has stated that it wishes to do ..... in advance of doing them.

Some possible tools include, such as: surveys, tests, and interviews.

It is important that the instrument be valid, and the way it is used appropriate to the task. If you are unsure, ask colleagues in institutional planning and research or your statistics department to assist. These folks are trained in instrument development.

The standards also encourage libraries to work with colleagues at peer institutions. A number of institutions have forged ahead and institutionalized this process of outcomes assessment. Colleagues are invaluable for consultation so that each library does not spend precious time reinventing each wheel.
assessment measures. For example, libraries act as a middle man between vendors and patrons and, in many cases, we do not directly control the performance of software. We need to plan assessment activities with this in mind.

My piece of advice is to start with just a couple of areas and experiment with using outcomes to document success. The following slides show two exercises to help demonstrate how outcomes assessment can work.

Slide 23

This first exercise is an example of an outcome assessment for an information literacy goal.

The desired outcome is that a student understands they have an information need and are then capable of evaluating the results they find in a critical thinking fashion.

So first you state the outcome, then you determine a means to measure the outcome.

In this case two performance measures or indicators identified: a self-assessment on the part of the student, and an objective assignment based assignment on the part of the librarian.

<table>
<thead>
<tr>
<th>Desired Outcome</th>
<th>Indicator</th>
<th>Data Collection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student can formulate clear questions based on their information need, and can clarify aspects of the found information, such as relevancy, accuracy, currency, etc.</td>
<td>Student self-assessment indicates rating of &quot;good&quot; or better</td>
<td>Self assessment</td>
</tr>
<tr>
<td></td>
<td>Satisfactory performance on topic formulation assignment</td>
<td>Assignment</td>
</tr>
</tbody>
</table>
The second exercise is one that Nelson and Fernekes call **closing the loop**.

You will recognize the Purpose and Goals statements from the library’s mission. The Evaluation Procedures is the means determined to evaluate the success of meeting the purpose and goal, in this case a survey to assess the effectiveness of our opac as tool for finding resources. The final column, Use of Results, list the results and our response to them, in this case:

As a result of a SACS recommendation regarding collection development we conducted an OCLC Conspectus Analysis, and as a result of that we filled some holes in our collection. We closed the loop.

In the second example the survey evidences some concerns regarding customer service.....our response was to hold a customer service workshop....now we need to see what the next survey evidences in this area to determine if the training is effective.

In compiling this information a library will “close the loop.” We established a outcome we desired to measure, we established and conducted measurement, and we used the

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Goal</th>
<th>Evaluation Procedure</th>
<th>Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide access to the information and materials that support the teaching, research and public service programs of UTC</td>
<td>by acquiring, organizing, managing, and preserving scholarly information in its own collections</td>
<td>Conduct regular surveys to assess effectiveness of OPAC in allowing users to find resources</td>
<td>Review results to determine whether users are satisfied with web site and take appropriate action based on results</td>
</tr>
<tr>
<td>a. 2002 SACS Reports Recommendation: develop collection development policy and acquisitions policy</td>
<td>b. 2004 Library Survey</td>
<td>a. USE ... of 2002 SACS Report: - OCLC Conspectus Completed and results used to enhance local collection - Creation of Collection Development Committee to develop a comprehensive collection development policy</td>
<td></td>
</tr>
<tr>
<td>c. 2005 Library Survey (in process)</td>
<td></td>
<td>b. USE of Library Survey: - results indicate concerns expressed regarding customer service (conduct customer service workshop)</td>
<td></td>
</tr>
</tbody>
</table>
The fourth area, and the final one I will cover is Library Services. The pattern for the remainder of the standards is set here in terms of structure. The Services Standard is clear and concise:

- A library should establish, promote, maintain, and evaluate a range of quality service that supports the institution’s mission and goals.
- A library should provide competent and prompt assistance.
- A library should provide reasonable and convenient hours of access.
- Reference and other special assistance should be available when the institution’s primary users need them most.

This section includes a reference to the ACRL Guidelines for Distance Learning Library Services. The Workbook includes two exercises, one a sample user survey and one an exercise in Identifying Measures of Success in the Services area.
The last eight sections follow this model, and include best practice statements, as well as additional thought provoking questions to evaluate services. The ACRL Workbook provides answers to these questions in the form of checklist or procedures, as well as exercise for the last 8 sections.

Slide 26

I am going to stop there as the rest of the standards are similar in format to Services and talking about why I think it is important for libraries to use these standards.

Again, I turn to Fernekes and Nelson who found the use of the standards to be practical for the following reason:

1. they meet the expectations of accrediting associations that require outcome assessment
2. they are applicable to any size library, and are the basis for a single standard for all academic libraries
3. they have been successfully applied by academic libraries
4. they provide a nationally approved professional standard for comprehensive assessment of academic libraries

I wish I could tell you more
Why Use the Standards

Fernekes and Nelson found use of the Standards to be practical for the following reason:

1) they meet the expectations of accrediting associations that require outcome assessment
2) they are applicable to any size library, and are the basis for a single standard for all academic libraries
3) they have been successfully applied by academic libraries
4) they provide a nationally approved professional standard for comprehensive assessment of academic libraries

Select Bibliography

Publications


**Web Sites**

American Library Association
Association of College and Research Libraries, Standards and Guidelines
[http://www.ala.org/ala/acrl/acrlstandards/standardsguidelines.htm](http://www.ala.org/ala/acrl/acrlstandards/standardsguidelines.htm)

Association of College and Research Libraries, Standards for Libraries in Higher Education
[http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.htm](http://www.ala.org/ala/acrl/acrlstandards/standardslibraries.htm)

Association of College and Research Libraries, Standards Toolkit
[http://www.ala.org/ala/acrl/acrlissues/acrlinfotool/acrlinfotoolkit/standardstoolkit.htm](http://www.ala.org/ala/acrl/acrlissues/acrlinfotool/acrlinfotoolkit/standardstoolkit.htm)

[http://www.ala.org/ala/acrl/acrlpubs/whitepapers/taskforceacademic.htm](http://www.ala.org/ala/acrl/acrlpubs/whitepapers/taskforceacademic.htm)

Association of College and Research Libraries, White Papers and Reports
[http://www.ala.org/acrl/outcome.html](http://www.ala.org/acrl/outcome.html)

Office of Research and Statistics
[http://www.ala.org/alaorg/ors/](http://www.ala.org/alaorg/ors/)

Commission on Colleges Southern Association of Colleges and Schools, Principles of Accreditation: Foundations for Quality Enhancement
ALA Organizations of possible Relevance

Association for Library Collections and Technical Services, Collection Management and Development Section

Association of College and Research Libraries

- College Library Section, Standards Committee
- Evaluation and Behavioral Sciences Section, Communication Studies Committee
- Instruction Section, Management of Instruction Services Committee
- Science and Technology Section, Assessment Committee
- Standards and Accreditation Committee
- Statistics Committee

Reference and User Services Association

- Collection Development and Evaluation Section, Collection Evaluation Techniques Committee
- Staring and Transforming Access to Resources Section, Standards and Guidelines Committee
- Standards and Guidelines

Library Administration and Management Association

- Human Resources Section, Staff Development Committee
- Library Organization and Management Section, Comparative Library Organization Committee
- Library Organization and Management Section, Planning and Evaluation of Library Services
- Measurement, Assessment, and Evaluation Section, Data Collection for Library Managers Committee
- Measurement, Assessment, and Evaluation Section, Using Measurement for Library Planning, Assessment, and Communication Committee
- Systems and Services Section, Management Practice Committee

Libraries using the Standards

Amherst College, Amherst, MA
Bridgewater State College, Bridgewater, MA
Sample Exercises

Mission Statement, Sample Exercise #1

University of Tennessee at Chattanooga - Mission Statement and Guiding Principles

The University of Tennessee at Chattanooga will serve as a national model of an engaged metropolitan university whose faculty, staff, and students, in collaboration with external partners, employ the intellectual resources of the liberal arts and professional programs to enrich the lives of those we serve.

Guiding Principles
The University of Tennessee at Chattanooga interprets the land-grant spirit of service for the 21st century through people, partnerships, and performance:

People

- We are committed to preparing educated men and women for meaningful and productive lives.
- We educate students for life in a global society.
- We promote and celebrate the diversity of people and ideas.
- We provide reasonable and affordable access to higher education.

Partnerships

- We embrace active and collaborative learning through partnerships among students, faculty, staff, and the community.
- We encourage frequent, respectful, and collegial interaction among students, faculty, staff, and community.
- We provide opportunities for our students to augment intellectual development through
participation in artistic, cultural, social, and athletic activities.
- We develop partnerships that strengthen the university and our community.

Performance

- We prepare our students and alumni to apply knowledge to the challenges of a changing society.
- We use the interconnected activities of teaching, research, and service to promote learning, problem solving, and innovation.
- We use technology to enhance teaching, research, operations, and community outreach.
- We use our resources in a prudent manner to accomplish our mission.
- We use multiple measures to evaluate the performance of our students, faculty, staff, and programs.

Lupton Library - Mission Statement

The mission of the UTC Library is to provide access to the information and materials that support the teaching, research and public service programs of the University of Tennessee at Chattanooga. The Library supports these programs by acquiring, organizing, managing, and preserving scholarly information in its own collections; by providing access to scholarly information which it does not own and which may be located elsewhere; by offering a variety of supportive reference and instruction services to the students, faculty and staff of the University; and by sharing information resources reciprocally with other libraries and institutions in the area, state, region, and nation.

The Lupton Library endeavors to provide leadership in the access, management, and use of scholarly information; to review and improve each of its programs and collections continuously; to budget its finite resources creatively; to secure sources of funding and other resources outside the normal state allocation process; and to apply technology dutifully in service of scholarship.

University Goals, Sample Exercise #2

University of Tennessee at Chattanooga – Strategic Initiatives

In connection with the revision and adoption of its new Mission statement, in 1998 UTC adopted five strategic initiatives, to which a sixth was added in 2001. Those six strategic initiatives are intended to serve as a guide for the University as it seeks to implement its Mission.

They are as follows:

1. Claiming the assets of technology
2. Recruiting, retaining, and celebrating diversity in faculty, staff and students
3. Enhancing partnerships
4. Demonstrating accountability
5. Enhancing the learning environment
6. Using evaluation to drive change

Lupton Library – excerpt from Library Goals, 2005-2006

Activity: Renovate 1st floor of the Library to create a more user-friendly, attractive environment.
**Lead:** Environment to Facilitate Learning Task Force  
**Who:** Administration, all faculty and staff members  
**Initiative:** 5, 6  
**Priority:** high  
**Year:** 2005-2006  
**Measure:** student survey

18  
**Activity:** Convert 208 into a wireless classroom to enhance instruction efforts.  
**Lead:** 208 Task Force  
**Who:** Administration, Instruction, Systems, Non-Book Services  
**Initiative:** 1, 3, 5, 6  
**Priority:** high  
**Year:** 2005-2006  
**Measure:** student and library faculty survey or focus groups

19  
**Activity:** Upgrade computers in room 209 to optimize performance.  
**Lead:** Systems  
**Who:** Instruction  
**Initiative:** 1, 5, 6  
**Priority:** high  
**Year:** 2005-2006  
**Measure:** student and library faculty survey or focus groups

---

*The Tennessee Library Association disclaims responsibility for statements, whether of fact or opinion, made by contributors.*
According to the National Telecommunications and Information Administration (NTIA) report, A Nation Online: How Americans Are Expanding Their Use of The Internet, “The rate of growth of Internet use in the United States is currently two million new Internet users per month...In September 2001, 143 million Americans (about 54 percent of the population) were using the Internet—an increase of 26 million in 13 months...” This increase in use of the Internet and other new technologies trends has directly impacted libraries by requiring staff to rapidly improve their computer skills.

The University of Tennessee Libraries have found a method of continuing education for employees called Technology Literacy Classes, or TLC, developed by the Libraries’ Staff Development Advisory Committee in 2002 to address the explosion of digital resources. This program was an outgrowth of a series called “Know your Computer,” which was no longer encompassing the growing scope of technology.

TLC is a series of skill-building classes designed to keep UT Libraries staff technology skills on the cutting edge of ever-growing software upgrades and other advancements (for example, Adobe In Design and PDAs). Continually engaging our faculty and staff in TLC enables informed reference interviews and technology information exchange with our primarily student population. This also perpetuates clear communication among library departments and the University campus. Furthermore, remaining abreast of new technology allows library representatives to coordinate and support teaching faculty as they development electronic aspects of student curricula and assignments, thereby making the library system a better learning environment and a leading information provider.

Class Design and Atmosphere

TLC courses are developed based on feedback from annual surveys, and specific classes are selected based on the availability of software and equipment and the immediate relevance of the technology. For the most part, they are offered in blocks of time ranging from 1 to 1.5
Treating Staff to TLC

hours. If the technology is involved and detailed, classes are offered as a multi-part series. Many times, the popular workshops—such as Macromedia Flash, Dreamweaver, PhotoShop and digital camera usage—are offered as repeat classes.

Planning the workshop involves several steps: identifying instructors, scheduling the facility, creating flyers, setting up a registration process, sending reminders and making sign-up sheets and evaluation forms. An important element is matching the right instructor with the right class. Ideal instructors should work in UT libraries, know the technology well, have a passion for teaching, and be solid communicators. Although we strive to utilize the knowledge base within the library system, we also reach outside to campus and nationwide information experts. An additional critical element for success is convenience. Classes must be strategically scheduled in areas and times suitable for the majority. Early afternoon classes are popular with staff members because the majority of both day and night shift employees can attend. Hodges Library—the main library—is the hub of this educational effort, but classes can be moved to a library branch upon instructor request in order to access needed software or equipment. The availability of different classroom set-ups provides flexibility. All of these efforts are supported by an effective and stimulating marketing campaign based on flyers, email, and the in-house listserv. While staff members realize the importance of learning more about technology, other incentives include door prizes, certificates of achievement, refreshments and a mention in the Libraries’ newsletter.

The most popular mode of learning is hands-on, where staff can learn and apply the knowledge during class. Occasionally TLCs are set up when new technology or software is demonstrated, and the staff participates by observation and asking questions.

The classes themselves are customized based on information skills respectively needed by both the staff and libraries as a whole. TLC allows the staff to proceed with work without having to learn various programs on their own time. Those faced with preparing presentations using the latest and flashiest programs without our TLC program would be simply thrown in to sink or swim. These programs are also an effective way to gain the knowledge needed to answer questions about computer programs available on public workstations.

Allowing staff input into class topic and structure increases participation and interest in the workshop series. High-demand topics may be repeated.

Technology can serve as an equalizer. By combining the Libraries’ paraprofessionals and faculty in technology classes, we remove the social and educational walls between the two groups. This camaraderie allows the library to benefit from the exchange of ideas, knowledge and needs between these two populations.

We have found that we must constantly research methods to identify software needed and have it installed on staff computers. Since we often do not have the time to teach in a
traditional classroom setting, we are exploring alternative ways to teach classes.

Obstacles and Limitations

TLC is limited, predominantly, by space and software availability. Working with limited funds, when a software program becomes affordable for us, it may already be out-of-date. Budgeting for technology updates is a constant issue within the library system.

In addition, as much as TLC classes are designed to be inclusive, participants are divided by their existing knowledge. Participants may be left behind or be bored by the pace and content of the course. Finally, scheduling workshops is a challenge. Many times, interested participants cannot attend simply due to time constraints and existing commitments.

Continuing the Program

For the future of the program we continually seek new ideas, as well as repeating classes for new staff as needed. One of the primary goals in using what we have learned is knowledge retention, and we can use the technology at our disposal to further this aim. Using our own Staff Development Committee web page as an online learning resource, we plan to develop a new webpage for each of the classes we have offered: www.lib.utk.edu/~training/LibraryTraining/sdac_nonflash.htm. This will enable staff members who have already taken a class to quickly and easily access the fine points and refresh their knowledge. With webpage updates, they can remain current on program upgrades.

One of the greatest challenges we face today is to prepare our staff for the future. Today’s technology will seem as antiquated and quaint in a few years as yesterday’s technology is today; we are constantly asking ourselves “What’s next?” Therefore the technology literacy classes are a work in progress; we are always updating and tweaking them to better fit the changing needs of our employees. As the staff becomes more comfortable with the changing technology they face on a daily basis, their motivation to learn increases and we receive more ideas for classes than we can possibly schedule in an academic year.

Conclusion

The Technology Literacy Classes program was created as a solution to an ongoing training problem that the Staff Development Committee identified after an in-depth survey. We see the biggest responsibilities of the TLC program as warehousing a repository of ideas that we get from our staff for technology training and applying those ideas to courses at the best opportunity. We will continue to offer beginning classes for new staff and advanced classes as the needs of staff evolve.
ADDITIONAL SOURCES AND INFORMATION
Office of Information Technology (OIT), University of Tennessee: http://oit.utk.edu/

Staff Development Advisory Committee (SDAC), University of Tennessee:
www.lib.utk.edu/~training/LibraryTraining/sdac_nonflash.htm

REFERENCES


The Tennessee Library Association disclaims responsibility for statements, whether of fact or opinion, made by contributors.
How stands the republic?

Tennessee Libraries
Vol 55 No 2

How Stands the Republic

3.5 Years of the USA PATRIOT Act (and counting)

Chris Matz, Collection Development Librarian, University of Memphis

Abstract from Conference Program:

Hysterical librarians for freedom are encouraged to attend this program on the PATRIOT Act’s continuing implications. Distinguished speakers will answer your questions AND prove their own knowledge in a game show environment more challenging than Jeopardy, more harrowing than Millionaire, yet less rigged than 21 (or the Act itself).

Summary of the program

Properly encouraged by ALA’s Nancy Kranich at the previous day’s Intellectual Freedom Breakfast, the How Stands The Republic program was well attended by an eager and curious audience. Dr. Doug Raber (interim director of the School of Information Sciences at University of Tennessee-Knoxville) and Hedy Weinberg (executive director of the American Civil Liberties Union of Tennessee) were returning “celebrities” from the panel at TLA 2004, and they were joined by Jeanine Akers (Instructional Services Librarian, University of Memphis) for a special episode of “How Stands The Republic: Match Game”.

Contestants were selected at random from the program’s audience, who each received an envelope upon arrival. All but two of the envelopes contained a program outline. The select two each had shredded copies of the Bill of Rights, designating their holder’s eligibility to join the Match Game; both contestants were sporting enough to comply.

Along the lines of the original TV game show, each contestant was asked to consider a question related to various elements of the USA PATRIOT Act and then, after the “celebrities” had time to write down their own answers, provide a response that might best match what had just been written on the answer cards.

Sample question: “The USA PATRIOT Act has several clauses, including the well-known-to-
How stands the republic?

librarians Section 214, which are scheduled to ‘sunset’ at the end of 2005. That means, without expressed re-authorization by Congress, come 31 December of this year those sections will _____.”

At the end of three wacky rounds, the contestants were each tied at 6 successful matches, so in lieu of a formal tiebreaker, they gamely combined their efforts to navigate the Super Match final round. A recent studio audience had been polled and provided responses to this phrase: “_____ Ashcroft”, and the three most frequent responses were available for the contestants to jointly make a match. The prizes grew more fabulous with the matched popularity of the response, so the pressure was on the contestants to win, and win big.

