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The Southeastern Librarian



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Cover: The University of Southern Mississippi Gulf Coast Library sustained water damage to the first floor when hurricane Katrina hit on August 29, 2005. The heavy stone library sign stood through hurricane Katrina but fell within the next few days when hurricane Rita hit the coast. The sign has been raised and now stands in front of the Gulf Coast Library which is scheduled to reopen sometime near the end of November. Special thanks to Karen Shaw, Serials Coordinator Gulf Coast Library and to Elizabeth Doolittle for the submission.

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From the President

I've recently been invited to join a group called Clemson Community Fellows, a subgroup of STRONG COMMUNITIES. Their vision is for every child and every parent to be confident that someone will notice and someone will care whenever they have cause for joy, sorrow, or worry. Strong communities support strong families and vice versa, and they recognize that both are necessary for healthy development of children and youth.

What does this have to do with libraries? A great deal! One of their premises is to use community organizations to reach out to families and to be a safe place for families to congregate. And isn't that what we try to do every day? To reach children and adults of all ages and give them a place to meet safely and securely, a place where they can come for information, recreation or just a place to sit and read. Libraries are truly the heart of the community.

Where does SELA come into this? SELA is also a community - a community of librarians working together. Wouldn't it be great if someone noticed and cared whenever we have cause for joy, sorry or worry? SELA strives to be like that. We celebrate when our members do amazing things - our awards program recognizes outstanding Southeastern Authors, books, programs and librarians. Our legislative committee lets us know when we need to talk up libraries and what's going on in our different states. Our membership and mentoring committee works to bring new and experienced librarians together, giving them another method for growth. Our web site and journal celebrate our successes and triumphs, as well as our sorrow when we lose a librarian and keeps us informed on what's going on in our world. We collectively care about libraries and librarians and work to build relationships.

As you begin looking forward to 2008, consider how you can become more involved with SELA so that you can share and connect more fully. Become a member of a committee, section or round table - or even chair one of them. When Kathleen Imhoff puts out a call for volunteers for committees, speak up and agree to help. Make sure you're on our e-mail list so you can find out what's going on in our region. Get involved with SELA! That way our community will continue to be strong and our joys, sorrows and worries will be noticed and we'll know someone cares.

Have a wonderful holiday season and don't forget October 1-4, 2008 will be here before we know it. I hope to see you in Louisville!

Faith Line

From the Editor

Libraries are constantly struggling to keep up with current technologies in order to meet user needs. This adds to the stress levels of librarians and patrons alike. Two years ago, stress levels were put to the extreme when hurricane Katrina hit the southeastern United States. The devastation in some areas was immense and two years later some libraries are still dealing with the impact. This issue contains two articles about dealing with the aftermath of Katrina. The remaining articles discuss issues on implementing new technologies and making sure that we not neglect children's titles in academic library collections.

Elizabeth Doolittle gives a brief personal perspective to preparations before the hurricane and then how University of Southern Mississippi Gulf Park Campus dealt with (and continue to deal with) the issues which arose. She identifies the struggle of not only bringing up services, but dealing with facilities and the personal impact on staff members. Florence Jumonville outlines the events and how they affected the use of the collection in a particular library - a special collections area at the University of New Orleans Library. She compares usage both before and after Katrina. These statistics, ironically, led to a deeper analysis on the usage of the collection for future decision making.

Miao Jin and Ann Branton provide the results of their survey regarding the use of online vs. print cataloging tools by librarians. Are these librarians embracing the changing technology? Why or why not? Which tools are being used and what influences the usage of certain tools? Laurie Charnigo and Carley Suther outline the importance of an often neglected collection of academic libraries - children's literature. They discuss a program that can generate interest in this genre as well as emphasize particular titles. Jean Vollrath discusses ways of assessing new service in light of the Web 2.0 "technologies". Several specific Web 2.0 tools are discussed as well as these general aspects of these social tools.

This issue contains articles of both general and specific interest to librarians. I hope you enjoy these and consider submitting your own proposed articles.

Perry Bratcher

Katrina: The Storm – The Aftermath

Elizabeth M. Doolittle

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Katrina, the most horrendous hurricane to strike the Gulf Coast affected lives, communities, and business, everything in its path. The impact of the hurricane was strongest on Monday August 29, 2005 when it came ashore at Bay St. Louis, MS. The enormous eye of the storm actually struck several communities including Waveland and Pass Christian. Gulfport and Biloxi suffered the effect of the tremendous winds surrounding the eye. Both the preparation for and the aftermath of the storm produced widespread disruption to lives and activities throughout a large part of the Gulf Coast region.

The University of Southern Mississippi Gulf Park Campus began preparation for Katrina on Saturday August 27, 2005 with a call to all faculty and staff to come to the campus to secure their offices. Word was that the campus would be closed from after classes on Saturday through the day on Monday. It was expected that the Library would be closed for one and a half days. After all, this was all that was necessary for the previous evacuation in late July when hurricane Dennis passed through. Later, as the hurricane neared the Coast, the return time was extended until Tuesday. The closer the storm came the longer the extension until finally the return time was set for when “further notice” would be given.

Librarians and paraprofessionals arrived at the Gulf Coast Library on the campus of The University of Southern Mississippi Gulf Park mid-morning on Saturday. Items were removed from desktops and counters; computers were shut down, turned off, unplugged and moved off the floors. All loose items were moved into cabinets or storerooms. The Library still opened for regular hours that Saturday from 2:00 P.M. till 6:00 P.M. with minimum services available. Staff was briefed on extra precautions to implement at closing.

Most Gulf Coast residents evacuated the coast Saturday afternoon or, as I did, Sunday morning. This storm was too big to stay. I made my way to Hattiesburg, Mississippi, home of the main campus of The University of Southern Mississippi. What a shock it was to discover on Monday August 29, 2005 that the wind from hurricane Katrina was as dangerous seventy miles inland as it was on the coast. The damage in Hattiesburg was just different. The coast dealt with a storm surge of up to thirty feet and winds of one hundred seventy-five miles per hour and more. Inland at Hattiesburg the wind damage was from winds up to one hundred fifty miles per hour. Throughout the storm, I sat in an inner hallway of a friend’s home. We sat huddled with our only contact a six inch battery operated TV. We tensed with each loud crack waiting for the thud that would tell us where the tree had fallen. Over two dozen trees fell around the house that day. The worry was the worst. Who else out there had survived? Family, friends, business associates, even the neighbors were cut off from contact. The power was off, water was off, and there was no phone service.

An assessment after the hurricane showed large trees cracked or just uprooted from the ground. We were spared; trees missed the house by inches. The driveway had four large trees across it, we could not get out. But then, where would we go? Once we could get out the driveway to drive around we discovered that the whole area had suffered the same or worse destruction than we initially saw in this one yard.

Several days after Katrina hit, we moved to another location that had a generator available to provide electricity and an Internet connection. At that point it was possible to check the University email to find out how things were going on the coast. The story was not good. Meetings were

scheduled and faculty, staff, and administrators gathered in the parking lot of Long Beach High School. People spoke from the back of a pickup truck, organizing, planning, and gathering information about people, conditions and living arrangements. Finding employees places to live was a priority to the University. Without a place to stay employees could not come back to work.



[Figure 1] *Dr. Pat Smith addresses faculty and staff in the parking lot at the Long Beach High School.*

The powerful water surge from Hurricane Katrina rolled inland anywhere from two to five blocks, about to where the CXS railroad track runs. Because Gulf Park campus is located south of this railroad track it was not accessible for several weeks. Search and Rescue were scouring the area for survivors, surveyors were checking structures for safety, and health agencies were studying debris and residue for contaminants. Concertina wire ran the length of the track and each crossing had a guard station with at least two army National Guardsmen on duty. Only vehicles with passes were allowed to pass the guards and cross the tracks.

Finally, when University officials were able to access the damage we received word that the devastation was extensive and that we could not return to campus for some time. The University owned a section of the old Columbia Garden Park Hospital and had been planning renovations before the hurricane. Renovations accelerated and the entire Gulf Park operation moved into the temporary facility.

The Library was assigned four rooms off of one of the middle hallways and immediately began to set up operations. While all employees were advised to return to work by September 26, 2005, several Library employees returned earlier.

When classes began for Fall semester the Library was ready to offer all library services. We were quite proud of our efforts and the students certainly appreciated them. We did away with all charges, fines, charges for items lost to Katrina, printing and copying charges, and the standard processing charge for checking out a laptop. Students adjusted well to dealing with us in a space smaller than just one floor of our beautiful three year old Library.

During set up at the Gulf Coast Student Service Center, as the new facility was named, Library staff made several trips to the Gulf Coast Library. A door had been forced open by the storm surge and about two feet of water covered the first floor. By the time we returned the water was gone but the mud was still there and the mold had started to take hold.