- 3rd most popular response: “John (Ashcroft)"
- 2nd most popular response” Former attorney general (Ashcroft)”
- Most popular response: “Kiss my (Ashcroft)”

The contestants correctly identified the 2nd most popular response, much to the pleasure of the crowd. They each also received as parting gifts semi-official Department of Justice ashtrays with Mr Ashcroft’s photo staring up sternly from the basin. The “celebrities” were gifted with “Code red” Homeland Security blankets, which are guaranteed cozy despite the irritation-causing data collection tags embedded in each blanket.

On a more earnest note, the second hour featured a discussion of current events regarding the USA PATRIOT Act, well timed as the Act was up before the Senate Judiciary Committee in Washington, DC, for reaffirmation that very week. Dr.Raber indicated that libraries had done an effective job of focusing public opinion on the aspects of USAPA, which was borne out by senators of both parties asking pointed questions of the Bush Administration’s new Attorney General, Alberto Gonzales on Section 214 and related clauses. The position of the Administration is to expand the Act and make 214 and the other sections scheduled for sunset become permanent parts of the law. Dr.Raber did not offer a prediction, but he did suggest that Congress might take pressure off itself if a reaffirmation of the affected USAPA clauses were inserted in some omnibus legislation, so that no individual representative or senator would be on record as voting against national security. In other words, the struggle was far from over.

Ms.Weinberg reminded librarians that Tennessee has a strong privacy law on the books already, and that local efforts might best be spent on affirming or even strengthening that legislation. If Section 214 expires, each state would fall back on its own privacy laws for its libraries and their patrons. Many states and municipalities have become active in challenging USAPA and what they perceive as undue intrusions on patron confidentiality, among other issues of liberty. Each librarian has to use her best judgment, though, to assess just how much resistance to USAPA her staff and patrons will support.

The tipped balance in favor of closed government, as widely discussed at last year’s panel,
How stands the republic? remains in effect. The American Library Association and the American Civil Liberties Union are continuing to work together and in conjunction with other groups to challenge USAPA both in Congress and in the courts.

*The Tennessee Library Association disclaims responsibility for statements, whether of fact or opinion, made by contributors.*
Putting the Community in the Community College Library

Chrissie Anderson Peters and Michelle Wyatt, Northeast State Community College

Abstract from the Conference Program:

Presenters will relate how Northeast State Community College has embraced the surrounding geographical area in its scope of service through developing programs and policies that make the library a more accessible, welcoming place for students, staff, and faculty -- but also for children and other age groups in the general "community."

Introduction

Throughout the history of community colleges, certain stereotypes have existed about what types of people attend and use community colleges. Many people outside these environments tend to think of them as institutions attended by students who either cannot “make the grade” at four-year institutions or who have not yet decided what field of study they wish to pursue, or who are older and therefore not “suited” to the environments of four-year colleges/universities. In terms of usage, most people may not even realize that community colleges typically offer programs or classes for non-credit; those who do, probably think that most non-student usage comes from older people taking basic computer classes or perhaps learning research skills pertinent for genealogy or local history inquiries. But community colleges are not what these stereotypes make them out to be.

Northeast State Community College (NSCC), in Blountville, Tennessee, breaks those stereotypes. Northeast State’s administration has long held that the “community” should be welcome and made to feel comfortable in a variety of venues across our campus. With this concept being such an important ideal in the upper-levels of the college administration, it is not hard to see how it trickles down to the remainder of the campus departments and employees.

In addition to providing credit programs leading to certificates or degrees, the college is committed to providing a broad range of
community service programs, including non-credit courses, seminars, workshops, and conferences for individuals desiring additional education for professional growth or personal enrichment. Northeast State strives to be an institution which helps the region by cooperating and encouraging individual and community development (“Statement of Philosophy,” Section 00:01:00, *Northeast State Technical Community College Faculty/Staff Policies and Procedures Manual*).

Drama productions are open to the public, at the same rate as for campus students and non-students. The various activities arranged by the campus’ Cultural Activities Committee are free and open to the general public. Tennis courts located on the campus may also be used by community members wishing to sign in with security to gain entrance to them. The purpose of the “Putting the Community in the Community College Library” program presented by Chrissie Anderson Peters and Michelle Wyatt of Northeast State’s Basler Library at TLA 2005 was to show some of the measures taken by one specific community college to include the general community – not just those who work or take classes there – and to share some of the successes we have enjoyed through such measures.

**Defining Your Patron Base**

Michelle Wyatt discussed how the library went about defining who its patrons were and whether or not the library and school wanted other people to be included. In a pro-community environment like Northeast State, the question of including non-staff/faculty and non-students was a complete non-issue – the answer was resoundingly affirmative. With that in mind, the Circulation Department set about creating (yes, creating, not revising), a written Manual and Procedures document that could be utilized by everyone on staff. As head of Circulation, Michelle emphasized the importance to the rest of the department of making the instructions “easy to understand and carry out – easy enough for the librarians to understand,” not insinuating that the librarians were inept, but that they might not have a firm grasp on the workings of the Circulation Desk and all that goes on there because they tend to be removed from it with their own areas of expertise within the building/organization.

Once the Policies and Procedures were in place, however, Michelle realized that there would be certain times and situations where allowances would need to be made, when rules would need to be bent, and when what was written in black-and-white could not be upheld so rigidly. In this realization, one of her primary goals became to “empower” her staff to make those judgment calls for themselves and know that they would be backed by her and by our Dean. In this way, there is a written policy, a specific reason for why we need to do things in certain ways. However, if someone comes in and explains that she needs to pay for the books
Putting the community in the community college library

checked out on her account because her husband got mad about her enrolling in school and burned them, the staff has the ability to waive the charges because this would-be student has problems far bigger than two or three library books being replaced. Likewise, if an elderly community borrower who depends on someone else to bring him to the library and happens to be a voracious reader would like to check out more than the designated number of books (in our case, it is 5 out at the same time), the staff has permission to make such allowances so that this community borrower has enough reading material to hold him over until his ride can bring him back for more items. If a pilot flying into the Tri-Cities Airport, adjacent to the NSCC campus, finds himself stranded on a long layover, the staff has the ability to check out books to him/her, even though he/she does not reside in our area. Through setting rules and making boundaries, we all learn responsibility; through dealing with patrons on a one-on-one basis, we learn much more than that. How we deal with our patrons in a one-on-one situation is what insures our successes or determines our shortcomings as a help organization.

Something for Everyone

Chrissie Anderson Peters shared that one of the next steps was to create programs and services of interest for a broad audience. In the first three months she was at Northeast State, she established a monthly newsletter called *Turn The Page* that highlights library staff accomplishments, as well as identifying things going on through the library that may be of interest – displays, new databases, printing changes on campus, etc. In this way, the audience to whom the newsletter is accessible (it is available physically on-campus and electronically online, as well as being distributed to each faculty/adjunct faculty/staff member on campus through campus mail), can keep up with trends, changes, and news that pertains to it as part of the patron base of the library.

Upon moving into the library’s new building in January 2002, Chrissie began working more towards setting up some programs that might be of interest, as well. In Summer 2002, she first offered book discussion groups, which met with tepid acceptance. In the time since then, the program has been revamped from a traditional “we all read the same book, then get together and talk about it” book discussion group to one where each participant can read whatever he/she wishes to read and the group meets to do what amounts to short book talks for the materials they are reading (this new approach is called WHATTCHA Reading – What’s Hot And Topics That Can Help Advance Reading). While the concept is still not wildly popular, Peters noted that she keeps hoping that more will catch on to the concept and begin participating.

That Fall, the library presented its first line-up of the bring-your-own-lunch series called “Eating With the Experts” (EWTE). This program features a guest speaker talking about a hobby, interest, or even profession that might be of interest to a wide sect of the community population. All programs are presented free of charge and are open to the public – students, staff, faculty, and the general community. Thus far, community involvement has not been
Putting the community in the community college library

significant for all programs, but certain programs have has a great appeal to the overall community (i.e., NASCAR President Mike Helton’s program in March 2005, where he discussed the business, entertainment, past, future, and more of NASCAR). Most of the speakers have been from the Northeast State teaching faculty, but this has been very successful – imagine how seeing an English instructor cook for a program might change the way students see that professor (this particular instructor was a professional chef before he began teaching English).

By Spring 2004, several of the EWTE programs had become more focused on books, authors, and writing. Rather than decreasing the number of such programs offered, Chrissie separated those types of programs into a new series called “Open Books” (OB) in Fall 2004. A variety of authors, mostly local, have presented programs about their works, including information on researching their topics, publishing, etc. Authors in this series have included Michal Strutin, whose work pertains to non-fiction, mostly hiking and history; V.N. “Bud” Phillips, a history and genealogy specialist for the area; Kimberly Brubaker Bradley, an established children’s author with Random house; Jim Whorton, a faculty member at NSCC who has published two novels with an imprint of Simon & Schuster; Dr. Steve Ash, a history instructor at UT, whose latest book is a “narrative history” account of the lives of four people in 1865, the year the Civil War ended; and renowned author Sharyn McCrumb, who featured Northeast State in her latest novel, St. Dale, a modernized retelling of The Canterbury Tales, set against the backdrop of NASCAR. Much like Mike Helton, the two Sharyn McCrumb programs brought in a much larger segment of the general public than most of the OB programs have enjoyed. Taking place during the same semester (in fact, the same week), as the NASCAR program, however, it is the library’s hope to build on that success and to partner with other organizations on campus and perhaps eventually even within the community to being in some bigger names that will have a wider appeal to the general public.

Space in the Place

In addition to the programs and policies designed to better serve the campus and community, the Basler Library also offers meeting spaces for non-profit organizations, free of charge. With two meeting rooms, there is almost always something exciting happening in the library, much of it due to the wonderful non-profit groups who have taken advantage of the space provided for these events. Additionally, the library partners with several other off-campus organizations to promote business and industry growth, as well as educational advances, through these meeting facilities. Each semester, Michelle Wyatt proctors the Certified Professional Secretary (CPS) examination in the library. In this way, secretarial candidates and employees with other businesses and institutions in our region get a first-hand look at our facilities while taking a test that can help them advance in their careers. Several members of the larger community also utilize the Basler Library for Internet connectivity on a regular basis. The library facility is also utilized for large events such as student registration and has even catered services of various sorts during those sorts of procedures, including “stations” showing family-friendly movies in
Putting the community in the community college library

various parts of the building during the sometimes lengthy registration process. The Library’s “space” has become their “place,” and that is a very positive outcome to the procedures set up to encourage the community to become part of what we are and do at Northeast State.

Taking the Campus to the Community

The Basler Library staff even takes a little piece of the Northeast State campus out into the public. As a partner in the federal Child Care Access Means Parents In School (CCAMPIS) grant received by Northeast State’s education department, library staff provides storytime sessions monthly to five local child care providers who have entered into partnership agreements with Northeast State through the grant. In addition to physically visiting the facilities monthly with stories, songs, fingerplays, and other fun, Chrissie Anderson Peters established a monthly newsletter in Summer 2003 that is distributed to every child in each of these child cares operations. Each parent, then, receives a two-sided newsletter monthly that highlights what the programs will be, when they will be, a book review, web sites of interest to parents, caregivers, teachers, and young children, and typically an author spotlight or craft idea that the children can do with a supervising adult. Chrissie has also become increasingly involved with each county in the region as it becomes part of the Imagination Library initiative promoted by Governor Phil Bredesen. Appointed as the Imagination Library Liaison at Northeast State by Vice-President of Academic and Student Affairs, Dr. Carole Shaw, Chrissie has been working for a year now with counties in upper-Northeast Tennessee to establish Northeast State as a contact point for registering children in each county’s Imagination Library program, as well as ascertaining that information for each county’s program can be received and returned to the Basler Library so that parents can enroll their young children in the program without even paying the cost of a stamp.

Conclusion

While it is certain that no organization or facility can be all things to all people, the Basler Library at Northeast State strives to be as much as possible to as many as possible. Through broadly defining our patron base and creating policies and procedures that work with patrons instead of against them, we have created an atmosphere that welcomes those from the community to be here. By instituting programs and services to help those who are not directly affiliated with our campus, we have helped to foster a reason for the community to want to be here. In showing the community all of the positive things in which the Basler Library is actively involved, including early childhood education endeavors such as the CCAMPIS storytimes and the Imagination Library projects, we have also succeeded in assuring people that Northeast State is a place that is friendly, open, and cares about the educational and literacy successes of all age groups in our region.
The Tennessee Library Association disclaims responsibility for statements, whether of fact or opinion, made by contributors.
Abstract from the Conference Program:

Aimed towards students and those new to TLA/Tennessee/the profession, this session emphasizes the need for members to begin honing their leadership development skills in TLA. Panelists will explain the different units of TLA, describe opportunities for involvement, tell how they became involved, and answer questions the audience members may have.

Introduction

The purpose of this presentation was to inform those interested in leadership in TLA – and in professional organizations, overall – of how some of the current TLA leaders became involved and how easy it is for those who are interested in leadership to become active and build their leadership skills. We specifically wanted to target those who might be new to the profession, new to the organization, or even new to Tennessee in our program. Many people gathered for the program – several seasoned veterans of TLA, as well as those in our projected target group. The panel provided details of who we are, what we do, and how we have become involved with TLA and other organizations across the profession, and how these experiences make us better professionals.

Kay Mills Due – Getting to TLA President with Little Committee Experience

Kay Mills Due, Manager of Public Services at Memphis Public Library’s Central Library and
current TLA President, presented the case for being involved with whatever professional organizations one may feel comfortable with at various stages throughout their careers. She explained how, early in her career, she was inspired to begin a library hospital consortium in the Memphis area. She related how unprepared she had felt to do something that seemed so big, especially since she did not have an MLS at the time. She also revealed that the group (AMAHSL) is still an active group and what pride she takes in having been a part in that. That experience played a part in her “decision” to pursue a Masters degree, a credential that would take her to New York and Texas, before bringing her back to Tennessee. Kay also explained how important it is to be active in professional organizations (even on a national level), because our profession tends to be a “nomadic” one, in that the degree is transportable, to different cities, states, and information environments. Her tips for becoming involved with library associations included examining committee structures and purposes before volunteering for them, actively engaging in email discussion lists of interest, writing articles about the profession, volunteering to serve on committees of interest, helping out at conferences, etc. She advised attendees to begin with local organizations, then move their way up to state and national organizations, citing that presentations at state association conferences are much less stressful than for the Public Library Association (PLA) or ALA. Kay also outlined benefits of active involvement in professional organizations, highlighting the importance of networking, how involvement makes you a better librarian, the continued education and sharing of new ideas that comes from active participation, and how it helps the organizations maintain vitality.

Rachel Kirk – CULS Co-Chair, a Culminating Experience

In her portion of the program, Rachel Kirk (Acquisitions Librarian at Walker Library, MTSU) explained how she went from student involvement with TLA to landing her first professional-level job and then on to becoming the current Co-Chair of the College and University Libraries Section. Rachel’s points included the advantages of using contacts you may make during your time as a student (in her case, she had developed a professional and personal relationship with Margaret Casado, and through that relationship was asked to join Margaret as a Co-Chair of CULS, even though Rachel did not have previous TLA Committee experience). In addition to telling attendees what CULS is and does, she explained the process of planning their Fall Conferences and related those procedures to planning things in the workplace, as well. Rachel also explored the correlation of CULS on a state library association level with that of Reference User Services Association (RUSA) in ALA.

Rick Wallace – A Plethora of Places to Start

PowerPoint: Web version, .pdf version

Rick Wallace, Quillen College of Medicine Library’s Outreach Services Coordinator, included a PowerPoint presentation during his part of the program. Rick spoke of how his involvement in
TLA began with simply attending the TLA Conference in 1994, and how participation at that simple level has led to several TLA Board appointments since 2002. He also provided a list of the professional organizations that he is currently involved with, highlighting the offices that he currently holds in the Boone Tree Library Association (BTLA) and the Tennessee Health Science Library Association (THeSLA). Using THeSLA as an example, Rick showed how becoming involved with “grunt work” can lead to positions of leadership within an organization. Additionally, he provided several “leadership tips” that he has picked up along the way, including the importance of active involvement in professional organizations, “leadership is not (necessarily) power or administration,” “if you don’t, no one else will,” the benefits of partnerships between professional organizations, “lack of time is an excuse,” that there is a relationship between lifelong learning and leadership (wherein what we do professionally is the centerpiece), and that active participation is fun. He ended with what he feels is the biggest leadership myth – that leaders are born.

Tena Litherland – Frugal Joiner and Guru

Tena Litherland, the Head Librarian for Webb School of Knoxville, spoke most specifically about the issue of dues for those who might be/become school library media specialists. Tena lamented about the amount of a school-related professional’s salary that typically is encouraged (or even forced) to go towards local, state, and national educational “teachers” unions. Specifically, she recollected for the group the lack of interest that she personally had when she began at Webb School in 1989 to join “another professional organization where it appeared that [she] was simply throwing [her] hard earned money at a black hole.” She had begun considering joining the Tennessee Association of School Librarians (TASL), but was encouraged by her headmaster to “stretch” and consider joining a group that allowed more flexibility and catered to a group that extended beyond school librarians. She was eventually “shamed into joining TLA” by a friend and colleague, but has found it to be quite rewarding in the time since joining. Tena cited several reasons that others considering school libraries as workplaces – as well as other newcomers to the profession – should join and become active in TLA. Her reasons included that it looks good on a résumé, is fun, it provides numerous opportunities to be involved in a variety of ways and at a variety of intensities/levels, networking, forming long-lasting personal relationships as well as professional ones, and developing a sense of pride in the accomplishments and leadership development acquired with active participation. She listed the professional groups that she is/has been a part of since joining TLA, too. And, ever-frugal, Tena suggested that those interested in becoming active in TLA “run (yes, run) down the hall and sign up for lifetime membership in TLA” because “over the lifetime of your professional career, it’s the best savings program with significant dividends.”

Chrissie Anderson Peters – Not Knowing Where to Begin and Jumping In
Chrissie related that, when she first moved to Tennessee in 2000, she was not sure where – or even if – she would fit into TLA. Having been an active member of the Virginia Library Association for several years, she felt like she should be involved with the state association in her new home state, but that nothing seemed to jump out at her when she looked at the sections, round tables, and committees. In Summer 2002, she contacted then-President Suresh Ponnappa and asked why TLA did not have a Scholarship Program. Her thinking was that, if Virginia, where there was no ALA-accredited MLS/MSIS program, offered that sort of opportunity to its membership, then surely Tennessee, where there was an ALA-accredited program, should offer that to its membership, too. She found encouragement from Ponnappa and began formulating ideas, talking with people about such a program, and researching what it would take to make a scholarship program in TLA a reality. She went on to explain that TLA had formed an ad hoc committee the next committee year, asking her to serve as Chair. She also related how she became involved in other TLA endeavors (such as the being elected as President of the Boone Tree Library Association, Co-Chairing the TLA Public Relations Committee, and applying to become the TLA Newsletter Editor), while the Scholarship Committee was growing momentum, income, and publicity. Her advice was to find a place and way to become involved – or to express interest in exploring new possibilities within the organization if there does not seem to be a niche already carved to your talents/interests. She also spoke to the belief that leaders are not born, but are created through hard work and determination, quoting legendary football coach, Vince Lombardi.

Conclusion

Panelists made the point that TLA involvement is open to anyone – regardless of where people live/work in the state, what sort of information environment in which they work, their level of professional experience, or their background/talents/interests. They provided information about the importance of beginning their professional activities and building upon their experiences to develop leadership skills within professional organizations and therefore on the job. Attendees heard first-hand accounts of how involvement and networking can lead to job opportunities – even in faraway places – and how starting with small roles can lead to bigger roles and build professional confidence and strengths. Handouts provided more information about the TLA organizational structure and other places to research professional involvement to motivate attendees to become active within the profession in general, and particularly in TLA.

The Tennessee Library Association disclaims responsibility for statements, whether of fact or opinion, made by contributors.
The idea for this project came from my own research in repositories across the state. I had been asked to write a chapter on twentieth century painting in Tennessee and I wanted to visit the repositories to find primary resources about the artists of our state. As an art historian, I found it difficult to find what I needed using the standard proper name filing system. Luckily, I found some very knowledgeable and helpful archivists who enthusiastically pointed me to materials that were invaluable to my work.

I also found many materials in private collections, held by individuals, often elderly, who had little knowledge about where these resources might be placed for safekeeping. There seemed to be a communication gap between the arts community and many of the state’s repositories, and I was curious to determine if there was interest on the part of either party in learning more about donation opportunities.

I began with a literature review to determine what was already done on the subject. I looked for surveys of primary arts resources, for finding aids and Websites that might describe collection holdings. I also looked for information about what artists collect as by-products of their art making, and I looked for resources for artists for estate planning. I found little.

This study is the first published survey about the state of primary resources in the visual arts in Tennessee. Little has been written about the art materials in the state’s repositories and no overview exists for art scholars. No finding aids have been created for these materials. No articles have been written about the location, arrangement or availability of these materials. In this respect, Tennessee is not unlike other states, excluding resources in the cities where art making is a major industry.

I discovered that there is no contact system within the state to encourage artists and arts organizations to donate their materials to local repositories. The Archives of American Art actively solicits artists of national reputation, but there is no method for making other artists aware of the value of their materials to the state’s repositories. And yet it is the papers of these locally and regionally known artists that may have greater relevance to the state’s intellectual and cultural history, due to their long-term association with Tennessee.

**Importance of the Study**

The lack of resources and limited accessibility of the few existing records causes concern for a number of reasons:
Survey of artists’ papers in Tennessee

1. This is a time-sensitive issue, as wood pulp-based documents and deteriorating film footage have finite life spans.
2. There is little public information to encourage and direct private record holders to appropriate repositories. No electronic or printed brochures are available anywhere in the state to encourage artists and art associations to donate materials to state and local archives.
3. In addition, many original materials on the visual arts are currently held in private hands. These individuals may be prepared to turn over the materials, but they are unsure of where to submit the items. With no targeted communication from the state’s libraries and archives, these materials will be lost and with them much of the history of our culture.
4. Without original materials, scholarly research on the arts suffers.

Lack of research leads to the loss of the state’s cultural history and its significance in the nation’s cultural history. For states such as Tennessee, where the support structure for the arts community (schools, galleries and museums) developed in the first half of the twentieth century, much later than that of northeastern states, this is particularly significant, as it further excludes the state from appropriate inclusion in the nation’s cultural history. Scholarship is also especially important for Tennessee and other states with great strengths in indigenous, non-traditional arts, such as basketry, weaving and other crafts. These media are frequently excluded from art historical texts and so are at greater risk of losing their histories.

**Project Purpose**

This study was intended both to examine the state of primary resources in the visual arts and to raise awareness among artists, arts organizations, and repositories of the value of these materials for art scholarship. A goal of the project was to identify arts materials in the state’s archives and to describe the type of repository that collects primary art resources.

The project was also designed to determine the level of interest on the part of repository administration in acquiring primary art resources.

Artists were contacted across the state to better understand what types of materials they are collecting, what plans they have made for preserving these materials after their death, and how much they know about estate planning. This study also hoped to determine if artists are interested in learning more about repositories and estate planning.

Lastly, I hoped to connect artists with archives administration and raise awareness for these resources.

**Sources for Participants**

The questionnaire in this study was distributed to all 144 repositories in the Tennessee State Library and Archives online *Tennessee Archives Registry*[^1]. The survey was also sent to 122 museum collections from the *2003 Official Museum Directory*[^2].
A pre-survey response of 31 percent was estimated for repositories holding art materials. This was based on the collection descriptions in the TSLA list and the collection emphasis in the museum directory.

Artists were drawn from all counties (as available) through the state’s arts agencies. Each of the 66 arts agencies in the Tennessee Local Arts Agencies Directory was contacted to recommend the names of three visual artists living in their county, all of whom would be solicited for the questionnaire. Sixty-three artists were contacted from the names supplied. Each artist’s response was coded so as to protect the anonymity of the data collected on each participant. At the completion of the project, summaries of the results were sent to all requesting repositories. Summaries of the artist’s survey were sent to requesting artists, along with a list of repositories that expressed interest in learning about donation opportunities. Contact information was provided for all of the repositories.

**Archive Survey Goals**

The goals of the repository survey were:

- to estimate the amount of primary art materials in the state’s repositories;
- to establish a profile of repositories that collect primary art materials;
- to determine what access resources are available;
- to discover the level of interest among repositories in collecting primary art materials.

The first survey question analyzed collection focus through the institution’s policy priorities, art collection files, and acquisition policies. Answers to this area of questioning helped to construct a profile of primary art collecting in the state.

The existence of primary art files does not necessarily suggest that a collection emphasizes art resources, as many materials find their way into repositories by unsolicited donation. Collections with art files were therefore examined in terms of policies, funding and access resources to determine collection emphasis.

The second survey question examined the collections’ levels of public accessibility. Finding aids, exhibitions and other projects were quantified to determine accessibility.

The third question sought to identify funding levels and priorities by examining governance, collaborative efforts, successful grant funding, and primary funding source. This information supported the creation of a collection profile. The existence of art funding was gathered to determine if institutions were prioritizing art collections in their budgets. An emphasis on art resources was determined by the number of files devoted to the visual arts (artist files, style, period and art work files); funding devoted specifically to art collection and care; staff commitment to accessibility for the collections; and the prioritization of arts materials within the collection’s mission and acquisition policy.

Overall, the three questions provided quantifiable indicators to create a profile of collecting activity within Tennessee.
Artists’ Survey Goals

A sample of 63 artists residing in Tennessee was surveyed to determine (1) the types of materials that artists collect; (2) what artists are planning to do with their records; and (3) how knowledgeable they are regarding available alternatives and legal or taxation issues that could affect their donation. A last question asked if the artist was interested in learning more about repositories and estate planning.

Respondents

Web-based questionnaires were emailed to collections managers in the late spring of 2004. Institutions without Internet access received mailed questionnaires. All 211 non-responding institutions were recontacted by email or U.S. post and 43 were contacted three times. A total of 65 archives and repositories responded.

Emails to 66 county arts agencies were sent in fall 2004 to request three possible respondents from each area of the state. Artist surveys were distributed in late fall to the artists generated from letters sent to the state’s local arts agencies. A second request was sent to the 55 arts agencies who did not respond to the initial request; a third request was sent to 25 agencies and telephone calls were also made to 50 non-responding agencies. A total of 63 names were submitted, each of which was contacted. Eighteen artists responded.

Who Responded

A wide range of repository types responded to the survey, with the largest number of responses coming from public institutions.

Figure 1: Number of Responding Repositories by Repository Type
The first set of questions asked respondents about the existence, number and kind of vertical files in their institutions. The responses showed that 71 percent of the responding institutions maintain vertical files. Of those institutions, 49 percent contain materials about the visual arts and 28 percent keep those art files in a separate location. These numbers suggest that there is a wealth of material about the visual arts in the state’s repositories. It far exceeds our pre-survey estimate of 31 percent.
Archives Policies

Responses to questions concerning institutional mission and acquisition policies showed high levels of written mission and acquisition statements, but few refer to art.

Archives Access

In regards to access to collections, Tennessee’s repositories earned their best marks in finding aids (47 percent) and projects (45 percent). Weakest responses were found in research conducted about the collections (only 11 percent), online presence (13 percent), and digitization (15 percent).

Archives Funding

Archives (27 percent) and museums (35 percent), the two largest groups in the solicitation sample, submitted the most responses. There was strong interest in collaborating with sister institutions. Repositories also showed significant grant writing activity, with 74 percent of the respondents having applied for grant funding in the last 10 years. Highest award rates were found among private foundations, state and federal funding.

General operating funds tended to come from “other” sources (58 percent), followed distantly by city, federal, memberships and, lastly, state funding. Funding levels were lower than I had expected: 32 percent of respondents had operating budgets of less that $10,000 and 55 percent had annual budgets under $100,000. Only 19 percent had annual operating budgets of $500,000 or more. Art budgets were smaller still: 94 percent of respondents had art-dedicated funds of less than $10,000.

Archives with Art Files

Profile

If we look only at the repositories with primary art materials, we find that art files frequently are found in public institutions (69 percent). Highest responses for art files were found among museums (33 percent), archives (28 percent), and libraries (26 percent). They were also more likely to be found in libraries and universities at a higher rate than would be predicted from the survey pool.

Figure 2: Institution Types with Primary Art Resources
What becomes clear when we look at a bar chart comparing solicited repositories (blue), responding repositories (burgundy) and those with art files (yellow) is that while our responses for art files were higher in museums, the numbers of libraries and universities with art files is notably higher than would be expected based on the profile of institutions in the original sample.

A total of 30 respondents (49 percent) noted the presence of art-related vertical files in their collections. Repositories with art files frequently maintain those files in separate locations (60 percent).

Repositories with art files were more likely than their peers in the full survey to refer to art in their missions but the numbers are not high enough to suggest a relationship between policy and collection.

**Archives with Art Files: Access**
In regards to access to collections, repositories with art files have more finding aids, more interpretive projects about the collections, have conducted more research on the collections, have a greater online presence, and are more likely to have some or all of their collections digitized than those in the full survey.

Archives with Art Files: Funding

Responses show that repositories with art files have higher funding levels than the larger group. But numbers for art budgets are small for both groups: 96 percent of the repositories with art files are under $10,000 as compared with 94 percent of all respondents. Applications for grants were down slightly from the number for the full group. The results suggest that art funding is not a prerequisite for art collecting.

Artists' Survey

Artists’ Collections

Responses were received from 18 of the 63 artists contacted, for a total of 29 percent response. While this was too small of a pool to be predictable, it does give a basis for further research on the subject. One artist responded that she would not participate because she did not believe that she was sufficiently successful to be part of the survey. This is an interesting aspect of the results, as it became apparent from a number of responses that some artists felt that only very successful artists should consider donating their materials to archives. This was evident in the responses as to why they had not considered donating their materials to a repository. One such response was “No, emerging artist, therefore not sure anyone would want materials”

The artists’ survey examined five categories of primary documents: materials that were generated from preparatory studies, correspondence, written records, other photographs and ephemera. The results showed that Tennessee’s artists are collecting a wide range of materials: 72 percent collected sketches; 72 percent collected photographs; 50 percent collected digital materials and 39 percent collected three-dimensional maquettes.

In regards to correspondence, 67 percent of the responding artists were collecting letters and cards, and 56 percent were collecting email. Another 44 percent kept other written records and 61 percent were collecting photographs other than those used for their art studies. In the area of ephemera, newspaper clippings rated highest, at 56 percent. This was followed by exhibition catalogs (50 percent), scrapbooks (39 percent), videos (28 percent) and audiotapes (11 percent). Thirty-nine percent also chose to write-in other materials in this category and responses included such materials as PowerPoint presentations, brochures, digital inventories, slide files, magazine articles, studio sales, promotional catalogs, Web-based documentation, working drawings/fabrication diagrams, books and prints published and a Web site.

Artists’ Estate Planning

Artists were asked if they had considered donating their personal archives to a repository and, if so, what types of repositories they were considering. Answers included a range of institutional types, from local, state, and national to international repositories and included arts agencies, museums, archives and libraries.
Seventy-five percent of the artists said that they had not considered donating their materials. When asked why they had not considered donation, one respondent noted that “no one has requested the materials.”

Top choice among those few who had considered donation was the local archive, followed closely by the state museum.

The last opinion question asked about the artist’s knowledge of estate planning. The greatest response to the question fell in the “some knowledge” response; only one respondent described himself as “very knowledgeable.”

**Interest in Donation**

Interestingly, 61 percent of the total group asked for information about repositories. Even higher interest was found among repositories: 73 percent wanted to hear about available materials.

**Some Findings**

The survey results suggest that there is a wealth of primary art resources in the state’s repositories (approximately half of repositories with vertical files have primary art resources). Based on the numbers given by our respondents, we can estimate that there are at least 2000 such files in the state, many of them housed in public museums and libraries with large budgets and large collections.

But access to some of these primary art resources is limited by the filing systems of many of the state’s repositories: only 28 percent of the repositories with primary art files maintain separate files for their art materials. When art resources are interfiled by proper name with genealogical, historical and government documents, they become difficult to find. While undergraduate students favor proper name searching when performing research, graduate students, faculty and scholars working in less developed subject areas often do not know the names of artists working in their subject area or geographical area. They depend on traditional art subject headings (medium, style or period) to help to pinpoint useful materials. Art historians, artists and students also tend to favor browsing over other search methods and the prevailing integrated system does not support such methodology.

The main access point for art historians is still the archivist, whose knowledge of the collection frequently surpasses any written finding resource.

We also determined that the state’s repositories are interested in learning about primary art resources. Tennessee’s artists collect a wide variety of materials in the creation and distribution of their art works. Working sketches and photographs are most typically found in their estates. Half of the respondents also collect digital materials, such as electronic sales records, PowerPoint presentations, and email. The digital materials will prove to be a challenge to archivists as maintenance issues arise with evolving technology. Thirty-nine percent of the artists collect three-dimensional materials, which will require special storage solutions when given to repositories. In an age of limited funding and shelf space, these items that require
more storage space will place additional strains on repositories.

Estate planning is not on the radar of most artists working in Tennessee. Seventy-five percent of responding artists have not considered donating their papers to a repository.

Artists seem to be open to a number of types of repositories, with the greatest interest in local and state facilities. Many artists are interested in learning about donation opportunities.

**Next Projects**

I am now looking for money to conduct a series of estate planning seminars across Tennessee to bring together local repositories and artists. The interest has been verified from both parties and a series of discussion on issues and resources for artists interested in placing their papers in repositories would be attractive to a range of artists. Funding will also be sought to create an online database of primary art materials in Tennessee. This might take the form of a wiki, allowing others to provide information as it becomes available.

This survey shows that repositories in Tennessee are collecting primary art resources, whether their mission mandates that they do so or not. It also shows that there is an interest on the part of the state’s artists to learn more about estate planning options. The communication gap between the repositories and artists is resulting in the loss of notable collections that speak to the history and culture of our state but also show Tennessee’s place within the greater story of art in our nation. We cannot rely on national organizations to preserve our regional art history. Hopefully, this project will inspire other students and scholars to look further into the papers, journals, photographs and ephemera of Tennessee’s artists and to pursue efforts to bring these unique materials home to our state’s collecting agencies.


Studies show that the **most requested category of information at public libraries** is health information.
• Librarians from the University of Illinois, Chicago medical center were assigned as liaisons to work with public librarians in rural Illinois counties.
• This paper described a project in Illinois that used the Health Reference Center database to provide consumer health information service to public libraries and clinics. The state of Tennessee has purchased a license to Health Reference Center (www.state.tn.us/sos/statelib).
Your search, (Keyword = diabetes), returned the following results.

Below are items 1-10 of 92 found.

<table>
<thead>
<tr>
<th>Page#</th>
<th>Document Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Diabetes mellitus, <em>Gale Encyclopedia of Science</em>. June 2001</td>
</tr>
<tr>
<td>4</td>
<td>Diabetes insipidus, <em>Gale Encyclopedia of Medicine</em>, 2001</td>
</tr>
<tr>
<td>5</td>
<td>GESTATIONAL DIABETES, <em>CareNotes</em>, 2000</td>
</tr>
<tr>
<td>6</td>
<td>DIABETES INSIPIDUS, <em>CareNotes</em>, 2000</td>
</tr>
</tbody>
</table>
Your search, **Keyword = diabetes**, returned the following results.

Below are items 1-10 of 13 found.

**Page#: 1 - 2**

**Mark**  **Document Title**
- Insulin resistance and pre-diabetes. (Pamphlet) **Pamphlet by:** National Institute of Diabetes & Digestive & Kidney Diseases. April 2003 p1(8).
GESTATIONAL DIABETES


GESTATIONAL DIABETES

What is it?

- Some women get diabetes (di-uh-b-tees) when pregnant. This is called gestational (jes-ta-shun-ul) diabetes. It is most often seen the second half of pregnancy. Gestational diabetes usually goes away after your baby is born. But you may get diabetes later if you have diabetes during pregnancy. Diabetes is a problem with how your body uses sugar and makes insulin (in-suh-lun). Much of what you eat and drink is changed into sugar (glucose). Sugar gives us energy.

- With diabetes, you do not make enough insulin or the insulin does not work right. Sugar builds up in the blood without insulin. Your diabetes will need to be controlled during your pregnancy. It is very important for your baby to have the right amount of sugar. He/she should not have too much or too little sugar.

Uses:

- Gestational diabetes is caused by the hormones made by the placenta (pluh-sen-tuh). The placenta is the tissue in your uterus that connects you to your baby.
GESTATIONAL DIABETES


GESTATIONAL DIABETES

What is it?

- Some women get diabetes (di-uh-b-tees) when pregnant. This is called gestational (jes-ta-shun-uhl) diabetes. It is most often seen the second half of pregnancy. Gestational diabetes usually goes away after your baby is born. But you may get diabetes later if you have diabetes during pregnancy. Diabetes is a problem with how your body uses sugar and makes insulin (in-su-luhn). Much of what you eat and drink is changed into sugar (glucose). Sugar gives us energy.

- With diabetes, you do not make enough insulin or the insulin does not work right. Sugar builds up in the blood without insulin. Your diabetes will need to be controlled during your pregnancy. It is very important for your baby to have the right amount of sugar. He/she should not have too much or too little sugar.

Causes:

- Gestational diabetes is caused by the hormones made by the placenta (pluh-SEN-tuh). The placenta is the tissue in your uterus that connects you to your baby. The placenta is also called "afterbirth." These hormones may change the way insulin works.

- Following are some of the things that can put you at a greater risk for developing gestational diabetes.
  - Deliver a stillborn baby (dead) or a large baby (more than 9 pounds, 14 ounces at birth) in the past.
  - Having family members with diabetes.
  - Having high blood pressure or gaining too much weight during pregnancy.
  - If you are over 30 years, or are overweight.
• LaRocco, A. The role of the medical school-based consumer health information service. *Bulletin of the Medical Library Association*, 82(1), 46-51.