[Figure 2] *Mold growing on microfilm boxes.*

Staff went into the Gulf Coast Library and salvaged whatever they could from the first floor moving many of the materials to the second floor. It was hard work. There was no air and the temperature was in the high nineties with no rain to relieve the dry hot conditions. The drought that followed the storm created serious problems, one of which was the inability to burn debris. A “No Burn” ban was in effect for several months and hindered clean up efforts. The drought increased already difficult conditions because it limited

what could be done with the massive amount of debris and also because there was no relief from summer temperatures that consistently topped ninety degrees. At the Library offices were inspected, boxes packed, tagged, and moved to the second floor via the stairs since there was no electricity for the elevator. Most staff spent two or three days cleaning items out of their work area. What could be used at the Gulf Coast Student Service Center Library was marked for Physical Plant to transport over to GCSSC.

The main library collections are housed on the second and third floor and were not damaged by hurricane Katrina. Dehumidifiers were moved into the building and a generator set up to power them and the air conditioning. The collections are being carefully monitored for mold. So far very few items in these collections have been identified for disposal. Materials lost were fairly well limited to the first floor periodicals collection, both the paper and the microforms, and items on the floor in the Collection Management Office.

The effort of salvaging materials from the first floor of the Gulf Coast Library was draining. Still, full days were put in at the Gulf Coast Student Service Center Library as well. Reserve items which were identified as being mold free were the first items moved to GCSSC Library. Office supplies that were dry and free of mold were badly needed and were moved to the temporary location also. We started operations at the GCSSC with a few tables, chairs and computers.



[Figure 3] *Circulation Desk at Gulf Coast Student Services Center.*

Meanwhile, staff scoured the old hospital for any pieces of furniture that could be used. The GCSSC Library opened with only a table for a Circulation Desk. Staff found a nursing station desk with two matching cabinets and a bookcase that was moved into the GCSSC Library's main room. Wow, what a find these cabinets and desk was for us. We now have a Circulation Desk that almost looks like a circulation desk.

We were able to scrounge a couple of file cabinets and some metal shelving to move into the GCSSC Library. That was followed by a couple of small shelving units and a two small cabinets. Since most of the staff are located in the one fair size room in our hallway, furniture and supplies are shared. Staff, unfortunately still have only tables for desk. These are very narrow and do not have drawers for supplies or files but we are making do. Five staff members work in very tight quarters, which sometimes elevate the stress levels.

We started at GCSSC with a hallway lined with tables and laptops. These were not always easy to use for students who were not familiar with the mouse pad. We have since replaced the laptops with desktop computers. Internet connections have gone from wireless to network cable making it more reliable. The students have been very supportive and frequently express appreciation for the efforts we have put forth. Faculty also seems pleased with our efforts.



[Figure 4] *Students working in the hallway at Gulf Coast Student Services Center.*

A courier runs over to the Gulf Coast Library each day Monday through Friday to retrieve materials the students request making the library

collections available for checkout. Campus to campus transfer and Interlibrary Loan services were up and running when we opened here.

Operations are up and running with all services originally offered at the Gulf Coast Library, with a few additions, being offered at the GCSSC Library. The people on the Gulf Coast are still dealing with their losses and the stress of such a catastrophic event. Students have been gracious and have gratefully accepted the new library setting. Most comments, on Comments Cards and the recent LibQual+ Survey were very positive.

Staff has continued to struggle with their life altering situations. Stress along with the close proximity in which we work, have been hardships for the staff to overcome. Absenteeism has increased. More people are sick more often. But everyone keeps trying. The length of time for a decision by the Institute of Higher Learning (The Mississippi Board of Education) on whether the university will rebuild and return to the Gulf Park campus, or whether the university will move to a new location weighed heavily on staff. Morale sometimes slips but staff seems to take turns trying to boost each other up. Overall the guiding principle is always good service to the library patrons. This drives our days.

In addition to bringing back library services to the students at the main Gulf Park campus the library initiated services to the students at the Jackson County Teaching Site. The JC Teaching Site is located in Ocean Springs, MS and provides classes to students living in that area. Following the storm this facility became even more important and having a library at that site meets SACS recommendations for distance education guidelines. Many students could not travel to the GCSSC for their classes, especially since the bridge between Ocean Springs and Biloxi was destroyed by Katrina. So classes went to the students and library services followed the classes. The satellite library opened in what was the old bookstore, giving us the advantage of shelves already in place and a counter which was converted to a circulation desk. Now we offer the same services at the JC site as those at our other facility. A shuttle service moves items between locations on a regular basis.

Our biggest need now is still space. We are crammed into a very small area with staff working on top of each other and students working in the hallway making coming and going difficult. However, this problem is not unique to the GCSSC Library. Classroom space is at a minimum, many faculty are still without office space, and there have only recently been trailers set up out back for additional classroom space.

Some decisions have now been reached about the return to the Gulf Park Campus. One classroom complex is now open, Physical Plant is completely operational in their former facility and the main classroom building is under restoration. The Library is scheduled to return to their facility in October of 2007. The first floor of the Gulf Coast Library has been gutted, walls have been removed, and insulation is gone, as is carpeting and furniture. It looks deserted. But work has begun on the roof and the leaking windows on the second floor have been repaired so we do see some progress.



[Figure 5] *Gutted first floor of the Gulf Coast Library at USM Gulf Park Campus.*

However, since most faculty and administrative functions are to remain at the GCSSC for now and only classroom space will be available at the Gulf Park campus for some time to come, the Library will also retain a presence here. There is still so much to do and a long way to go almost two years after The Storm. We still work hard to remain positive and to move forward. Through all of our challenges our goals remain the same, to meet the educational needs of the students at The University of Southern Mississippi Gulf Park.

I WONDER WHO'S USING US NOW

HURRICANT KATRINA'S INFLUENCE ON USE OF SPECIAL COLLECTIONS AT THE UNIVERSITY OF NEW ORLEANS LIBRARY

Florence M. Jumonville, Ph.D.

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Introduction

On the afternoon of Friday, August 26, 2005, a student approached the reference desk at the University of New Orleans (UNO) library's Louisiana and Special Collections Reading Room and returned the book from the UNO Faculty Authors Collection that he had been perusing. It was a routine transaction, and department personnel had no inkling that this one would be the last that their department would make for more than four months. Weather-watchers, however, already were aware of the threat posed by Hurricane Katrina, which was then churning in the Gulf of Mexico. Television broadcasts that evening brought alarming forecasts which grew more ominous as the hours passed.

Shortly before 2:00 on Saturday afternoon, midway through an eight-hour desk shift undisturbed by patrons (presumably they were all out there evacuating), the Louisiana and Special Collections librarian received notification from Dean of Library Services Sharon Mader that the library would close on the hour. Materials that normally resided near windows already had been loaded on book trucks and pushed to less vulnerable areas, and the most significant rare books had been sheltered as well as possible. The librarian joined two colleagues in turning off computers and otherwise securing the rest of the building. At about 3:00, convinced that they had done as much as they could, library personnel compared their own plans and left to face a future that was even more tentative than they knew.

Although located in the Gentilly section of New Orleans, which Katrina hit hard (homes in the area drowned in roughly ten feet of foul water), UNO experienced flooding just at one edge of the

campus, affecting mainly the Engineering Building and student housing. Located on high ground in the center of the campus, the library did not flood but suffered considerable damage from wind and downpour, notably a large hole in the roof that admitted much rain. In addition to rendering an elevator and a scanner inoperable, the water and lingering dampness, combined with lack of air conditioning, permitted mold to grow on books in the History classification and on boxes that housed special collections materials. Adverse environmental conditions also exacerbated the deterioration of microfilm. Generous grants from the Louisiana Library Association, the Society of Southwest Archivists/Society of American Archivists, the National Endowment for the Humanities, and the SOLINET/Mellon Foundation's Academic Library Hurricane Recovery Project have assisted with replacing the affected containers and some of the books and microfilm.

Although the main campus remained closed until December 5, UNO opened for a fall semester—the only New Orleans university to do so in the metropolitan area—on October 10, holding classes online and at five satellite locations, principally the Jefferson Center in suburban Metairie. Library personnel who had already returned to the vicinity took turns working at the Jefferson Center until the library was cleared for occupancy. Residences of more than two-thirds of the library faculty and staff had been destroyed or damaged so badly as to be uninhabitable for months, and various factors prevented approximately one-third of library employees (though not necessarily those with housing problems) from returning to their jobs. The Louisiana and Special Collections Department lost two of its six members, one to retirement and

one to another library department. Consequently, the department's hours of service were decreased from 68? hours per week to 49?, curtailing late evening hours and concentrating available personnel during the busier daytime. Two years later, hours remain abbreviated, not only because of staffing problems but also because our evening staff depend on public transportation and the last bus leaves campus at 6:00. Because researchers using primary materials generally arrive earlier and seem sufficiently motivated to adjust to schedule limitations, shorter hours are not thought to have impacted special collections usage.

Librarians who reported for duty in December discovered that, although their workplace may have been safe, it had not returned to normal after its three-month hiatus. Trouble with the heating system and intermittent power outages necessitated several unanticipated closures during the early weeks. Humidity had gummed up the toner in the copiers and printers, and, because similar situations abounded, a local shortage of toner cartridges delayed replacement. Consultation of Louisiana publications resumed at a reduced level, but none of the patrons who braved these extraordinary circumstances requested any special collections materials and a fourth month elapsed before any transactions occurred. With the ever-present processing backlog and the need to help other departments catch up, however, no one sat idle. Besides, staying active facilitated keeping warm.

Conditions had stabilized by the time the library reopened in January, and patrons soon returned in abundance. Appropriately, the first post-Katrina request was for case files from the archives of the Supreme Court of Louisiana, the library's most frequently consulted collection and one which attracts researchers from around the region and the nation. As the spring semester progressed and queries continued to arrive, Louisiana and Special Collections personnel found the patronage erratic—at times a plethora of researchers, at other times a dearth of them. Some of the fluctuation can be attributed to queries that accumulated while the library was closed and then arrived thick and fast when researchers discovered that it had resumed operation, but curiosity arose as to how four

months of dormancy affected the use of primary materials. An examination of registration forms filled out by researchers since mid-2003 sought to answer those questions.

Institutional Background

Founded in 1958 as a member of the Louisiana State University System, UNO has grown from a commuter college to a major urban institution serving metropolitan New Orleans. UNO is among the most diverse major public universities in the nation, with a pre-Katrina minority student population of 44 percent (22 percent black). The university provides instruction, research, cultural activities, and public service in keeping with its urban nature and also with its status as a major university whose reputation has spread regionally, nationally, and internationally. Categorized as a Southern Regional Education Board (SREB) Four-Year 2 institution, as a Carnegie Doctoral Intensive institution, and as a Commission on Colleges of the Southern Association of Colleges and Schools (COC/SACS) Level VI institution, UNO offers doctoral programs focused on fields of study in which it is able to compete nationally and/or to respond to specific state/regional needs. Before the hurricane, UNO was Louisiana's second largest university, enrolling more than 13,000 undergraduate and 4,000 graduate students. After the storm, spring 2006 enrollment dropped to 11,446 (a decrease of 29 percent from spring 2005 registration of 16,203), and fall 2006 saw an enrollment of 11,747 (down 31 percent, from 17,142 in pre-Katrina fall 2005). As the second full post-Katrina year commenced (spring 2007), enrollment further dropped to 10,765 (almost 34 percent less than spring 2005).¹

Information services are supplied by the Earl K. Long Library, which supports the research and instructional needs of the students and faculty, as well as the general public and the international community of scholars. To meet these needs, the library develops, organizes, and preserves collections for optimal use, and it furnishes services, instruction, and facilities which enable its users to succeed in their academic and intellectual pursuits. In the forefront of these endeavors is the Louisiana and Special

Collections Department, which is responsible for publications pertinent to Louisiana and for rare books, manuscripts, and archives. The last of these groups includes the university archives and two adjunct collections, the UNO Faculty Authors Collection and archival copies of dissertations, theses, and master's reports written at UNO (hereinafter referred to collectively as "theses").²

The Louisiana and Special Collections Department was formed in 2001 by the merger of the Louisiana Collection and the Archives and Manuscripts Department, both of which had existed since the 1960s on different floors of the building. A decision to combine two other units at a single service point freed appropriate space near Archives and Manuscripts and made possible the realization of a long-standing dream to unite local and special collections materials, which share topical interrelationships and which many researchers consult concurrently. Louisiana publications and a reading room with a magnificent view of Lake Pontchartrain occupy the area, and, upon request, department personnel transport special collections to the reading room from closed-stack areas across the hall and elsewhere in the building.

Considering UNO's relative youth, the library's 360 collections of archives and manuscripts (nearly 12,000 linear feet) constitute a surprisingly extensive and rich array of primary resources. Early on, the decision was made to collect materials pertaining to aspects of Louisiana history and culture not sought by other institutions in the vicinity. Consequently, the Louisiana and Special Collections Department has focused on the period since 1900 and on two subject areas: ethnic history, emphasizing local groups that have been generally undervalued in years past, and business history. Other fields of study also are amply represented. Through an agreement reached in 1976 between the university and the Supreme Court of Louisiana, the library became the repository of the Court's voluminous historical case files, defined as those dating from its inception in 1813 until 1920. Another large collection rooted in the nineteenth century is the archives of the Orleans Parish

School Board, which dates from ca. 1840 to just a few years ago.

Frequently requested materials also include the university archives, records of the Chamber of Commerce of New Orleans, and the René Grandjean Collection, which attracts interest primarily in its transcriptions of communications received by Creole spiritualists in nineteenth-century New Orleans. Probably the single most-often-requested item is "A Black History of Louisiana," a twelve-hundred-page typescript among the papers of Marcus Christian. Christian (1900-1976) was a black man whose multifaceted papers contains nearly twelve hundred poems he composed, as well as research materials compiled in the 1930s and 1940s by the Dillard Unit of the Federal Writers' Project in Louisiana. Part of the Writers' Project component of the collection, the unpublished "Black History" has been mined by numerous authors who find in it a unique compilation of information about the black experience in a southern state before and during the Jim Crow era.

Like most special collections departments, UNO's requires researchers using rare materials to register when they arrive. The registration form requests standard information such as home and work addresses, telephone numbers, and e-mail addresses; subject and purpose of research; and whether the study is likely to result in a publication, thesis, or dissertation or is for personal interest. In addition, the researcher is expected to read the rules on the verso and to sign and date the form, affirming compliance with department regulations. He or she also must present photo identification (most proffer a driver's license or university ID card), and a department member verifies the information, notes the ID number, and returns the card. Staff also record which materials the researcher requests during each visit. Although some means of registration always has been required of users of special collections, the form was revised in 2003 and the present version dates from March of that year. Department personnel turned to these forms to discover how Hurricane Katrina influenced the use of research materials.

Research Questions

It seems reasonable to assume that a 30 percent decrease in the size of the student body, a decrease of 13 percent in the number of full-time faculty members, and a local population substantially reduced by the hurricane and its aftermath would result in a concomitant reduction in patronage.³ Four years of registration forms (July 2003 through June 2007) from 1,313 research visits were examined and the following information extracted:

- Number of persons who used special collections materials (rare books, manuscripts, and archives, including publications from the UNO Faculty Authors Collection and archival copies of theses) during each of eight six-month periods from mid-2003 to mid-2007, consisting of four half-years before Hurricane Katrina, the half-year during which the storm occurred, and three half-years following it;
- Whether those persons were students or faculty at UNO or at another educational institution in the metropolitan area or beyond it, or whether they were members of the local community or beyond it (community members include, for example, free-lance researchers, genealogists, journalists, novelists, and unaffiliated scholars); and
- What collections were requested and how many times each was used.

Acquiring and analyzing these data yielded answers to the following questions:

- What was the level of usage, in terms of number and affiliations of researchers, during the four six-month periods preceding Hurricane Katrina (July 2003-June 2005)?
- How did Hurricane Katrina impact the number and affiliations of persons using special collections and the number of different collections they consulted?

Findings

Previously, data were compiled monthly and cumulated annually, but neither of those blocks of time fit the requirements of this situation. To permit tracking trends, the periods including and following the hurricane needed to be isolated more precisely than by year. On the other hand, a monthly comparison seemed so narrow as to obscure emerging patterns. Both specific and broad examination emerged from considering six-month blocks—each half-year essentially equal academically, consisting of a fall or spring semester and about half of a summer session, plus one and one-half intersessions. For convenience, the periods covering January through June are designated as “spring half-years,” and those from July through December are called “fall half-years.” During each of these six-month periods, totals were calculated separately for researchers in three categories: students, further grouped as UNO students, students from other colleges and universities in the metropolitan area, and those from out of the area; faculty and staff, divided into the same three subgroups; and members of the community from the area and beyond it.

By half-year

It was assumed that patronage would be roughly equal during each half-year, and both pre-Katrina falls were indeed similar (153 and 138 queries, respectively) and the two springs nearly identical (222 and 218 inquiries). No one anticipated finding that usage in both spring half-years notably exceeded usage in both falls. The number of requests for special collections increased 45 percent from fall 2003 to spring 2004 and 58 percent from fall 2004 to spring 2005. Combining both years, the fall-to-spring increase was 51 percent. In 2006/07, the first full academic year post-Katrina, usage grew from 190 queries to 238, a rise of 25 percent. Before the storm, this pattern was most pronounced among UNO students (fall total, 89; spring total, 216, an increase of 143 percent) and might have been attributed to a disproportionate number of seminars and other research-dependent courses being offered in the spring. After the hurricane, the increase resulted not from growing usage by

students—which actually declined slightly—but from increased visits by faculty/staff and members of the community, a trend that began as soon as the library reopened.