• **Physicians have been resistant traditionally to provide patients with information.** This pattern has increased with the efficiency focus of managed care. Physicians are required to see as many patients as possible, which has cut down doctor-patient interaction time even more.
• … librarians must change tactics when dealing with consumers. They must be more proactive, more probing in the reference interview and more analytical in regard to the patron’s ability to comprehend information than they have been with health professionals.
“In providing information from the professional literature, librarians need to **guard against offering diagnosis or recommending treatments.** This would constitute ‘information malpractice’ and clearly would be a transgression of the librarian’s professional mandate.”
A valuable service that a medical library can provide to consumers is information on support groups.

www.acor.org
ACOR is a unique collection of online communities designed to provide timely and accurate information in a supportive environment.

ACOR offers access to mailing lists that provide support, information, and community to everyone affected by cancer and related disorders.
According to census statistics, over 50 million Americans – one out of every five people – have some kind of disability that interferes with their ability to perform everyday activities”
The organization **Disability Resources** publishes a journal that “monitors, reviews and reports on resources for independent living” (p. 2). They have a web site at [www.disabilityresources.org](http://www.disabilityresources.org).
The Disability Resources Monthly (DRM) Guide To
Disability Resources on the Internet

Contents

Check This Out
Please Help Support This Valuable Website!

Make Just a $5 Tax Deductible Contribution and Get a Great Free Gift Too...

click here for more details

Preface & New Visitors Guide
What this website is all about, with suggestions for new visitors.

Subjects: The DRM WebWatcher

“Liability is the duty of care that one individual or organization owes to another…” (p. 91). Contract law may come into play with the provision of information to the public. Contracts do not have to be two-sided, involve money or be written. Tort law gives the right to sue for damage based on what is perceived as professional negligence.
There is less probability of liability for information provided to a health professional than there is for information provided to consumers. Professionals are expected to have a pre-existing base of knowledge to measure new knowledge against.
Fee-based services have a greater liability risk than free services. Fee-based services should have a written contract. Institutions that provide free information voluntarily are less liable than those who are required to provide free information.
• ... librarians should not try to interpret the results of information or apply it to patients. Disclaimers can be useful, but if harm is caused by the information provided, the disclaimer may not hold up in court.
• Bruegel, R.B. Patient empowerment- a trend that matters. *Journal of AHIMA*. 69(8), 30-35.

• **Patient empowerment** can be defined as the increasing ability of patients to actively understand, participate in, and influence their health status” (p.30). Consumers of health services are demanding more input into how they are treated. The advent of the Internet has given patients increased access to information. Competition for patients will intensify in the future with the result that expectations for customer service by patients will rise. One way healthcare organizations will provide customer service is by providing consumer health information.

• In this study, 151 adult primary care patients were tested for reading abilities. Patients from the private clinics tested were mainly white and educated past high school, whereas the public clinic patients were mainly black and had less than a twelfth grade education. The average (mean) reading level for the patients based on school grade was 6.8 for university clinic patients, 5.4 for community clinic patients, and 10.8 for private clinic patients. Compare to this that “most written education materials required average reading comprehension grade levels of 11\textsuperscript{th} to 14\textsuperscript{th}” (p. 535).
Therefore, there is a critical need to develop reading materials for patients with low literacy levels. It is false to assume that someone reads at the same grade level from which they graduated. Studies have shown that patient reading levels may be three to four levels below actual grade level.
<URL:http://www.jmir.org/2001/4/e31>

• The Pew Internet and American Life Project did a telephone survey that concluded that 52 million American adults use the Internet for health information.
This study’s findings indicated the Internet users were more middle-aged than young or old, more often men than women. The Internet has passed radio as a source of health information, but trails print media and television. The article concluded with a declaration of need for greater Internet access across the nation, particularly for the elderly.

• The **National Library of Medicine** (NLM) has decided “… to play a larger role in providing health information to the general public …” (p.62). The database MEDLINE was made available to the public in 1997. The volume of searches increased from 7 million in 1997 to 120 million in one year. Consumers, it was estimated, executed one-third of these searches. NLM created the **MEDLINEplus** web site specifically for consumers in 1998.
Health Topics
Start here with over 650 topics on conditions, diseases and wellness

Drug Information
Find out your prescription and over-the-counter medicines

Medical Encyclopedia
Includes pictures and diagrams

Dictionary
Find spellings and definitions of medical words

News
Health News from the past 30 days

Directories
Find doctors, dentists and hospitals

Other Resources
Find medical libraries, health organizations, international sites and more

Current Health News
- Flu Sends More and More Seniors to Hospital in U.S.
- Dieting Teens Often Adopt Risky Practices
- FDA Approves Implanted Lens to Correct Near-sightedness
- More news

Featured Site
Stay fit this fall. Learn about heart health from the National Heart, Lung and Blood Institute.

In the Spotlight
Prostate Cancer Awareness Week is September 19–25. Learn more:
- Go to Prostate Cancer
- Prostate Cancer Interactive Health Tutorial
- News about Prostate Cancer
Interactive Health Tutorials

Tutorials listed below are interactive health education resources from the Patient Education Institute. Using animated graphics each tutorial explains a procedure or condition in easy-to-read language. You can also listen to the tutorial.

IE: These tutorials require a special Flash plug-in, version 4 or above. If you do not have Flash, you will be prompted to obtain a free download of the software before you start the tutorial.

- Diseases and Conditions
  - Abdominal Aortic Aneurysm
  - Acne
  - Allergies to House Dust Mites
  - Alopecia
  - Amyotrophic Lateral Sclerosis (ALS)
  - Angina
  - Arthritis
  - Arrhythmias
  - Asthma
  - Bell's Palsy
  - Breast Cancer
  - Burns
  - Cataracts
  - Cerebral Palsy
  - Chronic Obstructive Pulmonary Disease (COPD)
  - Colon Cancer
  - Congestive Heart Failure
  - Crohn's Disease

- Tests and Diagnostic Procedures
  - Barium Enema
  - Bone Densitometry
  - Breast Lump - Biopsy
  - Colonoscopy
  - Colonoscopy
  - Coronary Angiography and Angioplasty
  - CT Scan (CAT Scan)
  - Cystoscopy
  - Diagnostic Laparoscopy
  - Echocardiogram
  - Echocardiography Stress Test
  - Intravenous Pyelogram (IVP)
  - Knee Arthroscopy
  - Mammogram
  - MR
  - Myelogram
  - Nuclear Scan
  - Pap Smear
  - Shoulder Arthroscopy
  - Sigmoidoscopy
  - Ultrasound
ClinicalTrials.gov provides regularly updated information about federally and privately supported clinical research in human volunteers. ClinicalTrials.gov gives you information about a trial's purpose, who may participate, locations, and phone numbers for more details. Before searching, you may want to learn more about clinical trials.

**Search Clinical Trials**

Example: heart attack, Los Angeles

[Search] [Tips]

**Search by Specific Information**

Focused Search - search by disease, location, treatment, sponsor...

**Browse**

Browse by Condition - studies listed by disease or condition
Browse by Sponsor - studies listed by funding organization
Browse by Status - studies listed by recruitment status

**Source Information**

Understanding Clinical Trials - information explaining and describing clinical trials
What's New - studies in the news
MedlinePlus - authoritative consumer health information
Genetics Home Reference - consumer information about genes and genetic conditions
NIH Health Information - research supported by the National Institutes of Health
Drug Information

Information on thousands of prescription and over-the-counter medications is provided through two drug resources -- MedMaster™†, a product of the American Society of Health-System Pharmacists (ASHP), and the USP DI® Advice for the Patient® ‡, a product of the United States Pharmacopeia (USP).

Browse by first letter of generic or brand name drug:

<table>
<thead>
<tr>
<th>A-Am</th>
<th>An-Az</th>
<th>B</th>
<th>C-Ch</th>
<th>Ci-Cz</th>
<th>D-Dh</th>
<th>Di-Dz</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>F</td>
<td>G</td>
<td>H</td>
<td>I-J</td>
<td>K-L</td>
<td>M-Mh</td>
</tr>
<tr>
<td>Mi-Mz</td>
<td>N-Nh</td>
<td>Ni-Nz</td>
<td>O</td>
<td>P-Pi</td>
<td>Pm-Pz</td>
<td>Q-R</td>
</tr>
<tr>
<td>S-Sn</td>
<td>So-Sz</td>
<td>T-To</td>
<td>Tp-Tz</td>
<td>U-V</td>
<td>W-Z</td>
<td>0-9</td>
</tr>
</tbody>
</table>

Additionally, for drug information, see the MedlinePlus Medicines and Drug and Medical Device Safety pages.

Food and Drug Administration provides late-breaking news on:

- Consumer Drug Information
- Warnings, Recalls, and other Drug Information

For drugs in clinical research studies, see ClinicalTrials.gov

Search MEDLINE for specific research articles on your drug

† MedMaster™ Patient Drug Information database provides information copyrighted by the American Society of Health-System Pharmacists, Inc., Bethesda., Maryland Copyright© 2004. All Rights Reserved.

‡ Copyright© 2000 Micromedex, Inc. All rights reserved. USP DI® and Advice for the Patient® are registered trademarks of USP used under license to Micromedex, Inc. Information is for End User's use only and not be sold, redistributed or otherwise used for commercial purposes.
Directories

General Doctors and Dentists

- AMA Physician Select: Online Doctor Finder (American Medical Association)
- American Podiatric Medical Association: Member Locator (American Podiatric Medical Association)
- DocFinder (Association of State Medical Board Executive Directors) - health professional licensing listings by state.
- Find a Dentist (Academy of General Dentistry)
- Find a Dentist: ADA Member Directory (American Dental Association)
- Medicare Participating Physician Directory (Centers for Medicare & Medicaid Services)

Doctor/Dentist Specialists

- AACE Physician Finder (American Association of Clinical Endocrinologists)
- ACOG's Physician Directory (American College of Obstetricians and Gynecologists)
- American Academy of Pediatrics Pediatrician Referral Service (American Academy of Pediatrics)
- American College of Phlebology - Online Database (American College of Phlebology)
- American Osteopathic Association D.O. Database (American Osteopathic Association)
- ACSSM Directory: Find a Doctor (American Orthopaedic Society for Sports Medicine)
- Cancer Genetics Services Directory (National Cancer Institute)
- Dystonia Find a Health Care Professional (Dystonia Medical Research Foundation)
- Emergency Contraception: Directory of Providers (Princeton University, Office of Population Research)
- Expert Locator Immunologists (Jeffrey Modell Foundation)
- Find a Board-Certified Neurosurgeon (American Association of Neurological Surgeons, Congress of Neurological Surgeons)
- Find a Dermatologic Surgeon (American Society for Dermatologic Surgery)
- Find a Dermatologist (American Academy of Dermatology)
- Find a Foot and Ankle Surgeon (Podiatrist) (American College of Foot and Ankle Surgeons)
- Find a Gynecologic Oncologist (Women's Cancer Network)
- Find a Heart Rhythm Specialist (Heart Rhythm Society)
- Find a Neurologist (American Academy of Neurology)
- Find a Periodontist (American Academy of Periodontology)
Temas de Salud
Comience su búsqueda en esta sección para encontrar información sobre diversas condiciones, enfermedades y más.

Medicinas
Búsqueda de sus medicinas de receta y de venta libre.

Enciclopedia Médica
Artículos sobre enfermedades, pruebas médicas, tomas, lesiones y cirugías; además de fotografías e ilustraciones.

Tutoriales Interactivos
Programas de educación al paciente con gráficas animadas y sonido.

Noticias
Noticias de salud en los últimos 90 días.

Noticias de Salud
- Hacer ejercicio podría mantener la insuficiencia cardíaca a raya
- La impotencia es común después de la radiación y la cirugía de la próstata
- Tomar una copa o dos es algo aceptable para los pacientes que se someten a una angioplastia
- Más noticias...

Últimas Noticias
19-25 de septiembre es la semana de conciencia sobre el cáncer de la próstata. Infórmese:
- Vaya a Cáncer de la próstata
- Tutorial interactivo sobre el Cáncer de la próstata
- Últimas noticias sobre el Cáncer de la próstata

¿Qué hay de nuevo en MedlinePlus?
- Suscríbase!
- Vincule su portal en Internet a MedlinePlus
- Haga el Tour de MedlinePlus

Página Recomendada
Póngase en forma. Aprenda sobre la salud de su corazón con la nueva guía del Instituto Nacional del Corazón, los Pulmones y la Sangre.
Easy-to-Read beginning with "A"

- Laparoscopy Interactive Tutorial (Patient Education Institute) - Requires Flash Player
  Also available in: Spanish

- Acne Interactive Tutorial (Patient Education Institute) - Requires Flash Player
  Also available in: Spanish

American-American Health

- Be Heart Smart! Eat Foods Lower in Saturated Fat and Cholesterol (National Heart, Lung, and Blood Institute)
- Embrace Your Health! Lose Weight if You are Overweight (National Heart, Lung, and Blood Institute)
- Empower Yourself! Learn Your Cholesterol Number (National Heart, Lung, and Blood Institute)
- Energize Yourself! Stay Physically Active (National Heart, Lung, and Blood Institute)
- Protect Your Health! Prevent High Blood Pressure (National Heart, Lung, and Blood Institute)
- Refresh Yourself! Stop Smoking (National Heart, Lung, and Blood Institute)
- Spice Up Your Life! Eat Less Salt and Sodium (National Heart, Lung, and Blood Institute)

AIDS

- How to Protect Yourself from AIDS (Food and Drug Administration)

• This finding may indicate that having Internet access in a public place such as a library might not influence people to use it to find health information for their health problems. The reason this might be true is that health information is private and looking for it in a public place can lead to embarrassment.
• Older patients were less likely to use the Internet for health information even if they had access at home. **This suggests a need for training the elderly in Internet skills.** Medical conditions and resistance to change may also influence the older peoples’ use of the Internet.

There is no typical consumer of consumer health information. **The elderly are more frequent consumer health information users** than other ages. The young are the most likely age group to use technology such as the Internet to find this type of information. The disabled are frequent users of consumer health information and are the most dissatisfied with it.
• Women use consumer health information slightly more than men, mainly because they seek information for their children as well as themselves. "The ‘Health Poor’ are three times more likely than the ‘Health Wealthy’ not to seek health information when they have a health problem and are twice as likely to have problems getting information."
The two conclusions of this article were:
(1) consumers are using multiple sources to access health information, therefore, **overburdened physicians should partner** with other health information providers and (2) **there is so much information that consumers are overwhelmed and confused**. Consumer health information needs to be better organized and networked. Librarians are skilled at this.

• This study was a project by the National Library of Medicine (NLM) with three Regional Medical Libraries (RML). In three geographic regions, eight resource (academic) medical libraries were partnered with forty-one public libraries. Since 1997, NLM has turned its resources towards finding better ways to provide health information to consumers.
Most of the public libraries had not previously focused on health information. They were worried about giving out misinformation. The public librarians in general said that health questions constituted 6-20% of the queries they handled at the reference desk. Health questions tended to take longer to answer because of their **complexity**. Each library received a $5,000 grant from NLM.
• Access to Electronic Health Information

• The purpose of this Access to Electronic Health Information proposal is to provide reliable and authoritative consumer health information to northeast Tennesseans, and to provide training in locating reliable and authoritative information to health and medical professionals in northeast Tennessee, by 1) extending consumer health information training to public library personnel in the same 17 county area serviced by the library’s Clinical Librarian, 2) extending training and information services to county and regional public health workers within the Northeast Tennessee Regional Health System,
• 3) **providing training** in location of professional and patient education information to additional health professionals in the Clinical Librarian’s service area, 4) initiating training opportunities to encourage **public librarians to participate in MLA’s Consumer Health Information Specialization Program**, 5) continuation and expansion of the **HealthInfo Express@Your Library** service, and 6) **promotion of NNLM membership** among participating institutions.
MLA's Consumer Health Credential for Librarians

Program Goals

The goals of MLA's Consumer Health Credential are to improve health information services for consumers, create partners in the delivery of consumer health information, and increase access to consumer health courses.

Who can participate?

- Medical librarians
- Public librarians
- Librarians working in consumer health libraries
- Allied health professionals

How will the credential benefit you?

The Consumer Health Credential (CHC) (http://www.mlanet.org/education/chc/) will help you keep current in the consumer health information field by providing access to new resources and ideas in the field. The CHC will also help you obtain an additional level of expertise in the area of consumer health.

www.mlanet.org
Join the
National Network of Libraries of Medicine (NN/LM)

Partner with health libraries
Receive health information training
Become eligible for funding

Membership for public and health libraries is free.

Questions? Get more information or call 800-338-7657.
  • http://www.jmir.org/2001/4/e28
  •
  • If “health” is entered into the Google search engine it produces over **60 million pages**. It is estimated that there are over **100,000 health-related Web sites**. Of the estimated 168 million American adults who have Internet access, **86% are estimated to use it for looking up health information**.

• **NetWellness** is a consumer health initiative in the **state of Ohio**. NetWellness has focused on providing information, providing training, using the existing telecommunications infrastructure for consumer health information, extending the information superhighway into underserved areas, and contributing to the health education of Ohio citizens. NetWellness has about **1.3 million hits per month** from all over the world on its Web site.
It’s Allergy time and the breathing is easier with NetWellness

- What can I do to control house dust?
- I’m allergic to molds. What can I do to cut back on problems?
- When should my child see an allergist?

- What can I take for non-allergic rhinitis?
- Why do pollen allergies make you feel so rotten?
- Why do my allergies seem to be worse when it’s cold?

• Consumers need information to make decisions about their health. Part of the medical profession is not comfortable with a new trend for patients to be involved in making decisions about their health care. “A survey … shows … only 39% of all (medical) professionals see the Internet as a valuable health information source for consumers.” (p.291) In contrast, 70% of consumers believed the Internet provided helpful health information. *Amazingly, in one study, 65% of information provided by patients to physicians was new to the doctor.* Many providers are worried that consumers will retrieve the wrong information or interpret correct information incorrectly. *Another concern of physicians is that office visits will take longer with patients* who have researched their own condition, resulting in lost physician income.
• **There is a problem in the U.S. with low health information literacy.** Compounding this is the fact that much health information literature is written on a higher reading level than the national average. Therefore, the paradox exists that the greater the need for good health information in a population (the poor) the less of it there is that is useful. “In the past, health professionals had to cope with information overload, while consumers had to cope with information deficit.” (p. 295) This is changing. **The average medical consultation in the U.S. is twelve minutes.** It is no wonder consumers are thirsty for information about their health. There are genuine concerns about the validity of health information on the Internet.

• A report in 2000 by the Pew Internet and American Life study “… noted that twenty-one million of the fifty-two million American adults who sought health information online reported that the resources they found on the Web directly affected both their health care decisions and interactions with their doctors.” (p. 33) Consumers believe that information can save lives.

• **Patients have less anxiety when they understand their condition.** A component of anxiety is helplessness. A patient with lower anxiety has less infection after surgery. Information reduces anxiety. However, this may not be true in a patient who has an external locus of control. They believe that external factors control their health outcomes; therefore, information does not empower them. Nurses are often called on to provide information to patients. Most information given to patients is given verbally. It is often given in a way that makes the patient believe the provider really does not have time to provide information. The **Planetree movement** in the U.S. is one effort to reverse this trend.
Because of the need by patients for health information, every general practitioner should be better trained to communicate information to patients. Every hospital should have a library “… which caters for patients as well as medical staff.” (p. 130) These types of skills and attitudes need to be inculcated into medical education. Also, major public libraries should run health information services.

Maryville, TN Model
NOAH: New York Online Access to Health

[Welcome] [Health Topics] [Word Search] [NOAH Providers] [What's New] [Help] [About NOAH] [Most Read] [Feedback] [NOAH Sponsors]
Welcome to the CAPHIS website!

Consumer Connections
New version!
Vol 20 No. 2
Now available!

Consumer Health Resource Directory - Information Compiled by Librarians for Librarians!
• **Summary**
  – Importance of health information
  – Partnership model
  – Join NNLM – grant $$$
  – Valuable to medical, public, academic

**LET'S DO SOMETHING!!!!!!!!!!!!!!!!!!!**
Introduction
Scott Cohen, Interviews editor

The library profession faces tremendous challenges in the next few years. Changes in technology, competition from other groups, an aging workforce, the delicate balance between print and electronic resources, information industry upheavals and lack of funding are some of the items that librarians have to cope with in the coming years.

In that regard, I have asked librarians in all types of libraries throughout the country to respond to two questions.

“What do you think libraries can do to remain viable in the age of the Internet?”

and

“What can libraries do to stay important to their patrons?”

Here are their responses:

Rick Anderson
Director of Resource Acquisition
University of Nevada-Reno Libraries

"What do you think libraries can do to remain viable in the age of the Internet? What can libraries do to stay important to their patrons?"
Speaking from the perspective of an academic library, I see three things that we need to do:

1. Recognize that it's not our job to manage information, but to deliver it. Yes, we have to manage our resources, but our purpose is not to build a well-managed collection; our purpose is to deliver needed information to our patrons when they want it (now), where they want it (wherever they are), with as little effort on their part as possible. A well-managed collection is a means to that end, not the end in itself, and that means that our management processes need to be patron-centered, not librarian-centered.

2. Stop thinking like good librarians, and start thinking like bad patrons. Google is eating our lunch because it's designed for bad patrons -- people who are impatient, who don't know about Boolean logic, who don't want to ask for help, and who are interested in finding rather than searching. These patrons are not lazy or stupid -- they're rational and busy, and we need to figure out how to meet their needs instead of trying to turn them into "good" library users. Imagine if we could combine our superior content with Google's user-friendliness!

3. Offer more fish and fewer peas. We need to abandon the "teach a man to fish" fallacy. It's not our job to teach patrons how to do research, which is a good thing, since we're not equipped to do it anyway. (Don't believe me? Ask yourself how many librarians you have and how many patrons you have, then divide the latter number into the former. At my institution, we have one librarian per 640 students.) Besides, the skills we teach them aren't going to have much applicability in the real world, where they won't have access to the library's resources. Instead, let's give them the fish they need and let them get on with the real work of education, which takes place as they engage with challenging scholarly content, not while they're wrestling with yet another poorly-designed search interface. The era of "Eat Your Peas" librarianship is over.

Thomas Aud
Library Director
Jackson-Madison County Public Library
Jackson, TN

Librarians at all levels must share the responsibility to be guides for the Internet highway. They must help patrons discern the factual from the frivolous, the real from the fantasy. They must help select (as they do in book and other format selection) the best resources available to meet the needs of the patrons' requests. While they cannot control what is added to and accessible on the Internet, they must be aware of the best methods to research the best sites for users at different ages. They must also defend the freedoms of access to information that are being challenged by legal and other sources.

Libraries must keep up-to-date, not only in their materials, but also in their services, facilities and programs. The changing needs and expectations of patrons now require libraries to offer non-traditional services, including coffee houses, book stores, and many technology-related items. Many libraries, however, are hampered by budgets which mandate only the basic services, and even some at reductions while requests for the other services are voiced. Partnerships and cooperative efforts are combined with fund-raising and grants to meet the basic and extended needs of libraries.

Steve Baker
Associate VP for Academic Resources and Library Director
Union University
Jackson, TN

What do you think libraries can do to remain viable in the age of the Internet?

The question of viability in the face of the dramatic changes that are playing out in the arena of communications, publishing, education, libraries, and the vendors that service these sectors is so large in scope that I will limit my comments to matters that I believe are central to us in the library profession. This is the relationship of the library in its operational sense to its principle good as provider of reader support. It is always important to remember that the latter is the principle reason for our institutional
existence. We must never let the means to that objective become an end in itself. I use the word “reader” in the broadest sense of one who engages in the act of internalizing information from some type of communicative material.

Recently, I posted a silly little quiz on library philosophical stuff to a library list where I occasionally post my musings. It simply asked the reader to identify the source of four statements of library philosophy and compare them. The first person to correctly identify the statement sources as Louis Shores, Jesse Shera, S. R. Ranganathan, and Google Print made a profound observation. He noted that the statements from Shores and Shera focused on knowledge management while those of Ranganathan and Google centered on readers.

I myself had been struck by Google’s definition of its Print project. In fact, that was what precipitated the quiz posting in the first place. The dichotomy between the operational and the philosophical in the statements I selected is obvious enough. However, I would caution anyone not to belabor the point that two of the profession’s most highly esteemed library philosophers were primarily interested in how well libraries function in an operational sense. Indeed, both Shera and Shores have much to teach us about the importance of readers to our profession. I would hasten to add that Google’s focus on readers is motivated by something entirely different than that of Ranganathan. Still, I do think the kinship Google Print has with Ranganathan is instructive, especially for those of us interested in viability.

The fact is Google Print, and its big sister, Google Scholar, are experiments that have the potential to accelerate the current scrambling of long-standing arrangements between publishers, journal vendors, database providers, and libraries. There are some challenges and threats inherent in this turnover. When you talk to some vendor representatives about these matters you can catch glimpses of absolute terror in their eyes. At times, even some librarians seem to border on hysteria at the prospects. While the dangers are very real for all of us we should not lose sight of the deeper opportunities that these new services, and others like them, offer to our readers and the libraries they love.

If we believe with Ranganathan that serving readers is our paramount concern then we have nothing to fear from Google or anyone else. In fact, the promise inherent in services like Google Print is that our work as librarians will be even more effective because they will tear down barriers to access. They may also give us more time to engage our readers personally by freeing us from some current operational tasks.

Open WorldCat and RedLightGreen are good examples of such services and ones that some librarians will find much less threatening. While they may be far from ideal in their current form, they powerfully demonstrate the potential benefit of the open URL for extending access to library materials. Whether they become the universal OPACs that their creators hope for is anyone’s guess but they do show us the way to the future. Those libraries hoping to remain relevant to the 21st century reader should make sure that they are positioning themselves for full participation in such ventures as these, including Google Print.

What can libraries do to stay important to their patrons?

I am struck by how often we hear questions like this at conferences and seminars in our profession. The difficulty in answering this and other similar questions is that we don’t have well-established tools to effectively measure what is important. Not only that, it may well be the case that many patrons have no conscious understanding of what is really important.

If the future of libraries is tied to readers in the broadest sense, then we can find ways to remain relevant whatever changes come our way. Just how will libraries maintain or re-establish their vitality? First, they will listen to stories. They will intentionally spend time understanding what patrons are reading or watching or listening to within their community. In this reflective process they must pay special attention to how, why, where, and with whom patrons are doing these activities. Second, they will tell good stories. Armed with the evidence gathered by such careful listening they can find powerful new ways to communicate the stories of their patrons. By doing so, they can be confident that they are more effectively advocating for what is really important to their patrons. They may also discover along the way that this is a most effective way to secure new patrons and extend their mission.

The shame of our profession is that there are all too few examples of this kind of thickly descriptive assessment and planning. I must confess that it has only recently begun germinating for my institution’s library. There are some promising experiments with new assessment tools such as library quality surveys, focus groups, and metrics. All too often, these tend to become just more bean counting. Only when they are paired with the thoughtful analysis of patron stories will such efforts become moments of inspiration that guide us in the development of compelling libraries. Happily, I can report that there is at least one very interesting example of such inspiring analysis right here in Tennessee.

The University of the South has been engaged in just this type of study. A report of their efforts was recently published by the
Council on Library and Information Resources in an essay by Scott Bennett. The studies of student learning behavior undertaken by that institution represent an application of ethnographic techniques that promise to provide just the type of thick description I am suggesting. In addition to broad surveys it includes close observation of learning behavior and narrative story telling by students. As Bennett suggests, they are asking the right kinds of questions. Questions that will make it possible for them to more effectively serve their particular patrons.

So, in some sense the answer to this question lies in good strategic planning. This begins by defining the qualities of importance for our particular patron base. That knowledge lies hidden away until we develop and consistently apply effective tools of discovery. Tools that explicate those qualities and the environments in which they are best transferred from text, image, and sound to the mind. Only then can we demonstrate to increasingly evidence-driven governing bodies that the library is a vital part of the community.

Christine Dettlaff
Director, Learning Resources Center
Redlands Community College
El Reno, OK

What can libraries do to stay important to their patrons? First, find out what your patrons want. A survey we did recently found that more of our users wanted more and newer books than wanted more and newer computers (although admittedly, computers were a close second). Longer hours and more space were the third and fourth most requested needs for our library. But your library users may want more computers first and longer hours second. You don’t know if you don’t ask.

Second, do your best to provide what your patrons want. Most of us are not going to get more budget to provide information in another new format, so something’s going to have to give. Look at your circulation and database usage stats. What is being used the least? For us it was citation-only databases like AGRICOLA and CINAHL. Also, costly esoteric journals. Those had to go. If you’re in an academic library, I would bet that you’re not buying as many books as in the past. And that’s okay, because our book circulation is down. Today more than ever, we have to ask ourselves, which materials and services are the most important to have?

What can libraries do to remain viable in the age of the Internet? To answer this, I think we need to find out what our non-patrons want. This is a far more difficult thing (although the survey mentioned above did reach some of our students who were non-library users). Why are non-users not using the library?

If we find out it’s because we don’t have enough computers or our books are out of date, those are things we can correct. If the reference desk is imposing or our no-food policy keeps people away, then we should re-think those things. If people don’t visit because it’s inconvenient to come to the library, then we should have as many services come to them as possible. For example, some public libraries do books by mail for their disabled patrons; why not offer it as a service (for a fee) to all patrons?

Libraries have a lot of things going for them: Real, live staff (at least most of us are alive some of the time) that people can talk to, ask questions of, and get help from. Information and entertainment in many different formats. A place to access technology and find social interaction, or conversely, to get away from noise and distractions. We just need to get the word out to those non-users with an aggressive marketing campaign. If Katie Couric can do it for colon cancer screening, then we can certainly do it for libraries.

Since the development of the Web, libraries are not the only or the fastest place to get information. But people still use libraries that provide the services they want. Libraries will continue to be used for as long as taxpayers continue to support them. I hope it doesn’t always take closings and near-closings to make people aware of how important libraries are.
"What do you think libraries can do to remain viable in the age of the Internet? What can libraries do to stay important to their patrons?"

Libraries and librarians are more viable than ever in the Web-centered 21st century. Never before have we gotten more publicity or exposure. The vast information resources made available on the Web make it even more critical for all to understand how to locate, find, organize, and evaluate information. However, we have to work hard to make our expertise known to our constituencies and show how we can help them. First, we have to stop talking about the Web versus libraries. It's not a competition. Instead we need to transform our libraries physically and virtually to capture the attention of our users so that they get to the most valuable and appropriate information for their information needs. We need to transform libraries to truly be intellectual, social, and cultural centers.

Libraries as a physical space are changing in the digital age. We need to recognize more than ever that a welcoming and exciting environment will draw people to our facilities. People need to be with others and they enjoy studying, reading, and surfing the Web with other people doing the same. We can leverage the fact that people tire of working alone and want the kind of stimulation that a library offers. We can collaborate with partners to bring more people into our libraries.

For example, at the University of Tennessee we are developing an exciting new space called the Commons with our information technology colleagues. At the Commons students and faculty will find assistance with collections and information needs as well as with computer questions, statistical consulting, and technical support. We also have a branch of the University Writing Center in Hodges Library. Our partners want to be in our facility because it is heavily used and centrally located. Our students want more services in our library. Also, the installation of coffee shops and cultural venues help promote library facilities and services. They draw people in and provide a place to showcase art, literature, and music.

Libraries as a virtual space must both integrate the many valuable Web resources apppropriately but also embed themselves visibly into the Web so that surfers will stumble across their rich resources. The intertwined nature of libraries and the Web is undeniable so we need to strengthen it while, at the same time, ensure that users know that a resource is provided by their library. This "branding" of information is an important way to communicate our value to users and funders.

The virtual library should be comprehensive including the existence of virtual services featuring reference and circulation features. Web savvy people want to be able to do as many transactions as possible online. Also the virtual library provides us with an amazing opportunity to increase visibility of library resources. For example, Volunteer Voices (Tennessee Electronic Library Phase II) provides digital access to a growing corpus of information held in Tennessee's cultural heritage institutions to everyone.

The Web is a huge opportunity for librarians and libraries to expand access to information for all and encourage lifelong intellectual pursuits virtually and in the comfort of a welcoming library retrofitted for the 21st century.

Jennifer Duvernay
Science Reference Librarian
Noble Science and Engineering Library
Arizona State University

I think that libraries, especially academic libraries, need to change and adjust to our customers needs. For too long we've expected our customers to conform to us, because we had something (information resources) they needed. When you have a monopoly on a market you can set all sorts of demands. But now we're not the only provider of information, and we need to adapt to the new environment. In my library, that means that we are trying to get out of the library (literally) and go where the customers/students are and to try to understand what it is they really need. Then create new services, or adapt old ones, to meet those needs.

We are also challenged in an enormous way in terms of space use. The library as a physical space still needs to function as a
quiet place for study and research for some of our customers; but we are also trying to respond to the needs of others who require spaces for collaborative group work. Balancing these different needs is a problem we are attempting to solve at this time, but haven't done so completely.

Deborah Fetch
Director of Library Services
Austin Peay State University
Clarksville, TN

Rather than responding about libraries in general, I will tailor my answer to what I know best, that is academic librarianship. Having spent my entire career in higher education, I am not qualified to comment on the future of public, school, and special libraries. But, I do hope, that I have some insight into academic libraries.

I'll start by stating that I disagree with the premise that “more and more threats appear to the existence of libraries.” I see our profession as being in a state of continual change, even revolutionary change, which will transform academic libraries beyond what we currently envision. The changes and forces brought by technology, globalization, and economies are not threats. They are our opportunities. It is our responsibility to take hold of these opportunities so that we shape and control the future of academic libraries.

Academic librarianship is both an educational and a service profession. Academic librarians connect people with information, whether that information is a book or a comprehensive literature review. Library users continue to need someone to provide, manage, and organize information. More importantly, users need someone to teach them how to access, evaluate, and properly use information. It was the profession of academic librarians to do those tasks when the tools were card catalogs and print indexes. Academic librarians will continue to be the profession best suited and trained to connect people to information and educate them in its use even when the tools have become PCs, notebooks, PDAs, cell phones, and internet access. Our profession is at risk only if we cede it to others.

Recently, I've been thinking about a quote attributed to Alvin Toffler, a well-known futurist, and how it relates to higher education. According to Toffler, "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn." One of the major roles of higher education is to educate a citizenry who can compete in the global economy. Universities and colleges must graduate students who can think critically and be life-longer learners, unlearners, and relearners. Academic librarians play a vital role by providing information resources and working with faculty to develop information literacy skills within our students.

I deliberately have not answered your questions with specifics because each library has to tailor services to its users and environment. The library of small residential, liberal arts college will become quite different from the library of a large community college with multiple sites and extensive online course offerings.

What can we do to remain viable and important? Accept that the future is electronic. Adapt and change. Embrace opportunities as they come to you. Be proactive. Be service-oriented. Make your library necessary to your campus. Be the place, real and virtual, where people on your campus come to find information and ask for help.

I confess that by nature I am not an optimist, but I am optimistic about the future of academic libraries. Last year at Austin Peay we were fortunate enough to hire three newly minted librarians. They are talented, energetic, full of wonderful ideas, and enthusiasm for the profession. As an individual who began her career in the days of card catalogs, I recognize that the future is in their hands. It is my, and their, job to learn, unlearn, and relearn the profession as the new generation of librarians lead us into the future. If these three new librarians are representative of recent library science graduates, and I think they are, the future of academic libraries is bright.
What do you think libraries can do to remain viable in the age of the Internet? What can libraries do to stay important to their patrons?

Libraries will remain vital so long as they continue to listen to and respond to the needs of their unique patrons. While academic and public libraries are becoming increasingly more homogeneous in their collections, their patron-bases will always remain unique. Libraries will retain their viability so long as they can provide a useful services tailored to their patrons.

The Internet has raised the expectations of the general populace to expect customized and personalized services-- i.e., Amazon. com's recommendations based on past purchases. Libraries must strive to be as welcoming and familiar. While this is easy for librarians to do for patrons who regularly come through the library's front door, it is far more difficult via the library's website. Difficult, but not impossible.

One example for an academic library is the creation of library course guides in addition to subject guides. The customization of library resources at a course specific level is exactly what students are seeking and expect. For examples, see the University of Rochester (http://www.lib.rochester.edu/index.cfm?page=courses) and University of Minnesota (http://courses.lib.umn.edu/). For a public library, this may mean enriching the traditional OPAC to include book covers, reviews, and even recommendations-- i.e., "Patrons who checked out this book also checked out..."

Libraries will remain viable in the Internet age so long as they can re-focus their energies from reactive (waiting for the patron to come and ask) to proactive (providing the patron with what she didn't even know she wanted).

Michelle Jeske
Manager of Web Information Services and Resource Sharing
Denver Public Library
Denver, CO

There are many ways libraries can remain viable and important to their customers in the age of the Internet. Certainly, as wonderful and pervasive as the Internet is, people continue to read books, watch movies, listen to music, perform research and engage in many other activities at the Denver Public Library. While demand for these resources and services is strong, there is an increasingly strong demand for online services, which is one place libraries can compete well with the many free resources available on the Internet. I believe that libraries have to meet customers where they are, and more and more customers are online at home, at work, and at school. They are also hanging out with their PDAs, cell phones, iPods, and other portable devices. We need to provide services that match their lifestyles.

Many libraries provide vibrant, dynamic and rich online services and resources, but many customers don't know about them. If we did a better job letting customers and (non-customers) know that we have eBooks and Audio eBooks, thousands of full-text popular and academic magazines and journals, encyclopedias, investment reports, newspapers digitized back to the first issue, digital classical music, and librarians available to help 24/7, they wouldn't believe it! What we have discovered is the more we offer, the more they want. We also need to make all this easier to use. It needs to be as easy as Google, as fun as Amazon, as hip as Apple and as solid as the traditional library with which they are familiar.