Just 39 inquiries arrived during the two months preceding Hurricane Katrina (July and August 2005). It might be speculated that, at that rate, the rest of the half-year would have tripled that amount to 117. Given that classes were out of session and the campus little populated for much of those two months, however, it might reasonably be argued that, but for Katrina, totals almost certainly would have been higher. The first post-hurricane semester, spring 2006, brought nearly that number of queries—115, 48 percent below the average of the two previous spring half-years. Inquiries from UNO students plummeted from a spring average of 108 to 21, a decrease of 81 percent; other local inquiries fell from a spring average of 62 to 35, a drop of 44 percent; and out-of-area queries soared from a spring average of 28 to 51, an increase of 82 percent. The proportion of inquiries from UNO students diminished at a much greater rate than the 30-percent reduction in the size of the student body and the 30-percent decrease in the population of the metropolitan area.⁴ Apparently the city's tenuous condition did not deter out-of-area researchers, who nearly doubled in quantity (51, up from a pre-Katrina average of 29). The closure of the campus prevented some of these distant researchers from visiting during fall 2005 and resulted in a spike in out-of-area patronage in the spring. Fall 2006 brought 190 requests for special collections, more than any of the three preceding falls. Usage by patrons in all categories grew by 31 percent over the average (145) of the two pre-Katrina fall half-years. As noted above, spring 2007 brought 238 calls for special collection s materials—a new high, led by record numbers of requests from members of the community (69) and from beyond the New Orleans area (57).

Grouping the data as pre- and post-Katrina, usage by the UNO community held steady, accounting for about 51 percent of the research visits in each of those two periods. Patronage by other locals dropped from 33 percent to 23 percent, while

requests from out-of-towners rose from 16 percent to 26 percent. This reflects the reduced local population and the need of many who are here to devote their time and energy to recovery rather than research. Most of the library's special collections pertain to Louisiana, and the heightened national interest in and attention to this area may be attracting researchers from afar.

It would be instructive to compare UNO's usage statistics with those of other special collections departments that closed temporarily because of disaster. A search of the literature for other before-and-after data disclosed figures from the annual reports of Loyola University's J. Edgar and Louise S. Monroe Library, which also was struck by Hurricane Katrina. In fiscal 2003/04, 2004/05, and 2005/06, Loyola's Special Collections/Archives team, which is responsible for the same types of rare materials as UNO's Louisiana and Special Collections Department but in smaller quantity, handled, respectively, 234, 244, and 151 requests for research assistance.⁵ During the Katrina year (2005/06), usage decreased 37 percent from the average of the preceding two years. The corresponding figures at UNO were 375, 356, and 154, a decrease of 42 percent. No similar statistics from other academic libraries were located.

By affiliation

Another surprise was the discovery that, over the past eight half-years, barely half of the queries (660 of 1,313, or 50.2 percent) came from members of the UNO community. The library exists to serve the needs of the university community; why, then, no preponderance of queries from UNO faculty and students? Because the collection appeals particularly to graduate students in history programs, part of the explanation lies in the absence of a doctoral program in history at UNO, which eliminates writers of history dissertations from the UNO community. Also, most special collections materials emphasize New Orleans, and, aside from those interested in the university's past, few faculty members are engaged in historical research focused on the city. Another factor is the library's attraction to the local community. The absence of user fees lures writers and

filmmakers, and the extended hours, safe campus, and convenient, economical parking appeal to persons who often shape their research to our holdings. This finding highlights the esteem with which the library's special collections holdings are regarded in the New Orleans area and emphasizes the extent to which many collections, notably the Archives of the Supreme Court of Louisiana and the Christian and Grandjean Collections, engage widespread attention from researchers with varied interests. It also suggests the existence of a large pool of potential patrons right outside our building, some of whom may have research needs we might satisfy.

Fall 2006 belied all the trends. The half-year brought 190 queries, 31 percent more than the average of the two pre-Katrina falls. Of these queries, 117—62 percent—came from the UNO community (51 percent from students, 11 percent from faculty/staff). As compared with spring 2006, faculty/staff requests increased from 25 to 26, with 20 requests from UNO personnel dwarfing the 6 inquiries from other universities' faculty members. Queries from members of the community changed little, with a total of 38 in each half-year and only the slightest variation in geographical representation. Requests from students, however, increased by 142 percent, from 52 to 126. Usage by UNO students soared 362 percent, from 21 to 97. Part of this increase resulted from a new assignment in an upper-level history class, "Researching New Orleans," which required students to use several different collections and accounted for approximately 20 of the queries. This finding emphasizes the degree to which usage by students is assignment-driven and the importance of connecting with faculty members to incorporate, whenever appropriate, coursework involving primary materials.

By collection

Since mid-2003, 130 collections—36 percent of the 360 among the library's holdings, including unprocessed collections—were consulted at least once, for a total of 1,313 requests for archival and manuscript materials. Little fall/spring difference was noted pre-Katrina, with a fall average of 34

and a spring average of 36 collections requested at least once. During the two pre-Katrina months of fall 2005, just 8 collections were used, but usage began to rebound in spring 2006 when researchers consulted 26 collections. Outdistancing the previous six half-years, fall 2006 brought requests for all or part of 59 different collections. The history assignment noted above inspired the use of some of these materials, but, because many of the students referred to the same few collections, the impact on the quantity consulted was not large. No comparable assignment existed in spring 2007, when 60 collections were consulted.

Of these 130 collections, twenty-one (6 percent) have received at least 10 uses each, accounting for 971 requests, or 74 percent of the total (Table 2). Most of these collections have in common that they consist of the archives of organizations or business, rather than personal or family papers, and that they are among the library's largest collections. Obviously containing more materials, they offer the greatest potential to appeal to a wider variety of research interests. In the lead is the archives of the Supreme Court of Louisiana (Mss 106), which was called for 275 times (21 percent), followed by the archives of the Orleans Parish School Board (Mss 147), which received 183 requests (14 percent). These also are the library's two largest collections, at 2,730 and 1,681 linear feet, respectively. Four more of the most-used collections occupy at least 150 linear feet. It should be noted, however, that one or two researchers who visit often while researching a prospective publication or thesis will skew the numbers. The Iris Kelso Papers (38 linear feet), for example, consisting of scrapbooks and research of a prominent local political journalist, was requested 10 times during fall 2006. All of those requests came from the same graduate student who was writing a paper. By contrast, the comparably sized René Grandjean Collection (32 linear feet) also was requested 10 times during the same half-year, by four persons working on different projects.

Although the library's modest collection of rare books contains some extraordinary items, it is not of a caliber to attract scholars from afar.

Publications by faculty authors, intended to centralize UNO professors' research and preserve it for the future, enjoy flurries of popularity, mainly when the bookstore runs out of required texts. Similarly, archival copies of these leave their shelves when the circulating copies have been borrowed already. It is perhaps disappointing but, given such circumstances, hardly surprising that, even taken together, these three groups of materials experience little use. The pre-Katrina average was 87 requests per half-year; post-Katrina, that figure dropped to 29?, a decrease of 66 percent. Despite their shortcomings, these collections merit more patron attention than they are receiving. This study points out the need to attract notice to them, perhaps through highlighting the "rare book of the week" on the department's web page or other ongoing publicity.

Conclusion

Analyzing patrons' registration forms disclosed a reasonable level of consistency among fall half-years and spring half-years before the hurricane, from just about every angle: the number of researchers, their affiliations, and the quantity of collections they used. Overall, the department served an average of 183 researchers per half-year before Katrina and 181 per half-year after it. With just 115 queries, the first half of 2006 was well below pre-Katrina averages, but the latter half of the year rebounded with 190 inquiries and took the number of collections used in a single half-year to a new high. Spring 2007 brought the most research visits and the greatest number of collections used in any of the half-years studied. Optimism that researchers are returning seems to be justified.

In addition to the specifics of collection usage at the Earl K. Long Library, the study revealed the following:

- Analyzing usage statistics in different combinations—by half-year or by semester and intersession, as well as by month and year—provides new opportunities for insight and comparison. We will continue diligently to maintain statistics, to use them

creatively to track trends and aberrations in usage, and to use the results to identify potential needs in our user communities.

- Collection usage proved to be more assignment-driven than we realized, and the way to a student is through his teacher. The key to increasing patronage is to work with faculty members to incorporate the use of primary materials into coursework. When primary materials are demystified, chances increase that the students will employ them in other courses.
- Materials that are underutilized should be publicized in hopes of attracting more patrons to them, and usage statistics will be used to assess the efficacy of that publicity.
- Patterns of usage have implications for collection development decisions. Further examination of the frequency with which collections on various topics are requested will focus the pursuit of additional collections, prioritize candidates for processing, and optimize the allocation of processing supplies and space. If efforts to promote underutilized materials fail, perhaps further collecting in some areas should be reconsidered.

Just as the usual predictors—of population growth, of student enrollment, even of the arrival of mail—have been thrown askew in post-Katrina New Orleans, so have patterns of library usage. As time passes and the present study is expanded by the inclusion of more half-years of data, it will lend further insight into the effects of a disaster on special collections patronage. Hurricane Katrina exposed a great deal—both bad and good—about New Orleans. Similarly, its aftermath led to this study which disclosed both bad and good. Developing an awareness of our weaknesses and strengths is the first step toward ameliorating the former and further improving upon the latter—and having a better idea of what to expect if, heaven forbid, it ever happens again.

TABLE 1: REQUESTS FOR SPECIAL COLLECTIONS MATERIALS

	July- Dec. 2003	Jan.- June 2004	July- Dec. 2004	Jan.- June 2005	July- Dec. 2005	Jan.- June 2006	July- Dec. 2006	Jan.- June 2007	TOTAL
Students									
UNO	48	114	41	102	8	21	97	88	519
Other Local	21	8	7	16	0	9	11	5	77
Out of Area	5	5	10	8	15	22	18	27	110
Subtotal	74	127	58	126	23	52	126	120	706
Faculty/Staff									
UNO	9	13	17	30	2	8	20	42	141
Other Local	10	28	0	2	0	3	1	1	43
Out of Area	11	13	11	15	1	16	5	6	78
Subtotal	30	54	28	47	3	26	26	49	262
Community									
Local	38	32	39	39	11	25	26	45	255
Out of Area	11	9	13	6	2	13	12	24	90
Subtotal	49	41	51	45	13	38	38	69	345
TOTAL	153	222	138	218	39	115	190	238	1,313
Total UNO	57	127	58	132	10	29	117	130	660
Total Other Local	69	68	45	57	11	35	38	51	375
Total Out of Area	27	27	34	29	18	51	35	57	278
TOTAL	153	222	138	218	39	115	190	238	1,313

TABLE 2: COLLECTIONS CONSULTED AT LEAST 10 TIMES

No.	Name of Collection	Size (l.f.)	July-Dec. 2003	Jan.-June 2004	July-Dec. 2004	Jan.-June 2005	July-Dec. 2005	Jan.-June 2006	July-Dec. 2006	Jan.-June 2007	TOTAL
106	Archives of the Supreme Court of Louisiana	2,730	23	26	19	34	13	56	56	48	275
147	Orleans Parish School Board Archives	1,681	12	83	9	35		8	14	22	183
11	Marcus Christian Collection [Black studies]	150	5	13	19	10		6	15	28	96
159	UNO Archives	645	7	14	12	19	5	11	8	17	93
85	René Grandjean Collection [Spiritualism]	32	4	5	4	19		1	10	4	47
66	Chamber of Commerce of New Orleans Archives	250	2	26	4	1				9	42
28	National Association of Colored People (NAACP) Archives	67	3	4	7	7	5	2	7		35
56	Audubon Park Commission Archives	58	7	7			1	2	1	4	22
135	United Teachers of New Orleans Archives	13	2	3		2			8	7	22
140	Dart & Dart (& Other Legal Firms) Collection	30	5	5				1	3	4	18
0	Photographs Collection [Miscellaneous photographs, chiefly New Orleans area]	9	3	2	3	2	1	1	2	2	16
312	Building Arts Project Collection [Oral histories of Creole craftsmen]	2		10		3				3	16
145	Frank B. Moore Collection [Local photos]	33	2	1	1	1	1	2	2	4	14
176	Elizabeth Rogers Collection [Civic activist]	78	1		2				4	7	14
277	WDSU-TV Film and Video Collection	1,668	1		4			5	1	3	14
23	Abe L. Shushan Collection [Early aviation]	6							2	10	12
65	Higgins Industries [WWII boat plans]	75	2	1	2	2		1		3	11
332	“Writing Katrina” (Spring 2006) (Narratives of hurricane survivors and rescuers)	2							8	3	11
197	Judge John Minor Wisdom Collection [Carnival memorabilia]	3	1			1		3	5		10
296	Iris Kelso Papers [Local political columnist]	38							10		10
NUMBER OF DIFFERENT COLLECTIONS USED			35	41	33	31	8	26	59	60	130

Endnotes

¹University of New Orleans, “UNO History,” <http://www.uno.edu/history.cfm>, and University of New Orleans Office of Data Management, Analysis and Reporting, “Enrollment Summaries,” <http://www.dmar.uno.edu/enroll.htm>, accessed November 25, 2006, and July 1, 2007.

²Louisiana publications are not considered in this study. Patrons consulting them are not required to register, and only general usage statistics exist.

³Attempting to estimate the number of residents at any given point in post-Katrina New Orleans has been likened to trying to hit a moving target. As of January 1, 2006, the most recent estimate of the population of seven area parishes was 915,000, down from 1,300,000 just before the hurricane (a decrease of 30 percent). On the same date, the U.S. Census Bureau counted 158,353 New Orleans residents, down from 437,186 on July 1, 2005 (a decrease of 64 percent). Other estimates at about the same time placed the city’s population at 210,000 to 221,000 (reduced about 50 to 52 percent). According to the most recent figures as this is revised on July 1, 2007, the population has grown to 262,000. Mark Waller, “Population Count to Help City Recover,” *New Orleans Times-Picayune* (June 19, 2006); Coleman Warner, “Census Tallies Katrina Changes,” *New Orleans Times-Picayune* (June 7, 2006); University of New Orleans Office of Data Management, Analysis and Reporting, “Enrollment Summaries”; April Capochino, “Storm and Increased Academic Standards Affect Enrollment at Louisiana Colleges and Universities,” *New Orleans CityBusiness* (July 17, 2006); “BR Area Grows by 40,000-Plus,” *Baton Rouge Advocate* (June 22, 2006); Bruce Egger, “New Orleans Population Reaches 262,000 in May,” *New Orleans Times-Picayune* (June 28, 2007).

⁴Waller, “Population Count”; Warner, “Census Tallies Katrina Changes.”

⁵*2003-2004 Annual Report*, http://library.loyno.edu/about/report_03_04.htm, and *2004-2005 Annual Report*, http://library.loyno.edu/about/report_04_05.htm, both accessed December 27, 2006; personal communication from Art Carpenter, archivist, January 2, 2007.

ONLINE CATALOGING TOOLS

versus

PRINT CATALOGING TOOLS

Miao Jin and Ann Branton

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Introduction

With today's technology, most primary cataloging tools are available online, such as:

- Library of Congress Subject Headings:
<http://classificationweb.net>
- Anglo-American Cataloging Rules:
<http://desktop.loc.gov>
- Bibliographic Formats and Standards:
<http://www.oclc.org/bibformats>

Today's catalogers are now able to access these and other cataloging resources from their computers to find the information they need with a few clicks. Many in the cataloging community have welcomed these technological advances and incorporated them into their cataloging work. Others seem reluctant to embrace the changes and continue to use print cataloging tools.

In the Bibliographic Services Department of The University of Southern Mississippi's Libraries, the department not only maintains up-to-date print cataloging tools, but also subscribes to most of the online cataloging tools. The five catalogers in our department have different preferences in choosing the online or print versions when cataloging: one uses only print, one uses only online when possible, and the rest use both as needed. It appears that migrating totally from the print to online cataloging tools is not a preferred process for many of our catalogers, even though the benefits of using the online tools are substantial in saving time, accuracy, and uniformity. The authors' experience with colleagues raised questions about what prompts

some catalogers to prefer online to print and vice versa at libraries in the southeast region of the United States.

In particular, the authors will attempt to answer the following research questions:

- Did catalogers receive training in using online cataloging tools when they were in library school?
- Are catalogers influenced by their colleagues in choosing print and/or online cataloging tools?
- What particular reason(s) cause catalogers to prefer to use print or online tools?

Literature Review

Little research has been done to investigate how catalogers have been incorporating online cataloging tools into their work. Simpson and Williams (2001) did conduct a survey to assess the impact Cataloger's Desktop has on cataloging operations. They surveyed 159 academic and large public libraries to explore reasons for its use or non-use and provided recommendations for successful implementation of this database. The reason for non-use of Cataloger's Desktop was categorized as a mix of personal dynamics and technical considerations. Personal dynamics was the answer for some long-time catalogers who have already established routines and do not want to reorient themselves to the online environment. Another reason was fear of or getting lost in the electronic version. Strategies for incorporating the online tools into the

workplace were: creating an atmosphere that is conducive to change; encouraging communication among staff; provide more training for staff; supply more documentation; and addressing the technical issues.

Ferris (2006) conducted a study on the use of the Classification Web database at the University of Colorado at Boulder and discovered a lower than expected use of this tool. Even after more formal training, there was no increase in usage of the database. It was speculated that the low usage of this tool was due to the number of copy catalogers who did not need to use it; also other senior catalogers at the management level did not need to use it. Another explanation was the fact that some of the catalogers still used only the print material.