Walt Lessun
Director, Learning Resources and Instructional Technology Centers
Gogebic Community College
Ironwood, MI

If libraries stay important to their patrons, libraries will remain viable in the age of the internet. To stay important, meeting patrons’ informational, educational and recreational needs at the levels patrons can understand and in the formats patrons prefer emerges as critical.

In the community college setting, for example, libraries directly serve at least three essential patron groups with three different sets of needs. Administrators want their libraries to work cheaply, faculty want their libraries to work better and students want their libraries to work faster. (“Cheaper, better, faster”: now, where have I heard that before?).

We can work cheaper by taking on non-traditional tasks: teleconferencing; interactive television; instructional technology acquisition, maintenance and training; public broadcasting.

We can work better by ensuring information quality at substantially higher levels than that provided by search engines.

We can work faster by incorporating time-saving information technologies into our face-to-face (or phone-to-phone or email-to-email or chat-to-chat) human contact with our students.

If we deliver, they will stay. And, they'll draw others in, too.

Stacey Nickell
Director of Library Services
West Kentucky Community and Technical College
Paducah, KY

“What do you think libraries can do to remain viable in the age of the Internet? What can libraries do to stay important to their patrons?”

In order for libraries to remain important to their patrons, libraries must first identify who their patrons are and direct any promotion/marketing efforts to something that will be meaningful for that group. From a community college library perspective, those patrons, or constituencies, can best be defined as administration; faculty; students; and the community.

Administration: librarians should be aware of what interests an administrator, and then plug into those interests. Budgetary issues are very near and dear to an administrator’s heart; therefore, we must show that the library spends its funds wisely. Statistical data can be useful to show the library’s importance on campus. For example, on our campus we’ve experienced an increase in student enrollment; this has translated into a higher patron count (12% increase), number of database hits (21% increase), and number of printed pages (18% increase). Likewise the increase in student enrollment has resulted in higher access fees for the databases since that’s how the vendors calculate their charges. Administrators must be reminded that just as increased student enrollment results in the need for additional faculty, classroom space, etc., the library is also affected.

Faculty: most faculty, being teachers and educators, see the importance of libraries to their students. This question appears on our faculty library survey conducted each spring, and I’m never surprised that the faculty feels the library is more important to their students’ preparation than the students do!

Collaboration with faculty in developing research assignments is an excellent way to promote libraries and reading, though some faculty is more receptive to this than others. Conducting workshops for faculty on issues important to them (i.e., detecting plagiarism, copyright issues) is a terrific way to do outreach with this constituency. Another way to promote the library’s visibility is to invite divisions to have a meeting in the library and then demonstrate any new services or databases. Serving refreshments during a division meeting held in the library, or some other public relations event, is always appreciated.

Students: Community Colleges serve more than the traditional aged student. The non-traditional student (here defined as age
Another need that college students have is for computers (word processing, etc.) and for the Internet. A growing trend in academic libraries is to become the “information commons” on campus; the fact that a major research university (University of Texas—Austin) has taken this route speaks volumes (excuse the pun!) about the future of libraries in general and academic libraries in particular. The electronic medium has become more prevalent than print, and I believe that college libraries must step up to the plate and be responsive to the changing needs of academia.

Community: promoting one’s institution in the community can be a great way to provide more visibility to libraries. In our community, the college library belongs to a consortium of libraries (school media, public, hospital, church), and we’ve taken steps to promote libraries in general. One activity of our group (McNET) is to organize a conference for library staff in the region since there aren’t many professional development opportunities in our end of the state. The conference is entitled “Serving Our Communities @ your library”, and is held on our campus; this is an excellent way to promote both the library and the college. Conference program tracks (school, public, college, etc.) are designed to appeal to the various types of libraries where staff work. This has been a highly successful endeavor with over 80 attendees at our last conference.

In conclusion, librarians must constantly focus on the promotion of libraries and reading, no matter what type of library. We must reiterate to all of our constituencies, in a manner that is relevant to them, that the library is changing. Gone are the days when libraries could rest on their laurels and assume that we are necessary and essential to everyone. Now we have to prove it. Although reading and the print format shall always have its place in libraries, the electronic part of the equation will always be with us. We are being used differently now than in the past, and in order for libraries to remain viable, we must respond by offering new services, programs, and products that will affirm our importance in the “brave new world” of technological advancement.

Jan T. Oriick  
Director, Biomedical Library  
St. Jude Children’s Research Hospital  
Memphis, Tennessee

Speaking as a Special Librarian, I think providing the best customer service is the answer. As it becomes easier to locate information through a search engine, the library staff should position themselves to find answers to the hard questions. Librarians should advertise to their patrons that the library has skilled researchers who can find the questions that can’t be answered easily with a Google search. Patrons are not always aware that the library staff can help them in this area. Remaining viable means marketing the services we have always provided in new ways.

Trish Palluck  
Resource Sharing Specialist  
Wyoming State Library  
Cheyenne, WY

What do you think libraries can do to remain viable in the age of the Internet? What can libraries do to stay important to their patrons?

I really don’t see the Internet as a threat. It’s an opportunity. The opportunity to provide patrons with a branch that is open 24/7. Library websites can allow patrons to search library catalogs, databases, email a reference question and manage their patron account from the location and time of their choice. Say you are at home late at night working on your car and you need to refer to a Chilton’s automotive manual. You don’t have to drop everything to go to the library and you don’t have to surf randomly; you just can...
can look up what you need from the resources available on your library’s website. Patron desire to access more and more of the library reference and nonfiction collection over the Internet will probably continue to grow.

Recreational readers will continue to value a library with a strong fiction collection. I can’t imagine anyone surfing the web while soaking in a warm bathtub or drifting off to sleep.

People have become very accustomed to the convenience of online banking and shopping. We need to remember to make our libraries as easy for our patrons to use as it is to shop Amazon.com and as comfortable as it is to shop at the local book store. Maybe it’s time to examine and modify existing library rules and policies. Do our policies and rules discourage or encourage patron usage? Are fines really needed? I think it’s interesting that three of the library systems in our consortium have gone fine-free in the past year.

We have to remember that the Internet is a tool. If we can help people find what they need electronically better than we can in print, we should use that right tool for the job. Librarians need to market their licensed databases and use information portals to help people find the good stuff. We need to continue to offer patrons training on using the Internet.

The Web is wonderful, but it’s information overload. Who better to evaluate, organize and navigate that information than trained librarians?

Chrissie Anderson Peters
Librarian
Northeast State Technical Community College
Blountville, Tennessee

To remain viable in the "Age of the Internet," I think that libraries have to think outside the box of familiarity and stretch beyond their comfort zones. We have to be at least "as useful" as the Internet, but we also have to be personable and helpful -- that's how we can "stay important" to patrons. Some examples include:

- Become "the Super-Search Engine" that your patrons can rely on -- When assisting patrons, don't just find information and hand it off to patrons. Find information and help guide your patrons through what you have gathered for them. It isn't the drive-through window at some fast food joint -- make sure that what you have offered is really what they need and that they understand what you have given them.
- Quality vs. Quantity -- Sure, Google may serve up 10,000 hits, but YOU can interact with the patron in a way that Google cannot. Ask questions; re-form the search; a dozen more appropriate sources are far superior to 10,000 mediocre possibilities.
- Accentuate the Positives of Humanity -- No, you're NOT the Internet. You're better -- you still have flaws, but you can reorganize in ways that the Internet simply isn't capable of. Be pleasant; be thorough, but as quick as possible; be congenial, but professional; be engaging, but deliver the goods -- that is what everyone involved with the scenario wants.
- Don't "Diss" Technology -- Be realistic: The technology involved with the Internet allows us to do things that most of us never dreamed possible 15-20 years ago. Don't talk badly about technology because it makes you look phobic and unsure -- or just plain arrogant. Use technology to your advantage -- let it help you help patrons more efficiently and more effectively. Use it like you use any other tool. Show your patrons that you're comfortable with it and around it. Show them that technology doesn't intimidate you, but helps you -- what you're really demonstrating is that you're still in control of the technology and that you are still there to assist them.

Tom Peters
Founder
TAP Information Services
Blue Springs, MO
“What do you think libraries can do to remain viable in the age of the Internet? What can libraries do to stay important to their patrons?”

- Pay attention to the user's needs, aspirations, and experience. This always has been part of a library's mission. In the age of the Internet and predominantly digital content, however, this task becomes more complex, more crucial to truly meeting the information needs of your patrons, and more exciting. I think the user's actual experience as she or he works with library information systems needs more attention. Having theories about information seeking and use is fine, but we also need to determine if these theories have any relationship with the actual use of our systems.
- Everyone still is coming to grips with the fact that information is now an ongoing deluge, easy to copy perfectly and distribute at nearly the speed of light. The economics of scarcity have been replaced by the economics of abundance. Yesterday I was reading Thomas Mann's article about Google Print, onsite collections, and browsing in the August 2005 issue of American Libraries. He is correct that an onsite classified collection of millions of printed books provides scholars with opportunities for worthwhile browsing that a full-text, relevancy-ranked search of the online collection of Google Print cannot replicate.
- However, the prospect of having millions of books available online for hundreds of millions (if not billions) of users worldwide that is searchable "only" via full-text, relevancy-ranked searching is nothing to sneeze at. This could profoundly change scholarship and the advance of human knowledge. Scholarship may become deinstitutionalized (rusticated) again. The other assumption we need to question is that shelf browsing of a classified collection is the best of all possible human browsing experiences. Browsing online through the digital dust storm of information may lead to serendipitous discoveries, patterns, and anomalies that will generate new knowledge. The tools and techniques for browsing online can only improve as we move farther into the Internet age, and probably will quickly surpass the upper limits of shelf browsing.
- Find a need and fill it. As new forms of information and communication emerge, librarians should jump at the chance to understand and organize it. Blogs are a case in point. Several attempts to organize and map the blogosphere have emerged, but only a few were started by (or even involve) librarians. We should be more proactive—even aggressive—in demonstrating to the rest of the world how our professional skills, expertise, and values can improve new modes of information dissemination and communication.
- What is the best use of library space in an increasingly online information environment? Because libraries always have been place-based institutions, and because the meaning and use of place may evolve as more information becomes available online, this question is essential, it seems to me, as libraries struggle to remain viable in the age of the Internet.
- Libraries should become less parochial. If we allow it, usage of our library's resources far outstrip the parochial nature of our funding sources. Usage wants to be global, but funding remains doggedly local, and this is not a good situation for libraries if they want to remain viable in the Internet age.
- Most library budgets are too inflexible. To many outside observers (city managers, university provosts, etc.) library budgets seem huge. It is amazing, however, that such large budgets could contain so little real flexibility within them. Perhaps the U.S. federal budget is similar on a much grander scale! The price we all pay for having such inflexible budgets is the inability to quickly seize opportunities as they arise.
- Combine content in interesting and useful new ways. One example: The manner in which maps.google.com allows the user to toggle between a map and an aerial photo. The maps and aerial photos already have been available for years, but Google developed the technology that enables toggling between the two views of a landscape, dragging the map to move in any direction, and even overlaying some aspects of the map onto the aerial photograph. They just thought about the information available to them, thought about how people want to interact with and use the information, and combined the elements to create exciting and useful new services. There's nothing magical about what Google is doing. To remain viable in the age of the Internet, libraries will need to continue doing this type of free thinking about what's possible and what people want and need in the way of information services.
patrons?"

We need to turn a proactive eye to the future of libraries and service to our users. Libraries can and will remain viable in the age of the Internet by focusing on the four c’s: customers, competition, collaboration and culture.

Customers:
Who is using the library and why?
We can no longer rest on the laurels of “we serve everyone” but need to proactively get into the heads of our users and detail their wants and needs in the marketplace and be more proactive in meeting the challenge of serving them. By determining what segments of the population your library serves (and doesn’t serve) you can learn what trends and environmental factors affect this demographic. Resources like the OCLC environmental scan report that describes the community need for “third space” (defined as a place that is neither work or home that can act as either a creative zone for a person or simply a space in which they can just “be themselves). This is perfectly illustrated by the crowds clamoring to find a table at the local Barnes and Noble or Starbucks.

Learn about trends that are out there and think about how they could affect your users and library service. Here are some resources to get your started:

- Trend Watch
  http://www.trendwatching.com

- OCLC Research Center
  http://www.oclc.org/research/default.htm

- Pew Report on Teens
  http://www.pewinternet.org/PPF/r/162/report_display.asp

Competition:
Who’s out there doing what we do and how can we do it better?
The Internet, bookstores and Starbucks are not our only competitors for customers. Take a look at this advertisement from an online bookstore called Booksfree.com (an online subscription service that allows users to rent books with no late fees) comparing their value to that of a library.

How many libraries articulate their value to the public? And this does not necessarily entail taking on a splashy marketing campaign. It can be done through a library’s website, advertising and training frontline library staff and trustees on how to treat this question with the public and legislators.

The reality of the situation is that when a for-profit company like Booksfree.com creates an advertisement including a table comparing the “value” of libraries versus their “service” it’s time for a new model to reach out to the public.

<table>
<thead>
<tr>
<th>Booksfree</th>
<th>Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Thousands of titles to choose from</td>
<td>• Limited selection</td>
</tr>
<tr>
<td>• Free delivery</td>
<td>• No delivery</td>
</tr>
<tr>
<td>• Keep your selections indefinitely</td>
<td>• Due dates and late fees</td>
</tr>
<tr>
<td>• Accessible anywhere online</td>
<td>• Few locations</td>
</tr>
<tr>
<td>• Always open</td>
<td>• Specific hours of operation</td>
</tr>
</tbody>
</table>

*Table snipped directly from an advertisement for the service Booksfree.com this advertisement may be directly located at: http://www.Booksfree.com/our_value.shtml*
Collaboration

How can I partner with others to bring more users to my library?
The bottom line is that libraries have a great product and the human talent to back it up. That can’t be said for many (if any) online products or the internet. Thinking across and outside of library types about service and product and how to get the message out there is only the beginning. Collaborations with legislators, for profit and non-profits and social services in the area can work to bring library services to new (or lost) audiences. It’s time for libraries to break down the walls of library type and look at best practices for users wherever they can be found. And shout about our successes to the media, the public and anyone who will listen.

Best practice in action:

Cerritos launches "The Experience Library" [http://www.ci.cerritos.ca.us/library/experience_library.html](http://www.ci.cerritos.ca.us/library/experience_library.html)

"IM me" - By Aaron Schmidt & Michael Stephens — April 1, 2005 – Library Journal
"Instant messaging may be controversial, but remember, we also debated telephone reference" [http://www.libraryjournal.com/article/CA512192.html](http://www.libraryjournal.com/article/CA512192.html)

Culture

What do our staff, users and decision makers think of the library and the service we provide?
None of these things can happen until we begin to think outside the silos, old ways of being and bureaucracies that stand between libraries and great patron service. Spending money and time on customer service training for staff goes a long way for the public’s relationship with the library. And thinking more about the library’s relationship with influential decision makers in the community is also vital to creating a new culture for a library. Of course attendance at a meeting and stating the library’s case at budget time is important but proactively approaching legislators and decision makers with the question of “what can the library do for you?” goes a long, long way for building support in the community you serve.

"No Sacred Cows" By Norman Oder — June 15, 2004 – Library Journal
Joey Rodger, the departing head of the Urban Libraries Council, talks about coping with uncertainty, paying for service, and fostering "civic clout." [http://www.libraryjournal.com/article/CA423790.html](http://www.libraryjournal.com/article/CA423790.html)

Last but not least, the Internet is a tool for service among the many others we have to serve our publics more effectively. By proactively reaching out to users and creating services that not only meet their current needs but begin to anticipate and understand them, we can regain the market share lost to the fallacy that “everything is on the Internet” and put the human face of great service and access to a multitude of resources that is the library.

Loriene Roy
School of Information; Center for Women's and Gender Studies
University of Texas at Austin
Austin, TX

"What do you think libraries can do to remain viable in the age of the Internet? What can libraries do to stay important to their patrons?"

Let me phrase my response in terms of tribal library settings. This year my students and I are consulting with two tribal community/public libraries, several tribal college libraries, and more than twenty tribal school libraries. These libraries are located in ten states and serve various tribal communities from the Tigua and Alabama-Coushatta reservations in Texas to the Lummi in Washington state and Oneida of Wisconsin. All of the libraries we work are wired and many illustrate the unique inclusion and potential of technology in Indian country.

Access to technology including the Internet actually can provide a means for tribal libraries to be viable in their communities. In
many settings tribal libraries are the primary and only venue for public access computing. Library staff can serve to introduce tribal members to the Internet and provide training. In 2003 I spent a week visiting nine tribal community technology centers on behalf of the Arizona State Library, Archives and Public Records in conjunction with a one-year grant from the Bill & Melinda Gates Foundation on "Building Tribal Community Support for Sustainability of Technology Access and Training." This grant provided funding to hire tribal community members to serve as half-time Technology Community Technicians (TCTs) to staff technology sites established through the Foundations' Native American Access to Technology initiative.

The project brought in hundreds of library patrons who used the sites to help meet their recreational, education, and employment related needs. The most successful TCTs were flexible in their service approaches, demonstrated self-initiative, and were self-starters. TCTs who were bilingual and spoke their Native language were able to address tribal councils and develop services for their elders. A natural inclusion of humor was especially welcomed. Some library patrons emerged as volunteer trainers and others acquired skills that brought them new employment options. The success of the technology site was, therefore, not only dependent on the existence of hardware, software, and connectivity but also on the presence of a staff member who was a member of the local community.

Tribal librarians also have the responsibility to develop policies that not only reflect the values of librarianship but are also respectful of cultural traditions. Tribal libraries can increase their viability also by supporting Native language revitalization efforts, providing services geographically close to other social service outlets and at convenient hours, supporting community literacy efforts such as GED preparation, providing strong programming for youth, developing collections that are strong in coverage of indigenous content, and housing or otherwise providing access to tribal archives. According to one tribal leader I interviewed, "The Internet is not a necessity but it is a tool to help with e-government, e-commerce, and an option to reach the outside world without having to leave [Indian country]."

---

John D. Shank  
Instructional Design Librarian  
Director of the Center for Learning Technologies (CLT)  
Penn State Berks  
Reading, PA

To remain viable in the age of the Internet, libraries must innovate, collaborate, and communicate. To accomplish this successfully, we must be able to develop and utilize current and emerging technologies that make it easier and more convenient to get patrons the information they are seeking regardless of their location. This means that we (librarians) must continue to expand our technology skills so that we can develop and/or effectively use tools that facilitate this process. We must proactively seek out opportunities to partner with various stakeholders. It may mean partnering with diverse companies and organizations like Google, Merlot, the Blended Librarian, and Educause to name a few. At academic institutions, it could include partnering with information technology departments, instructional design and technology centers, or faculty development groups. Ultimately, to remain viable, we (librarians) must stay true to our mission of assisting patrons of providing access to and assistance in locating the right information at the right time while, continuing to promote our value in this process to our patrons.