Methodology

An online survey instrument was developed (see Appendix) to explore the reason why some catalogers prefer online cataloging tools, while others prefer print versions in the southeast region of the country. Messages were posted on the following four listservs requesting members to access the online questionnaire survey:

- Alabama Library Association: alala-l@maillists.samford.edu
- Louisiana Library Association: LLAGneral@llaonline.org
- Mississippi Library Association: mla@usm.edu
- Southeastern Library Association: sela@listserv.cc.ucf.edu

This survey was introduced with an explanation of its purpose with responses sought from catalogers with anonymity. The survey was comprised of 16 questions, 10 of which were multiple-choice and 6 of which were open-ended questions. The questions pertaining to print versus online cataloging tools were purposely open-ended to enable respondents to express why they choose either print or online as their preference. The survey was available from October 11 to November 25, 2006.

Profiles of Respondents

A total of 69 respondents to the survey was received and recorded by the online survey software. Over 90 percent of the respondents have an ALA accredited library degree, but nearly 40 percent of the degrees were received during or prior to the 1980s before online cataloging tools became readily available. The majority of the respondents work in academic and public libraries with 75 percent of them having more than five years of professional cataloging experience.

Survey Findings

Did catalogers receive training in using online cataloging tools when they were in library school?

Of all the respondents, 29 percent had received training in using online cataloging tools when they were in library school. One would assume that most catalogers who received their library degrees prior to the 1990s had not received training in using online cataloging tools, while the majority of catalogers who received their degree after 1990s would have received training with online cataloging tools. Surprisingly, 11 percent of the respondents who received their degree prior to the 1990s had received online cataloging tools training, while only 58 percent of the respondents who received their degree after the 1990s had received online cataloging training.

The definition of online cataloging tools has evolved over time. In the 1980s and 1990s, the online tools that were taught at library school were mostly in a CD-ROM format as compared to the online Websites of the late 1990s and early 2000s. However, the data shows that even for the newest catalogers who just received their MLS, there is still a significant number who never received training with online cataloging tools. This trend seems to shift the responsibility of training in online cataloging from the schools to library managers.

Are catalogers influenced by their colleagues in choosing print and/or online cataloging tools?

Among the 54 catalogers who responded to this question, 47 stated their colleagues did not influence their decision and four felt they were influenced to use either the print or online tools. The final three stated they were encouraged and shown the advantage of using the online tools.

Catalogers appear quite independent when choosing their tools and colleagues do not seem to have an influence on each other. It appears that formal training is needed for both online and print cataloging tools, and library managers might encourage catalogers to share their experience with each other.

What particular reasons causes catalogers to prefer to use print cataloging tools?

Examples of responses are:

- Online tools are hard on my eyes, expensive, and confusing. Print tools allow me to relax my body.
- Force of habit. Library school did not teach me to use online tools.
- I can make my own notes to print tools.
- It is easy to go directly to the place with print tools. It is easy to research print tools to discover information. Using the index of the print tools is the only way I can find what I seek.

These results indicate that print cataloging tools have some advantages that online tools seem to lack. Perhaps cataloging database designers could consider these print tool advantages and incorporate these features of the print materials into the online ones.

What particular reasons cause catalogers to prefer to use online cataloging tools?

Examples of responses are:

- Online cataloging tools are more current, convenient, and faster. I can copy and paste with online tools.

- I can search for specific information with online cataloging tools. Online tools have better examples. Some tools are linked to each other.

According to the survey respondents, online cataloging tools seem to have many advantages over the traditional print cataloging tools. Wider accessibility to the tools, along with more convenient, click-able access, bring with it increased efficiency including a faster turnaround time and improved cataloging output. The searching functions are enhanced because of the addition of keyword and advanced searching techniques. These features allow the staff to go beyond reliance on their memory, content listing, or indexes. As a result, some institutions have noticed that catalogers are better able to find answers and have less need to consult high-level catalogers.

Conclusions

The results of this survey indicate that regardless of when the library education was received, catalogers use both online and print cataloging tools, and that migrating from print to online cataloging tools is not an easy process. RDA (*Resource Description and Access*) which will replace AACR2 in early 2009 are going to be released in both print and web-based version. This should assure many librarians who are accustomed to print cataloging tools. By-and-large, catalogers are not influenced by colleagues in their choice of using print and/or online cataloging tools. Catalogers are independent and autonomous when they perform cataloging and one cataloger's good experience with online tools might not pass on to other catalogers. Formal training might be the most effective way to advocate online cataloging tools to catalogers who have reservations towards these tools.

This online survey may have targeted only participants who are comfortable in an online environment. A paper-based survey may be needed in addition to an online one to get a broader pool of participants.

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Ferris, Anna. 2006. "Notes on Operations: If You Buy It, Will They Use It?" *LRTS* 50 (2): 129-137.

APPENDIX

Online Cataloging Tools vs. Print Cataloging Tools Survey of Catalogers' Cataloging Tool Preference

1. Do you have an ALA-accredited library degree?
 - a. Yes
 - b. No
2. When did you receive your library degree?
 - a. Before 1980
 - b. 1980-1990
 - c. 1991-2000
 - d. after 2000
3. Did your Library School education provide you with the opportunity to use online cataloging tools?
 - a. Yes
 - b. No.
 - c. Don't remember
 - d. other: _____
4. What kind of library do you work in?
 - a. Academic
 - b. Public library
 - c. Special library
 - d. School library
 - e. Other_____
5. How many years of professional cataloging experience do you have?
 - a. Less than 1 year
 - b. 1-3 years
 - c. 4-5 year
 - d. More than 5 years
6. How much time do you spend cataloging per week?
 - a. 0-10 hours
 - b. 11-20 hours
 - c. 21-30 hours
 - d. 31-40 hours
7. Do you perform edit (copy) cataloging, original cataloging, or both?
(Original Cataloging refers to inputting a new master record cataloged according to current cataloging practices and AACR2 1998 rev. and amendments; Copy Cataloging refers to modifying an existing record for local use and create a copy of the record with your modifications — as defined by OCLC bibliographic Formats and Standards.)
 - a. Edit (copy) cataloging
 - b. Original cataloging
 - c. Both
 - d. Other:_____
8. If you do both edit (copy) cataloging and original cataloging, what is the percentage of your original cataloging per year?
 - a. Less than 10%
 - b. 10%-30%
 - c. 31%-60%
 - d. over 60%
9. Please check whether you use the following print cataloging tools: (check all that apply)
 - a. Library of Congress Cataloging Schedule
 - b. Library of Congress Subject Headings
 - c. Library of Congress Rule Interpretations
 - d. Bibliographic Formats and Standards
 - e. Anglo American Cataloging Rules, second edition, 2002 revision
10. What other print cataloging tools do you use when you catalog?

11. Please check whether you use the following online cataloging tools: (check all that apply)
 - a. Classification Web (<http://classificationweb.net/>)
 - b. Library of Congress Authorities (<http://authorities.loc.gov/>)
 - c. Library of Congress Rule Interpretations (<http://www.collectionscanada.ca/6/18/s18-28-e.html>)
 - d. Bibliographic Formats and Standards (<http://www.oclc.org/bibformats/en/>)
 - e. AACR2 from Cataloger's Desktop
12. What other online cataloging tools do you use when you catalog?
13. How do your cataloging colleagues and supervisors influence your preference in using online cataloging tools or print cataloging tools?
14. How current (by publication date) are the print cataloging tools in your cataloging department?
15. Do you choose to use online cataloging tools if you have both print and online tools available? Please specify the reason: _____
16. Do you choose to use print cataloging tools if you have both print and online tools available? Please specify the reason: _____

POPCORN N' PICTURE BOOKS: PROMOTING CHILDREN'S BOOKS IN ACADEMIC LIBRARIES

Laurie Charnigo and Carley Suther

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The educational value of children's literature is supported by a numerous body of research.¹ Helping children to read, write, develop fluency, critical thinking skills and multicultural awareness are just a few of the essential benefits children's books provide. During the twentieth and twenty-first centuries, children's book publishing has risen from a small publishing venture to big business. About 2,000 books were published for children in 1960. By the nineties, this number increased to 5,000 and has continued to rise.² The "voluminous body of high-quality literature" published yearly makes selection by librarians difficult.³ As Bernice Cullinan and Lee Galda note, "Our job as teachers, librarians, and parents is to select the best from the vast array of books."⁴ Another vital aspect of our roles as librarians is creative promotion of new children's books. While the literature reveals a broad array of ideas and programs for celebrating children's books in public and school libraries, little has been geared towards academic librarians.