What can libraries do to stay important to their patrons?

To answer this question it is important to separate the library (building or virtual) and the librarian. Each plays a significant role in connecting with patrons. The importance of the library as place is changing. No longer is the sole function of a library to store monographs and periodicals. Libraries need to increasingly become an information and learning commons where students can gather to study, socialize, and surf the Internet. The virtual library is becoming more important to providing access to resources that are only accessible digitally.

I believe the role of the librarian is more important than ever in this current environment in which information is stored in a plethora of locations both physical and digital. It is the librarian, with our skills and knowledge, who is central to the community because of our ability to navigate the vast array of resources that are accessible through various technologies and formats. In an academic community, librarians need to promote their central role in this process (information literacy) by participating and integrating ourselves into the curriculum and the classroom.
Cathy M. Taylor, Director
White County Public Library
Sparta, TN

What do you think libraries can do to remain viable in the age of the Internet?

Libraries will remain viable so long as we keep up with the technological advances around us. Simply having free internet access was enough for several years, but internet access alone will not keep us on the forefront of the technology wave. We must continue to look for the newest advances and filter through those items to find better solutions to our technology situations.

Just because a piece of technology is new does not mean it is good or is a good fit for your technology situation. In this time of decreasing funding and increasing demands, every dollar must deliver. Keep this in mind when viewing technology products and you will keep your library viable for many years to come.

What can libraries do to stay important to their patrons?

Libraries stay important to patrons by meeting their needs. This question comes down to the basic business adage of supply and demand. If patrons see we are meeting their demands, the need for our services will escalate. If we have no interest in our patron’s needs, our heads will quickly be on the budgetary chopping block.

I passed a sign the other day in Sparta that proclaimed our Krystal restaurant now has wireless internet access available to their customers. Overnight, Krystal became our libraries’ newest competitor. After trying to figure out how the Library could also make burgers that were fresh, hot, small, and square, I realized how absurd that would be. Instead of trying to offer the things our competitors have, we need to focus on the things you can get only at the Library.

Think of your library and the services you offer. What is your most used area of the library? For White County Public, it is our adult fiction section. When determining where to spend those hard to come by dollars, keep your core audience in mind. Making new friends and having new library users is wonderful, but you must also work consistently to keep the old.

Webliography: Resources for New Librarians and LIS Students

Chrissie Anderson Peters and Marie F. Jones

Professional Associations:

American Library Association (ALA) – www.ala.org

The foremost library association in the United States, ALA is "the place for you to continue your professional growth and to become a part of the active work of the library community." Divisions and roundtables of ALA are specialized groups for member affiliation, covering a broad array of library interests. Special membership rates for students are available.

New Members Round Table (NMRT) of ALA – www.ala.org/nmrt

NMRT is one of these specialized groups within ALA, and is one of the best places to "get your feet wet" in the huge bureaucracy that is ALA. The organization's mission is to help those who have been ALA members for less than ten years to become actively involved in the Association and the profession. Its goals are: (1) to structure formal opportunities for involvement and/or training for professional association committee experiences on the national, state, and local levels; (2) to provide a wide variety of programs to assist, encourage, and educate people who are new to the profession; (3) to offer a variety of leadership training and opportunities to help those approaching the end of their NMRT eligibility to make the transition to future positions in the Association and the profession; and (4) to develop and implement ongoing programs for library school students that encourage professional involvement and networking.

Southeastern Library Association (SELA) – sela.jsu.edu
SELA is a regional library association for the states of Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee and West Virginia. SELA's objectives are to "promote library and information services in the southeastern region of the United States through cooperation, research, and the encouragement of staff development." It holds annual conferences (next year's conference will be a joint SELA/TLA event), publishes the journal *Southeastern Librarian*, and has a number of special interest sections and round tables.

**TENN-SHARE –** [www.tenn-share.org](http://www.tenn-share.org)

TENN-SHARE is a multi-type library organization of nearly 500 libraries and information agencies. Members "work together to offer leadership and collaboration on information technology, interlibrary lending, grant proposal development, cooperative collection development, and statewide communication about resource sharing." TENN-SHARE was the impetus behind founding the Tennessee Electronic Library (TEL), and continues its efforts with the TEL Phase 2 and [Volunteer Voices](http://www.tenn-share.org/vo) projects. TENN-SHARE also works to negotiate favorable pricing on databases for member libraries.

TENN-SHARE sponsors a Fall Conference and Datafest yearly.

**Tennessee Association of School Librarians (TASL) –** [www.korrnet.org/tasl](http://www.korrnet.org/tasl)

TASL's purpose is "encourage the professional growth and development of Tennessee school library media specialists; to promote cooperation among library media specialists, school administrators, classroom teachers and other persons interested in school library media programs; and to strengthen school library media service in Tennessee." TASL sponsors an annual conference, publishes a newsletter, and provides other information and networking opportunities for school librarians.

**Tennessee Health Sciences Library Association (THeSLA) –** [www.tha.com/all_aff/thesla.htm](http://www.tha.com/all_aff/thesla.htm)

"The Tennessee Health Science Library Association (THeSLA) was founded in 1977 to promote education and communication among
those responsible for health science libraries in Tennessee. Membership is open, with board approval, to individuals engaged in or concerned with health science libraries." The organization sponsors two meetings each year, featuring education programs, including Medical Library Association courses, carrying MLA continuing education credits.

Tennessee Library Association (TLA) – [www.tnla.org](http://www.tnla.org)

The purpose of the Tennessee Library Association is to "promote the establishment, maintenance, and support of adequate library services for all people of the state; to cooperate with public and private agencies with related interests; and to support and further professional interests of the membership of the Association." Among its services to members are continuing education opportunities, including Annual Conferences. TLA works with the State Library and Archives to develop state-wide holdings databases, coordinated networks involving all types of libraries and information centers, and effective and efficient resource sharing initiatives. The Association also initiates and supports legislation promoting library development and monitors legislation that might threaten Tennessee libraries and librarians. TLA also publishes two outstanding (we hope you think so!) publications, the [TLA Newsletter](http://www.tnla.org/newsletter) and [Tennessee Libraries](http://www.tnla.org/tl). Regional affiliates’ contact information at [www.tnla.org/board.html](http://www.tnla.org/board.html) TLA Student Chapter at UT’s SIS – [www.tnla.org/student/default.html](http://www.tnla.org/student/default.html)

**Library Jobs and Careers**

Lisjobs.com – [www.LISjobs.com](http://www.LISjobs.com)

Designed and maintained by Rachel Singer Gordon, Lisjobs.com is a "comprehensive guide to online job resources for librarians and information professionals." In addition to job postings from [Library Job Postings on the Internet](http://www.libraryjobs.com/), Lisjobs.com, the site offers [Beyond the Job](http://www.beyondduties.com) (a career development blog) and [Info Career Trends](http://www.info-career-trends.com) (a professional development e-mail newsletter).
LIScareer offers career development resources for new librarians and information professionals, MLS students and those considering a library-related career. The site features practical articles contributed by information professionals, along with links to online and print resources." The site was originally designed as a companion to the book *Jump Start Your Career in Library and Information Science* and is loosely structured around the same topics: career planning, job hunting, experience, education, interpersonal skills, networking, mentoring, leadership, and publishing. This site also serves as a companion to the book *The Librarian's Career Guidebook*. Priscilla Shontz, editor and owner; Rich Murray, assistant editor.


This page on the Networked Librarian's website provides a collection of links to help library professionals find jobs.

Ten Graces for New Librarians
[http://www.well.com/user/ladyhawk/albany.html](http://www.well.com/user/ladyhawk/albany.html)
Commencement address given by Ms. DeCandido to the graduating class of librarians from the School of Information Science and Policy, SUNY/Albany. This is her advice to new librarians as they go forth into the profession.

Internet Public Library – [www.ipl.org](http://www.ipl.org)

The Internet Public Library (IPL), a project of the University of Michigan School of Information, provides library services to Internet users, including a subject directory of selected websites, a reading room of full-text sources, ready reference materials, special collections, and a reference service.


Although this page duplicates many of the items listed in this webliography, it also offers a number of links to specific articles offering Interview Tips and Techniques as well as some additional links to scholarship, job hunting, etc.

Librarians’ Index to the Internet – [lii.org](http://www.lii.org)

With the motto "Information you can Trust," LII provides a searchable subject directory of information selected by librarians for quality of content. Using a fairly rigorous selection process, the site only includes materials that contain
informational content. Also offers a weekly newsletter (e-mail or RSS), [New This Week](#) that provides a current awareness service of selected, high-quality sites.

**The Library Spot – [www.libraryspot.com](http://www.libraryspot.com)**

A virtual library resource center, this site provides reference, reading room, and library links. Unlike many of the other sites listed here, however, it does contain a substantial amount of advertising. Links included on the site are selected by an editorial team.

**Researching Librarian – [www.researchinglibrarian.com](http://www.researchinglibrarian.com)**

This site is a great find for librarians, new or old!. It includes a list of free citation and full-text databases, funding information (including grant and foundations advice, and fund-raising), free LIS journals, a statistics page (with links to library statistics collections and information about gathering and analyzing statistics), a good array of useful library tools, library current awareness sites, and links to LIS-related professional meeting proceedings.

**LIS News – [www.lisnews.com](http://www.lisnews.com)**

This collaborative blog is devoted to current events and news in library and information science. You can access portions of the blog by section (Academic, Books, or Harry Potter, for example), follow favorite authors' journals, access by a wide array of topics, or jump into one of the active discussions. Available on RSS, XML or RDF Feeds.

**Overbooked – [www.overbooked.org](http://www.overbooked.org)**

"A website for ravenous readers." Specializing in literary and genre fiction information, the site includes author web pages, annotated lists of nonfiction, fiction and mystery books, themed booklists, featured titles lists and hot lists of hard cover US fiction releases.

**Marylaine Block's website - [marylaine.com](http://www.marylaine.com)**

The weekly library e-zine [ExLibris](http://www.exlibris.com) provides articles and opinions on library and information science issues from a variety of authors. [Neat New Stuff I Found on](http://www.exlibris.com)
the Web This Week lists "free sites of substantial reference value, authoritative, browsable, searchable, and packed with information, whether educational or aimed at answering everyday questions. I'll also include one or two sites that are just fun." You can get a combined subscription to both resources.

Online Dictionary of Library & Information Science – www.wcsu.edu/library/odlis.html

ODLIS: Online Dictionary for Library and Information Science was created by Joan M. Reitz, and is now sponsored by Libraries Unlimited. Designed to be a hypertext reference resource for library and information science professionals, university students and faculty, and users of all types of libraries. "The primary criterion for including a term is whether a librarian or other information professional might reasonably be expected to encounter it at some point in his (or her) professional career, or be required to know its meaning in the course of executing his or her duties and responsibilities as a librarian....Broad in scope, ODLIS includes not only the terminology of the various specializations within library science and information studies but also the vocabulary of publishing, printing, binding, the book trade, graphic arts, book history, literature, bibliography, telecommunications, and computer science when, in the author's judgment, a definition might prove helpful to librarians and information specialists in their work."

Dead People Server – www.dpsinfo.com/dps

The Dead People Server is a quirky database of "interesting celebrities" who are long dead or newly dead. The website author, says that "celebrity means lots of people have heard of them" and "interesting means I believe they are." Entries are checked against two sources before inclusion.

Electronic Mail Discussion Lists (Listservs):
STUMPERS – http://domin.dom.edu/depts/glis/stumpers

"The Stumpers list is a place for librarians (and others) to discuss reference questions which they are unable to answer using available resources, including the Internet and local interlibrary loan capabilities." It's a great resource when you can't answer a question, and is a way to keep your reference skills sharpened on really tough questions. The website offers subscription information but also provides FAQ from Stumpers (like: "What is the origin of the saying 'It takes a village to raise a child'?")

NEWLIB-L – for new librarians – www.lahacal.org/newlib
NEWLIB-L is a discussion list for librarians new to the profession who wish to share experiences and discuss ideas, issues, trends, and problems faced by librarians in the early stages of their careers. However, this list is also of interest to those who are considering becoming librarians, and to those established in the profession who might wish to mentor newcomers. The list is currently open to all librarians--academic, public, special, etc.

NEXGENLIB-L  www.topica.com/lists/nexgenlib-l

"NexGen Librarian is a forum for library and information professionals, paraprofessionals, and students in Generations X and Y to discuss the future of the profession, issues related to being a young librarian, and bring fresh perspective to all things library related."

NMRT-L  http://www.ala.org/ala/nmrt/nmrtmailinglists.htm

Main list for ALA’s New Members Round Table. It is both a discussion and an NMRT communications tool.


New Members Round Table list for LIS Students (not very active, but you could change that!).

NMRTWRITER – www.liscareer.com/nmrtwriter.htm

Sponsored by NMRT, this list offers information on writing and publishing for librarians, including postings of calls for papers and discussions of various writing topics. This list is particularly useful for academic librarians with publication requirements for tenure/promotion.

The Tennessee Library Association disclaims responsibility for statements, whether of fact or opinion, made by contributors.

In the years after the Civil War, Americans had a golden chance of expiating racism from the national culture. The Confederacy was defeated, slavery was illegal and African-Americans occupied prominent positions in the reconstruction government. However, by the 1890s all progress toward integrating African-Americans in national life ceased. Segregation reemerged and violence towards blacks became epidemic in the South and elsewhere. This disturbing development is the subject of Edward J. Blum's book *Reforging the White Republic: Race, Religion, and American Nationalism 1865--1898*.

The author is a scholar at the DuBois Center for the Advanced Study of Religion and Race at the University of Notre Dame. Blum argues that the repair, or restoration, of white identity severed by the Civil War, became a national priority. The exaltation of a national white American identity meant continued second-class status for African-Americans. Blum's book chronicles the years when equal treatment for African-Americans was effectively disregarded. Those performing this action included the clergy, novelists, political leaders, newspaper editors and others. At least, these are the people whose words were preserved (their works comprise the primary sources here), and the assumption is that they articulated the desires of a great many number of people.

Blum breaks new ground in assessing the complicity of the North, particularly Northern clergymen, in halting the acceptance of African-Americans in American society. The resistance of white Southerners to black advancement is well known. Blum shows how northern religious leaders stressed the importance of national white unity - sometimes explicitly – over racial justice. Such attitudes reunited the white American republic and prepared it for its coming dalliance in imperialism in Latin America and the Pacific.

Blum considers the minority that questioned this cynical expediency, inauthentic Christianity, and general failure of character. These dissidents included such luminaries as Mark Twain and W.E.B. DuBois.
Reforging the White Republic is a very well-written book on an important topic. Blum has the master historian’s touch: the command of detail from the era, selection of illustrative anecdotes to reveal historical insight, and well-placed quotes from important figures of the era that reveal their thought processes. This book should be purchased by any American university that offers history courses.

Charles Allan
Reference Librarian
East Tennessee State University


This diary of Eliza Rhea Anderson Fain describes the Civil War as it was for the female civilians and slaveholders in East Tennessee. Edited by a relative, John N. Fain, it gives a unique picture of the every day life of the people caught up in the war, especially those in one of the “border” states like Tennessee, where your neighbor might also be your enemy. Eliza was a wife, a mother to 13 children, a Confederate sympathizer, and a deeply religious woman. Her deep convictions about the Biblical rightness of slavery give an interesting view of the southern thinking at the time. With great pride, she sent her husband and five of her sons to war. All survived, but she agonized over those of her acquaintance who did die for the cause.

Eliza shows the strength and resiliency of the women of that time, whose comfortable lives were shattered by the war. She clothed and fed her family in spite of the invading army and bushwhackers who plundered her home. Neighbors helped neighbors whenever possible and they were also the main source of communication for each other. Eliza’s deep religious faith and belief in the rightness of the Southern cause shine through in every entry of this amazing diary.

An incredible number of people touched her life on a daily basis, thus an annotated list of the “Principle Characters in the Diary” and many well researched footnotes added by the editor are invaluable aids. And the extensive bibliography and index are also very helpful. Although a few maps are included in the preface material, they could be more detailed and inserted more appropriately. This book is recommended for academic and public libraries and for anyone interested in the Civil War, especially in Tennessee.

Sue Alexander
James E. Walker Library
Middle Tennessee State University

*Southern Manhood: Perspectives on Masculinity in the Old South* edited by Craig Thompson Friend and Lorri Glover includes nine essays investigating the development of masculine identity and socially defined/accepted roles within such groups as militiamen, Choctaws, artisans, humorists, and others. The essays provide a collective insight into the cultural, social, and economic forces that shaped the ideal southern man: an iconic figure that may never have been achieved yet continues to be sought and taught. The individual essays have the ability to stand alone and be enjoyed or studied in their own right, but collectively they pack a powerful punch through the façade of southern masculinity and elicit truth in application and expectation. The editors did a fabulous job in creating a text that is well-written and well-documented containing a sense of flow from one essay into another. The timeline maintained by the placement of these essays contributes to a continual, gradual building of historical information concerning men’s roles and societal expectations in the Old South. Not only do the essays contain exceptional scholarship and analysis, but the selective placement of primary documentation adds splashes of humor and insight. These original text quotations, along with synthesized analysis, will have the reader laughing and anxious to find a person with whom to share. I do wonder, however, if male readers would find the same humor in these passages and analyses. Scholars of both women’s and men’s studies would be well-served by this collection. A juxtaposition of this text and a similar study of the development of the “southern belle” or “southern lady” would create a powerful discussion and debate.

This collection of essays is best suited to a college or academic library, although public library users may find it a wonderful historical research. The essays are so dynamic that the audience should not be limited, although the vocabulary and reading level make some of the text a bit cumbersome. Topics that are covered by the essays include the role of the militia, and especially guns, in providing evidence and masculine identity to the post-Revolutionary War generation; the differences between northern and southern students’ view of the role of a university education (one focusing more on studies the other on social connections); the influence of British soldiers and European definitions of masculinity on Choctaw Indians; the establishment of artisan associations that redefined masculine identity by divisions of race and gender rather than class; a first-hand account of the frustrations faced by a young man attempting to understand social norms and move into gentleman status; the use of humor in describing the southern gentleman and it’s metamorphosis from satirical to worshipful figures (p. 131); the definition of masculinity as seen in resistance to slavery; the correlation of honor and manhood engendered through military academies; and an educational movement among freedpeople.

The collection, which includes an index and numerous bibliographies, is a wealth of information for anyone interested in the ubiquitous “southern man”.


In the spring of 1945 with Allied troops progressively conquering their country, German citizens, unlike Nazi officials, realized that the Third Reich’s demise was inevitable and desired to save their homes and villages from destruction. Civilians in the Franconia region found themselves caught between demands from American troops to surrender and orders from German officials to resist. Terror and brutality on both sides was the inevitable result of these conflicting orders. *Endkampf: Soldiers, Civilians, and the Death of the Third Reich* successfully tells the story of the civilians and soldiers involved in the battle for Franconia, Germany during the second World War’s final months in Europe and the subsequent occupation of the region by American troops.