Although children's literature is one of the most important collections in an academic library, sadly enough, it falls below the radar of most institutions. Describing her experience in becoming a children's literature librarian in a college, Elaine Gass Hirsch expresses regret in her lack of preparation for this role:

As with most of my fellow students on the academic librarian track in library school, I did not take any courses on children's literature...For whatever reason there was a general assumption that the courses were designed for students working towards careers in public libraries, and were not encouraged or even mentioned by advising faculty.⁵

Hirsch discusses how she promotes the collection through book displays, readers' advisory, and handouts.⁶ Likewise, Mary Lynn Rice-Lively and Barbara Froling Immroth describe the creation of readers' advisory groups for the children's collection.⁷

Pinpointing the users of children's book collections and discovering where these books are housed and how they are cataloged in academic libraries is the subject of two studies by Vickie Frierson-Adams.⁸ Through a survey of sixty universities which house juvenile collections, Adams found that 92 percent of users of these collections are education majors and 23 percent are students in schools of library and information science. She also discovered that other users of the collection included English literature departments, programs teaching children's literature, and children of university faculty and staff.⁹ On the importance of children's literature as a "topic of academic pursuit," Ronald Jobe describes four programs at the University of British Columbia which allow students to study children's literature from four unique perspectives; courses in teacher education, librarianship, creative writing, and art.¹⁰ Additionally, doctoral and masters degree programs in children's literature are beginning to flourish. Twenty-two such programs are listed on the Children's Literature Association Web site.¹¹

For future educators, students of creative writing and English, as well as faculty, staff, and college students who still have the spark for the occasional trek into the imaginative realm of Harry Potter and Dr. Seuss, the library's children's and young adult literature holdings are invaluable resources. Timely and thoughtful development is crucial to the value of the collection.

The library's role is to provide students and faculty with the best in children's literature. Additions for the collection may be evaluated by reading book reviews, visiting children's book sections in book stores, and participating in electronic discussion lists such as CCBC-NET (electronic forum of the Cooperative Children's Book Center at the University of Wisconsin-Madison).¹² Another important factor in a well-developed collection is to insure that the library carries yearly award winners, many of which are established by the American Library Association.

Collecting current well-written books for this section is only one role of the librarian; expanding faculty and student appreciation and knowledge of current children's books is another. New books often highlight changing interests and values of society. More often than not children's books address today's issues and provide a dialog between the generations. In this article, we will describe an annual program offered over the last four years to promote new children's and young adult literature at Jacksonville State University's Houston Cole Library. Throughout the article, "children's literature" refers to both fiction and non-fiction children's and young adult books. The Program, "Popcorn 'n' Picture Books," gives librarians an opportunity to introduce students and faculty to new books, encourage an exchange of information, and promote circulation of new books which might otherwise be left on the shelf. This program has been successful and popular with students in the University's children's literature classes.

The Program

The end of the spring semester is the perfect time to host our "Popcorn 'n' Picture Books" presentation. At that time the library has acquired a year's worth of children's and young adult books and received the yearly announcements of major children's book awards such as Newbery and Caldecott winners. Rather than serving as an ordinary library instruction session, the presentation is hosted as an entertaining "event" in which students and faculty are encouraged to sit back, relax, and enjoy pizza and popcorn during an evening of readings, book browsing, and a preview of the year's Andrew Carnegie

Medal for Excellence in Children's Video winner. The program is hosted in a conference room decorated with brightly colored streamers and displays of children's literature arranged on tables throughout the room. A refreshment table is set with punch, soft drinks, pizza, popcorn, and other goodies. Children's books about food such as Tomie de Paolo's *The Popcorn Book* or children's cookbook's such as Molly Katzen's *Salad People and More Real Recipes* decorate the refreshment table (placed carefully away from potential spills). Sometimes, students bring their own dishes, often centered around a theme from a children's book, as well.

Only one children's literature class was invited to the first "Popcorn 'n' Picture Books" presentation. However, after the success of the first program, the invitation was expanded to all professors of children's literature classes, professors in the College of Education's Curriculum and Instruction Department, English professors, the Chair of the School Library Media program, fellow librarians, and any other individuals who the librarians think might benefit.

The main goal of the program is to show off the library's recent acquisitions in children's and young adult books to students and faculty. The emphasis is on "new" books and those honored throughout the previous year with awards. To facilitate browsing, long tables are set up to creatively display the books much as they are displayed in bookstores or at publisher booths during library conventions. Some tables display award winning books, such as Newbery and Caldecott medal and honor winners, Coretta Scott King, Pura Belpré, Theodor Seuss Geisel, Michael L. Printz, and Robert F. Sibert Informational Book awards. Information about each of the awards, such as history, establishment of the award, previous award winners, and, when available, criteria for selection is displayed. Another table displays the current American Library Association's list of notable children's books (which the librarians use in developing the collection as well as for collection assessment).¹³ Tables also display new books which integrate different curriculum areas, such as fictional

stories written to teach units in mathematics or science (e.g., *Sir Cumference and the Sword in the Cone: a Math Adventure*). Other tables showcase important children's reference sources such as the *Something About the Author series*, specialized bibliographies, historical works about children's literature, and book review sources such as *The Horn Book*, *Bulletin of the Center for Children's Books*, *School Library Journal*, *Voice of Youth Advocates (VOYA)*; and other journals which delve into literary criticism and issues in children's literature, including *Children's Literature Journal*, *Children's Literature Association Quarterly*, *Children's Literature in Education*, and *Bookbird*. During the last presentation, pop-up books by Robert Sabuda were displayed on a table, along with books about the art and creation of pop-up books.

The presentation opens with a general overview of the library's children's literature collection, highlighting major reference and review sources, as well as how to search the library's catalog for children's books on certain subjects. Attention is also given to other specialized sources about children's authors and illustrators, the usefulness of bibliographies, and historical and critical works on various aspects of children's literature. These sources demonstrate the depth of academic interest in children's literature and how it has grown over the last few decades. After this overview, students are welcome to visit the refreshment table while listening to readings. Colorful handouts provide information and call numbers for the books used in the readings, important Web addresses for children's book awards, electronic discussion lists, and librarian contact information.

A PowerPoint presentation serves as a backdrop only to provide the audience with photographs of the authors and illustrators, cover and title of the book being read. The librarians choose about twelve award winners as well as their favorites and develop creative ways to read or present the books to pique faculty and student interest. In a reading of David Weisner's *Flotsam*, a beautiful, very detailed, wordless book, the librarians called

upon volunteers from the audience to make up their own version of the story. Each student spins a story for a few pages before passing it on to the next student who spins the yarn in their own direction for the next few pages, and so on, demonstrating the endless imaginative possibilities of wordless picture books. Librarians suggest activities that could be used in the classroom with each book. Faculty and students are encouraged to offer their own reactions towards the books, often sparking lively discussions.

After the readings, students and faculty are entertained with a preview of the winner of the Andrew Carnegie Medal for Excellence in Video. Many of the award winners, since establishment of the award in 1991, are produced by Weston Woods, an excellent publisher of children's book adaptations as well as biographies and interviews of children's authors in audiovisual formats.¹⁴ Many of the DVDs are accompanied by educational activities. The Education Librarian at the Houston Cole Library has begun a collection of Weston Wood's children's book adaptations and author biographies on DVD as an audiovisual enhancement to the children's collection, making sure to obtain all Andrew Carnegie Medal winners since 1991.

After the video preview, students and faculty are encouraged to browse and check out books. Although the readings and video are entertaining, merely having all the new books on display in one place seems to be the most rewarding aspect of the presentation. Although students are shown how they can find new books the library has acquired over the last four months in the library catalog, they really appreciate the visual display of the books and the chance to peruse a whole year's worth of children's and young adult books in one room. Many students leave carrying stacks of books, many times politely duking it out over certain gems. Much to the librarians' delight, many books presented during the program regularly show up in the reshelving cart during the rest of the semester.

Benefits

Getting future and present teachers excited about new children's and young adult literature is the greatest benefit of the program. Other benefits include:

- Teaching students how to stay “current” with new children's books through review sources, children's literature websites, and relevant electronic discussion lists will, hopefully, benefit them in the future as they expose children in the classroom to new books. In children's literature classes, students are often taught the classical canon of children's works and are often sent to the library with lists of the older “classics” to check out and read. The “Popcorn n' Picture Books” presentation is designed to go beyond the canon to emphasize recently published books which reflect current issues affecting children in our society. Some of these excellent books, regrettably, will never make it into a school library or classroom due to controversial subject material. Through this program students have an opportunity to learn about authors whose books might not make it into the mainstream due to censorship issues.
- Immediate and increased circulation of the new books acquired during the previous year is a huge benefit of the program. In order to justify funds spent and the importance for continued funding of the children's literature collection, it is vital to get the books circulating and actually being read by faculty and students.
- Preparing for the presentation keeps the librarians informed about current children's and young adult books, which in turn, benefits collection development, fosters a sense of pride in the collection, and enables the

librarians to make thoughtful book recommendations to students, faculty, and even the occasional child of a faculty member or student.

- The presentation is a good liaison activity between the librarians and those teaching children's literature classes, as well as other University faculty who may have an interest in the children's literature collection.
- The librarians have the chance to “step outside the box” and wear the hat of a teacher, school librarian, or public librarian, by thinking of creative read-alouds for the presentation. Many students in children's literature classes are required to perform read-alouds. Experimenting with book readings for the presentation each year helps develop the librarians' creativity in suggesting imaginative ways students might present books during their own read-alouds.