The war’s closing days were not easy in Franconia. Casualties were heavy on both sides. Soldiers in the U.S. army and the Wermacht both wanted to survive the final days of the war and not be the last soldier to die in combat; whereas, Nazi diehards and SS troops wanted to continue the fight no matter the cost in life and property. Nazi fantasies and American fears were that the war would continue to be fought by Werwolf (guerillas), Volksstrum (“people’s storm” or national militia) and Hitler Youth.

The occupation era did not end the war’s brutality and terror. American troops occupied Franconia as conquerors, not liberators, which, not surprisingly, led to clashes with the German populace. Unexpectedly, American officials developed an antagonistic attitude toward displaced persons in the region and violence ensued.

Histories of World War II in Europe frequently overlook the final weeks of fighting and focus on the discovery of Nazi concentration camps, post-war plans to rebuild Europe, and the breakdown of the alliance with the Soviets. Stephen G. Fritz, professor of history at East Tennessee State University and author of *Frontsoldaten: The German Soldier in World War II*, has made a worthy contribution to the war’s history by bringing the story of Franconia to light. *Endkampf*’s tale of the brutality and terror associated with the war and the subsequent peace is relevant to the situation U.S. troops face today in Iraq and Afghanistan.

*Endkampf* is not for the person whose interest in World War II is fueled by History Channel documentaries or for readers accustomed to Stephen Ambrose’s war stories. This book is primarily for individuals with an intense interest in World War II or an interest in the impact of war on soldiers and civilians.
Historians and students will appreciate Professor Fritz’s extensive notes, bibliography, and index. Seven maps orient the reader to the region as Endkampf marches across Franconia. All readers will appreciate the inclusion of the handy list of abbreviations, foreign terms, and the comparative list of military ranks between German and American forces.

*Endkampf* is highly recommended for large academic libraries and is recommended for other libraries with World War II and military studies collections.

Livvy Simpson  
Cataloging/ILL Librarian  
Thigpen Library, Volunteer State Community College


*Field Armies and Fortifications in the Civil War* offers a narrow slice of Civil War history. It focuses on the construction of earthworks, trenches and other forms of fortifications during the Civil War. Earl J. Hess, a professor of history at Lincoln Memorial University, follows the Northern Army of the Potomac and the Confederate Army of Northern Virginia as they fight battles and make use of fortifications during the years 1861-1864 in the East. Hess visited many preserved battlefields throughout the region, including Chancellorsville and Gettysburg. The book consists of thirteen chapters, each devoted to a specific battle or campaign. Naturally, the rule of fortifications is the chief focus. Hess bases his research on his personal visits to these old battlefields, the existing scholarship in the field, and the requisite Civil War history; copious quotes from the letters and memoirs of soldiers, be they privates or generals. Hess includes two appendices, one concerning a breakdown of the fortifications at Yorktown and the other recounting the preservation of field fortifications at Gettysburg.

There is not an implicit thesis in this book. Civil War armies employed more fortifications than in other conflicts, but the concept of fortifications was not an innovation unique to this war. In addition, both sides used them, but neither the North or South excelled in this regard. Hess admits that the use of fortifications reveals no telling sociological truth; enlisted men, officers and generals equally took the initiative in creating them. The most valuable contribution of this work is perhaps to preserve, in minute detail, the location and deployment of fortifications on Civil War battlefields.

*Field Armies and Fortifications in the Civil War* is quite specialized and is not a general military history of the American Civil War. As such, it is suitable for collections specializing in the Civil War, or academic libraries in those states that saw the struggle between the Army of the Potomac and the Army of Northern Virginia. As Tennessee was not one of the states, libraries in this region may want to forgo this book.

A coal tattoo is a blue mark permanently etched in a miner's skin, usually the result of a mining accident. It is believed to be both a sign of survival and of sacrifice. *The Coal Tattoo* is House’s third novel. It serves as a sequel to his second novel *A Parchment of Leaves* (2002) and a prequel to his first book *Clay’s Quilt* (2001).

When sisters Easter and Anneth were seven and two, they lost both parents; their father to a mine accident and their mother to madness and suicide. They were raised by their grandmothers Vine and Serena. When Vine, their mother’s mother, died Anneth decided she would live life as wild as possible, and when Serena died, Easter determined to "walk through life like a whisper." Anneth is seventeen and likes to drink, smoke, and dance at honky tonks. Easter is twenty-two and a Pentacostal who has inherited Vine's ability to sense the presence of the dead and to know what is going to happen in the future. Their stories unfold, not though a consistent plot, but by following the sisters through a series of life events. Anneth has relationships with men she does not love and a doomed affair with one that she does. Some writers would have portrayed her as a victim and made the men in her life abusers, but here the men love her and she is the one who controls what she does, even when she chooses things that bring pain. Young Easter protects herself with a constricted life, but evolves through her relationships with Anneth and her husband El. Her "sight" is treated as simply a matter of fact and no great drama is attached to it. She loses an unborn child who has a coal tattoo on his forehead and wonders what the nature of the sacrifice is. A theme of the importance of family and place serves as a unifying thread and draws all the characters together when their land is threatened by strip mining and when a child is born.

House's prose is beautifully literary. He captures a crowd's reaction to Hank William's song *I'm So Lonesome I Could Cry* with "Loneliness was caught right in the notes of that song, and the players were picking it out of the guitar strings." And he uses the particulars of place in his descriptions, "The air smelled of the river—green and sweet, like the inside of a hickory-nut shell." He describes the changing of seasons as, "The winter moved like a slow song into the mountains. It started quietly, the cold a guitar strumming that grew until it was joined by the banjo feeling of frost. . ." House has the authentic artist's ability to take his work beyond the confines of region and stereotypes. His characters are rooted in place, and place is important, but their stories portray the universal human condition.

Silas House is emerging as an important novelist and it would be a disservice to his artistry to pigeon hole him as a Southern writer or an Appalachian writer. He is a fine novelist, period.
was chosen as one of the ten Emerging Writers by the Millennial Gathering of Writers at Vanderbilt University in 2000 and was given the James Still Award for Special Achievement from the Fellowship of Southern Writers in 2002. He has won the Kentucky Literary Award for Best Novel, the Chaffin Award for Literature, two ForeWord Magazine Bronze Awards for best literary novel, and many other prizes, including nominations for the Southern Book Critics Circle Prize and the William Sayoran International Prize for Literature. He is a graduate of Spaulding University's MFA program and teaches writing there and at Eastern Kentucky University. He lives in Lily, Kentucky with his wife and two daughters.

Jerry Shuttle
Reference/Instruction Librarian
Sherrod Library
East Tennessee State University


First published as *A Survey of Folklife Along the Big South Fork of the Cumberland River* (University of Tennessee Anthropology Department Report of Investigations 30) in 1981, this volume is the result of research sponsored in 1979-80 by the National Park Service. The Big South Fork National River and Recreation Area covers 125,310 acres in Kentucky (McCreary County) and Tennessee (Fentress, Morgan, Pickett, and Scott Counties) and received almost 700,000 visitors in 2004. As the residents of this region were displaced from their homes in 1979 to make way for the recreation area, the National Park Service initiated this folklife survey to record and preserve the history and culture of the people who would soon be gone.

Even though this volume was created as a technical report for a government research project, it is highly readable. Eight chapters present broad topics such as “Environmental Knowledge and Resource Use” and “Cultural Expression in Music, Oral Tradition, and Handicrafts,” with several episodic subtopics in each chapter. Howell’s prose is interspersed with stories, quotes, interviews, and lore gleaned directly from the residents of the area. Howell’s analysis of the cultural environment of the region is consistently that of the outsider looking in, but remains objective throughout the text.

Approximately one third of the book consists of four detailed appendices that offer a wealth of fascinating information. Based on the activities of the survey team, these appendices include a household survey (both questionnaire and results); cemetery inventory of sixteen cemeteries within the recreation area boundaries as well as twenty-two cemeteries located outside but near the recreation area; numerous statistical tables, including population, migration, land ownership, and employment and wages; and an extensive analysis of wild plant availability.
Book Reviews

and usage. Forty pages of black and white photographs, both historical and contemporary to the study, breathe additional life into the text.

In addition to its value as an historical record of Appalachian culture, this work also holds value as an example of applied sociologic and ethnographic survey and analysis methods. In the preface, Howell notes that the type of research exemplified by this volume has become a regularly used exercise in “park planning and cultural resource interpretation during the past two decades, but it was somewhat novel in the late 1970s.” The introduction provides specific details on the research strategies and methods for the project, information which would be valuable for students and practitioners in sociology, cultural anthropology, and related disciplines.

This volume will be of primary interest to academic and public libraries. It may also be useful for school libraries where the culture and folklife of Tennessee receives attention. An extensive list of bibliographic resources will be useful to scholars and researchers.

Elijah Scott
Coordinator of Reference Services
Augusta R. Kolwyck Library
Chattanooga State Technical Community College


Martha Rivers Ingram, along with co-writer D.B. Kellogg, meticulously documented the tumultuous, yet rich, history of the performing arts scene in Nashville over the past 200 years in a beautifully-designed book titled *Apollo’s Struggle*. Ingram, who is well-known for her passionate and generous support of the arts, hopes that this book allows readers to come away with “a better understanding of what has happened in the history of the performing arts in Nashville, what it takes to create and maintain a healthy arts environment, and why the performing arts are important to the human spirit.”

In the preface material, Ingram writes a personal account of her love for the performing arts and of her role in orchestrating, the Tennessee Performing Arts Center (TPAC). Often times, as the reader, you feel so clued into Ingram’s account that it’s as if she’s privately sharing local gossip with you over a glass of refreshing, Southern-iced tea. Next, the book is divided by time period into three main sections, and it offers concise, yet in-depth, entries on a variety of important events, people, and places related to the arts. For example, in the section titled “Big Steps: 1866-1945,” there are entries about the Nashville Children’s Theatre, Fisk University’s Jubilee Singers, the Tennessee Centennial, and much, much more. Besides narrating the
richness of Tennessee’s arts history with colorful quotes and insightful commentary, this book is also plentiful in black-and-white photographs, which makes it a pleasure to flip through and skim at leisure.

As evidenced by the authors’ notes and references, it is clear that Ingram and Kellogg performed extensive research in compiling this book. Kellogg alone conducted 60 formal interviews, and the book also cites a variety of other sources from local archives and special collections. This book is highly recommended for all public and academic libraries in Tennessee. It serves as an excellent, chronological record of the history of the performing arts in Tennessee. Apollo’s Struggle is of particular interest to local historians, as well as to those who share Ingram’s passion for the arts.

Ginelle Baskin
James E. Walker Library
Middle Tennessee State University


Roger C. Linton's *Chickamauga: A Battlefield History in Images* is a detailed pictorial work of the 1863 Civil War battle. In his introduction, Linton takes the reader through a brief history of the bloodiest battle of the western theater and the history of the establishment of the Chickamauga national military park. Along with a number of images, each section of the book is also accompanied by a brief synopsis of the battle. In addition, Linton provides the reader with a "Situation Summary" and "Battle Action Summary" for each image. Each summary includes the date of the event, significant occurrences, and outcomes. Almost every event is illustrated by both historical and contemporary photographs. Inclusion of a modern view of the area, or structure, helps one to really understand the effect that the Battle of Chickamauga had upon the landscape. Designed primarily for use with a driving tour of the park, at the end of each section, Linton supplies the reader with directions to reach each location.

*Chickamauga* is so detailed that it is hard to believe this battle only lasted for two days in September 1863. The work is strengthened by Linton’s firsthand knowledge of the battlefield. All Civil War enthusiasts and historians alike will eagerly read this book. Other features include a list of maps, an aerial map of the battlefield, detailed index, and a comprehensive bibliography of additional sources. Filled with more than one hundred photographs and maps, including period illustrations from artists such as Thomas Nast and Alfred R. Waud, *Chickamauga* is sure to be found in and is recommended for any library.

An active member of the Friends of the Chickamauga and Chattanooga National Military Park, Linton is the leading authority on Chickamauga. His audio tape tour has been in use at the
The impetus for this collection of essays came during the 2000 Appalachian Studies Conference at the University of Tennessee – Knoxville. Editors Norman and Miller were “…lamenting the fact that Appalachia as a literary landscape is almost entirely absent from the American literary canon and that Appalachian literature is celebrated almost exclusively only in the region itself” (Preface, ix).

The introduction contains a truly useful overview of the literature of Appalachia, especially for those unfamiliar with the topic. It summarizes the history of Appalachian writers and lists the major critical writings about Appalachian literature. Among other goals, the book aims to bring current scholarship on Appalachian literature to the forefront, defend against negative stereotyping of mountain people, and present Appalachian literary criticism as a vital part of the American literary tradition.

The material spans earlier Appalachian writers such as Jesse Stuart, James Still and Harriet Arnow and then moves into writers of the twenty-first century. This reader was especially impressed with the quality and depth of the essays and with the variety of topics and types of writing. Both fiction and poetry are covered as is writing by African American poets, or Affrilachians. Because this volume helps to fill a void in the area of Appalachian literature, it is recommended for all collections; it would also make an excellent text book for a study of the topic.

Bill Rouda spent nine years chronicling the people and places of the Lower Broad area of
Nashville, Tennessee and his love of the location shows. The 400 block of Broadway became famous in the mid-twentieth century as the home of the Ryman Auditorium and the Grand Ole Opry. Home to bars, gift shops, music stores, and restaurants, the Lower Broad area catered to music stars and fans. Stars of the Grand Ole Opry could be found mingling with fans and songwriters. After the Grand Ole Opry relocated to the suburbs, Lower Broad began to decline. Many businesses catering to the musicians and fans closed or moved and Lower Broad became a place that you did not want to be after dark. In the early 1990s a revitalization began to take place, the Grand Ole Opry returned to a renovated Ryman Auditorium, and Lower Broad became home to music once again. The forward by singer/songwriter Lucinda Williams gives the reader some insight on how a working musician feels about Lower Broad, both in its early revitalization phase of the 1990s and in today’s more commercial aspects. The introduction by David Eason, professor at Middle Tennessee State University, provides a history of the street from its heyday as home to country music to the dark years of crime and neglect. But the central part of the book is dedicated to the photographs of the street and its people.

Bill Rouda began photographing the area in 1993 and captured the feel of the street and its inhabitants in such a way that you feel as if you know them. There are photos of business owners, music fans, the unofficial mayor of Lower Broad (a musician who came to Nashville twenty years ago), and bartenders. The places of Lower Broad are not neglected. Rouda’s photographs show the good and bad along the street – from modern skyscrapers towering over the smaller buildings of Lower Broad to a trash littered alley stairway. Rouda also depicts the more recent commercialization of the area with photographs of a theme restaurant, a new hotel, and a glimpse of the Country Music Hall of Fame. Rouda is an accomplished photographer who portrays the life of Lower Broad in an unforgettable way. The audience for this book is larger than just those interested in photography or country music. This book would be a welcome addition to any public library collection or any collection dealing with photography.

Diana Holden
Agricultural Sciences and Natural Resources Librarian
University of Tennessee


Judging by the number of books published on fishing one would assume that catfish lack the appeal of trout and bass, but that is inaccurate. Fishing for “cat” is very popular, especially in the South, and Catfishing in the South, part of the Outdoor Tennessee Series, provides a look at all aspects of this popular sport. The author, Jeff Samsell, is a freelance magazine writer who explores the outdoors through his writing.
Samsell begins his discussion of angling for catfish with an overview of the major species — flathead, blue, channel, bullhead, and white. In addition to describing the characteristics of each species he discusses their habitat, preferred bait, and techniques to use in capturing them.

*Catfishing in the South* next presents information on the characteristics of catfish habitats and the preferences of the fish to certain conditions. The chapter on bait and tackle shows that catfish are not finicky eaters and the sport can be as simple or as complex as one wants. Strategies for catching catfish are as varied as the fish and the fisherman. Even traditional methods of catching cat such as jug-fishing and noodling are included.

The author met with fishing guides for various southern catfishing hotspots and incorporated their insight and experience into his discussion of the lakes and rivers. Contact information for the guides is provided in an appendix. More fishing locales, arranged by state, are included in an appendix. Other appendices provide record catfish for each state and recipes.

Too many forced early morning fishing excursions as a child dampened any enthusiasm I might have for fishing yet I found *Catfishing in the South* a readable and interesting book. Both dedicated and occasional anglers will find the information useful and easy to read. A detailed table of contents lists each chapter’s subsection thus allowing the reader to easily locate specific information which is important since there is no index.

*Catfishing in the South* is highly recommended for medium to large public libraries and should be considered by small public libraries. Large academic libraries might wish to consider the book since it is part of the Outdoor Tennessee Series.

Livy Simpson
Cataloging/ILL Librarian
Thigpen Library
Volunteer State Community College


One of the most interesting questions Smokler asks in his introduction is why do average people ignore literature. Smokler and the writers who contributed essays to the collection battle the notion that average people “see books as all good and well for the Lexus and latte set but not sexy enough for Saturday night and not real enough for the world of jobs, rent, and fun when you can manage it” (xiv). Last year’s National Endowment for the Arts Reading at Risk report was the impetus for this collection of essays by Stephanie Elizondo Griest, Neal Pollack, Meghan Daum, Nell Freudenberger, Tracy Chevalier, Douglas Rushkoff, Elizabeth Spiers, and...
others about reading and writing from those who came of age professionally in the last decade.

The first section, “Beginnings,” includes how one author started writing when he was in Somolia during the war, how writing sneaks up on many as their vocation, the craft of journalism and how the celebrity industry contributes to lengthy feature writing, and reminiscences from time spent in a MFA program. “The Life” covers the miscellaneous parts that make up a writer’s work like collaboration, contributing to one’s own fan fiction, the writer’s fantasy of overhearing his work being discussed in public, the relationship between reader and writer that necessitates the reader responding to the writer by writing comments in the book’s margins, and the importance of work and occupation as a concern in fiction. “The Now” addresses trends like gay literature, spoken word performance, how a writer’s list of top five books reveals their personality, and other matters that interest us most as readers, writers, and information providers. And finally, “The Future” insists that the internet and blogging are great outlets for writers, that readers of Latino writers are cultural tourists, and that writers’ relationships with blogs are cyclical.

Bookmark Now: Writing in Unreaderly Times is valuable in several ways for readers and librarians. First, it provides a forum in which young writers express their views of reading, writing, and technology, and how those concerns intersect. Second, it functions as a primer for librarians who care about bridging the gap between generations of readers and provides insight about selecting materials of interest to younger demographics. Finally, the sheer variety of essays appeal to a broad audience of readers, not just the bibliophile, writer-in-training, or librarian. Contributor bios and a resource list end the book. Resources include links to the contributors’ websites as well as a list of blogs, small presses, news sites, conferences and festivals, and publishing resources that Smokler advocates. This collection of essays is appropriate for all libraries and is highly recommended.

Rebecca Tolley-Stokes
Reference & Cataloging Librarian
Sherrod Library, East Tennessee State University

Book Review Editor:
Rebecca Tolley-Stokes
East Tennessee State University
Box 70665
Johnson City, TN 37601
tolleyst@etsu.edu
(423)439-4365
The Tennessee Library Association disclaims responsibility for statements, whether of fact or opinion, made by contributors.