Perhaps most importantly, the value of bringing the fields of education and librarianship together during our annual “Popcorn n' Picture Books” presentation is an exciting way to pay tribute to the best of the best in children's books and to celebrate the pure love of reading; a capstone of both our disciplines.¹⁵

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¹⁵The authors would like to acknowledge Dr. Elizabeth Engley, Professor of Early Childhood Education at Jacksonville State University, for her enthusiasm, support, and feedback on our "Popcorn n' Picture Books" program.

WEB 2.0 IN LIBRARIES: ASSESSING NEW SERVICES

Jean Vollrath

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Each morning's work at the Center for Creative Leadership library involves scanning the internet news sources for stories that affect company clients, particularly new business trends and innovations. Two such trends are Web 2.0 and the idea of "third place." The term "third place" refers to an open, neutral, creative haven for social interaction and collaboration, such as a library or coffee shop. Web 2.0 refers to those new internet technologies that can be used to create virtual "third place" communities through synchronous and asynchronous communication. So it was not surprising to see a new column in the January 2007 issue of *American Libraries* focusing on how libraries can and are using Web 2.0 technology not only to put traditional library services online, but to extend the library's function as a "third place" into the virtual world.¹

According to Amanda C. Kooser in an article in the online journal *Entrepreneur*, Web 2.0 is a nebulous term implying an upgrade of what has been. More than that, however, "Web 2.0 is a people-oriented technology movement. Ease of use, social features, collaboration, fast-loading applications, interactivity, quick development times, and real time updates are all major trends."² Web 2.0 reflects an understanding that the Internet rather than the personal computer is the new computing platform. In addition to familiar social networking sites, such as MySpace, YouTube, and Second Life, Web 2.0 includes web based applications like word processors and spread sheets that are simpler, often free, and because they are web based, completely portable. Web Widgets, small programs that can be embedded into a library or company web page, can help libraries or companies build their own online communities by providing opportunities for social networking and sharing user-generated materials through

wikis, blogs, group calendars, file sharing, podcasts, and the like. Such tools move beyond the limits of e-mail in helping distant workers (or patrons) collaborate on projects and connect to communities of like interests. Many web widgets are available for free from such sites as Widgetbox (<http://www.widgetbox.com>).

YouTube and MySpace have appeared in the library literature recently as public and academic libraries debate whether social networking represents an appropriate use of public library terminals. Even more controversial is the virtual reality game, *Second Life*, in which a player's avatar, or fantasy character, can own virtual property (bought with real cash), spend real money on clothing and cars, and engage in sexual activity with other avatars, including virtual prostitutes. According to a recent article in *The Week* magazine, some 250,000 *Second Life* players spend \$1.5 million in real money each month to outfit their avatars. In addition, scores of companies like American Trends, Nissan, and Toyota use *Second Life* as a marketing opportunity. Reuters news service has opened an "in-game" news bureau focusing on real world *Second Life* stories as well as cyberspace events.³ In addition to marketing, *Second Life* and other "serious games" have been used by companies like Sears and Circuit City to set up virtual show rooms. Insurance companies send new agents to fires and car crashes in *Second Life* for training. IBM maintains a virtual headquarters inside *Second Life* to guide new hires in distant locations through orientation and benefits sign-up.⁴ This past November in Beijing, IBM held a major business meeting where *Second Life* was introduced as a prototype for a planned \$10 million project by IBM to create a "3-D Internet" for entertainment and business collaboration. As of January of this year, over 3000 IBM

employees had *Second Life* avatars and 300 employees were regularly conducting company business inside the virtual world.⁵ While *Second Life* is free, it is restricted to players over 18 years of age because of commercial interests and virtual sexuality. Both these concerns may limit its potential use in public and school libraries, but its potential usefulness for building business collaboration opportunities as well as educational spaces, and its ability to create new virtual communities makes it and subsequent virtual space developments potentially important tools for information delivery and community building by university and business libraries.

In recognition of the importance of Web 2.0 as a library tool, the American Library Association (ALA) recently issued a major report entitled, [*Participatory Networks: The Library as Conversation*](#), and their magazine, *American Libraries*, introduced Meredith Farkas's new column "Technology in Practice." In addition, Librarians' Association of the University of North Carolina at Chapel Hill (LAUNC-CH) held a conference on March 12 entitled "From MySpace to Our Space: Connecting with Millennials." Librarians from Duke University, North Carolina State University, and UNC discussed using social networking sites to enhance library services and entice new users.

Participatory Networks begins by stating that knowledge is created through conversation and that Web 2.0 technology makes it easier to meet the long-standing role of libraries: knowledge creation and dissemination.⁶ A key concept of Web 2.0 is that people are the content of the site—the users provide information that attracts new members to an ever-expanding network. Along with that is the user's expectation that the technology involved is easy to use, flexible, and continually under development with input from the user community. If knowledge is based on conversation, then Web 2.0 becomes a collection development issue for libraries because it holds the potential to expand the library's conversation with its community (and also with other libraries) and thereby deepen the knowledge base of the library.

In their textbook on library collection development, Evans and Saponaro paraphrase a publication of the Library of Congress by stating that "the internet has radically changed" much of the work of librarians. They go on to note how libraries are making ever-increasing use of web resources and that among all forms of electronic resources, web based services are becoming more and more dominant.⁷ The most common forms of web based services, databases and other types of digital collections, are selected and evaluated using four broad categories not unlike those used for evaluating other forms of library materials. The first category, as with most library materials, is content. Cost is another major factor. Particular to electronic products are the issues of access and support. Evans and Saponaro also note how important it is to require at least a thirty-day trial to assess electronic resources hands-on, and they emphasize the importance of talking with other librarians who have the items under consideration actively in use in their libraries.⁸ However, all of these recommendations apply to "conventional" web based resources, or Web 1.0. Collection development models for incorporating Web 2.0 into libraries have yet to be developed.

Participatory Networks looks specifically at the problems and possibilities of applying Web 2.0 in libraries including these collection development considerations. In terms of balancing the benefits of content with costs, they note:

As with any technological advance, scarce resources must be weighed against a desire to incorporate new services. Do we expand the collection, improve the Web site or offer blogs to students? A better approach for making these kinds of decisions is to look at the needs of the community served in context with the commonly accepted, core tasks of the library, and see how they can be recast (and enhanced) as conversational, or participatory tools.⁹

The good news, in terms of cost, is that much of the relevant software is open source and free. The major cost involves training and staff time to set

up, monitor it, and assist patrons in its use. There is also a potential problem with integrating the new systems with currently installed software, particularly where creating integrated catalogs and databases may be a goal. While IP authentication can be used to control access, with open source software, technical support may be limited or non-existent, creating more staffing and training costs. *Participatory Networks* does specifically address these concerns and also Evans and Saponaro's concerns for trial periods and communication with other librarians by proposing a "participatory library test bed" funded by interested libraries. This "participatory test bed" would create an arena for experimentation and discussion within an open source technology infrastructure overseen by a team of researchers and developers. While *Participatory Networks* envisions major possibilities for integrated catalogs within and between libraries including wiki-like user participation opportunities, libraries can begin experimenting with much simpler, existing technologies by using wikis and blogs as virtual meeting spaces for groups that already use the library and by using existing social networks such as MySpace and Facebook to promote them. Toward this end, the second offering in Meredith Farkas's "Technology in Practice" column includes a link to and a description of a "self-paced technology discovery program, Learning

2.0" created by the Public Library of Charlotte and Mecklenburg County (PLCMC). The purpose of this program is to offer exposure to "23 Things" or competencies needed to navigate Web 2.0. All of the activities are simple, concrete, and available free on the Internet. The program was designed to give the PLCMC librarians hands on experiences with these technologies to help them understand how to use them and implement them in the library. Similar programs are being replicated in other libraries.¹⁰

While most libraries do not have the resources to create major virtual interactive centers in places like Second Life, there are free and/or low cost means for providing virtual "third place" interactions among library users using existing hardware, open source software, and free or low-cost training opportunities for library staff. As long as the mission of libraries remains to get the right information to the right person at the right time, examination of Web 2.0 is a current "must." While fully integrated catalogs within and between libraries remains in the (hopefully) near future, participatory networking opportunities within library communities are here for the taking.

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The Southeastern Librarian (SELn) is the official publication of the Southeastern Library Association (SELA). The quarterly publication seeks to publish articles, announcements, and news of professional interest to the library community in the southeast. The publication also represents a significant means for addressing the Association's research objective. Two newsletter-style issues serve as a vehicle for conducting Association business, and two issues include juried articles.

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 - Childress, Schelley. 1994. "Planning for the Worst: Disaster Planning in the Library." *The Southeastern Librarian* 44 (2) (Summer): 51-55.
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