

The Southeastern Librarian

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Cover: Woodruff Arts Center, Atlanta, Georgia. Atlanta is the site of the 2003 SELA Leadership Conference, to be held in May.

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President's Column

I want to take this opportunity to thank the dedicated officers who served the SELA so effectively. We all owe Past President Barry Baker, Past Treasurer Glenda Neeley, and Past Secretary Sybil Boudreaux our sincere appreciation for keeping the association on course so that it remains both professionally productive and financially stable. That is especially commendable in such times of tightening budgets as occurred during their term of service. I would also like to welcome the new officers who will be serving with me as your Executive Board for the coming biennium. Vice-President/President Elect Judith Gibbons, Treasurer Diane Baird, and Secretary Faith Line have already been working with me as we plan for the future.

The 2003-2004 biennium for the Southeastern Library Association is off to a good start. Committee appointments are being made and the 2003-2004 Leadership Directory is being prepared. Individual groups will be working throughout the biennium to accomplish their goals - in whatever form they may take - to improve libraries and to increase the knowledge and resources of library workers and supporters of all types. If you are interested in serving on a committee or are interested in active participation in one of the sections or roundtables, be sure to let me know. It's never too late to become an active, contributing member of SELA!

The 2003 Leadership Conference will be held on May 16, 2003, at the Sheraton Colony Square Hotel in Atlanta, Georgia. Hotel information and conference registration information have already been distributed. If you missed the deadline for registering at the Sheraton Colony Square, there are several other hotels in the area. If you arrive before the meeting or have time to stay after the meeting, there are a number of opportunities to enjoy the city of Atlanta. The High Museum is only about a block away, and there are exhibits entitled *Rodin and French Sculpture of the Late 19th Century* and *For This World and Beyond: African Art from the Fred and Rita Richman Collection* that will be on display through that weekend. There is a MARTA station behind the museum. From there you can visit shopping areas such as Lenox Square and Phipps Plaza. There are several restaurants within the hotel complex and in the surrounding area. One of my favorite Atlanta restaurants is about a block away.

The Leadership Conference is a planning meeting for all SELA sections and roundtables, committee members and other SELA members interested in participating. Sections, roundtables and committees plan their activities for the biennium during this meeting, including the 2004 Conference which is in the planning stages as a joint conference with the North Carolina Library Association to help them celebrate their one hundredth anniversary.

I am trying something different this biennium with committee chairs. During the 2001-2002 biennium, we appointed some of the newer members of the association as chairs of committees. To further expand that process of strengthening and expanding the SELA leadership base, I am appointing co-chairs for as many committees as possible. In that process I am trying to pair experienced association members with newer members. Ideally this will not only expand the leadership base but also make the work the chairing of a committee somewhat easier and less demanding because responsibilities are shared.

If for some reason you are unable to attend the Leadership Conference, you still have the opportunity to be an active committee member. Committees are finding it increasingly effective to do the majority of their work electronically. Please do not let inability to attend the conference keep you from being active for 2003-2004. This is your opportunity to contribute to your association.

-- Ann Hamilton

From the Editor

Many thanks go to the reviewers who spend countless hours studying and commenting upon manuscripts submitted to *The Southeastern Librarian*. As a way of recognizing these individuals we have listed in this issue the names of all persons who currently serve as reviewers for the journal. Each manuscript received is forwarded to a minimum of two reviewers who then follow a prescribed set of review guidelines. To fully appreciate this process see the guidelines on the SELA web site at: <http://sela.lib.ucf.edu/SoutheasternLibrarian/news.html#Reviewers>. Thank a SELn reviewer the next time you see one in your library or at professional outings!

This issue features a host of articles on a wide range of subjects including information literacy; collaboration between librarians and K-12 teachers in promoting this year's 200th anniversary of the Louisiana purchase; strategies for embracing an aging workforce; classroom teaching opportunities for librarians; a bibliography of free business internet resources; and a history of the special collections department at a university library. It is such a pleasure to see the broad spectrum of interests in which our library community is engaged. What a wonderful time in which to be a librarian.

One noticeable observation is the preponderance of articles from academic librarians. This is not entirely a mystery given that the tenure and promotion system in academic libraries provides additional incentives for academic librarians to publish. As editor I am more than pleased – I am thrilled to be receiving a growing number of manuscripts on a regular basis. It would be healthy however for the journal to have greater representation from contributors in other career paths in the profession. The stated mission of the journal is to . . .“publish articles, announcements, and news of professional interest to the library community in the southeast. “ So I want to encourage our members to speak to other colleagues that the SELn actively seeks manuscripts from all walks of librarians. Authors do not have to be members of SELA! As a point of understanding, the suggested manuscript length for full articles starts at 2,000 words, which corresponds to just 7-8 double-spaced pages. Additionally, we welcome shorter news-oriented pieces, which are featured in the alternating newsletter issue. So there is a place for most every type of submission, not just the “scholarly” oriented pieces.

Speaking of news, it was necessary to go strictly with articles in this issue in order to stay within page limitations. All news submitted for this issue will be featured in the next issue, which will also include a capsule summary from the upcoming leadership conference. Thanks goes to our state representatives and other SELA members for your continuing stream of news items.

Please email me at fallen@mail.ucf.edu with your comments about *The Southeastern Librarian*. It is an honor to have been asked by Ann Hamilton and the SELA board to serve as editor for another biennium. I look forward to seeing many of you at the upcoming leadership conference in Atlanta.

-- Frank Allen

New Academic Librarian as New Adjunct Faculty Member: Trial by Fire

Roxanne Spencer

New academic librarian takes on formal classroom role, as adjunct assistant professor, due to shortage of library education faculty in a library media program. Describes development of an undergraduate children's literature course. Discusses incorporation of web course software, online readings, and evaluative assignments for undergraduates. Gives examples of pitfalls and successes in developing and teaching a course at the college level for the first time. Offers perspective of the librarian in the formal classroom.

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[Librarians as Teachers and Professors: A Rare Commodity](#)

For more than a decade, there has been a dearth of doctorate-holding librarians available to teach library science education at the undergraduate and graduate levels.¹ The shortage of faculty poses a problem for the profession as a whole, raising questions concerning how new librarians receive the education they need to be well-rounded practitioners. Lower enrollments and reduced budgets in the past 20 years have impacted the shortage of faculty. Other factors include low salaries and the unsexy image of librarianship as a profession, despite many ad campaigns from the absurd to the ridiculous, which attempt (often unsuccessfully) to improve librarians' image in the public eye.² Fortunately, the revamping of many library science programs has attracted more students to master's-level Library and Information Science (LIS) programs.³ There is still, however, a shortage of doctoral-level faculty for this broadened profession.

There also has been a debate concerning the gap between the library school professor and the librarian practitioner.⁴ Library Science is as much a service profession as nursing or teaching. Without the theoretical foundations of librarianship and practical applications—such as the how-tos of cataloging or children's librarianship—much would be lost in the practice of librarianship.

It is common in American higher education for graduate students to teach undergraduate

students, especially at large public universities. Upon acceptance to graduate programs, teaching assistants—with the ink on their baccalaureate diplomas barely dry—are recruited to teach sections of introductory courses.⁵ This not only provides some form of tuition remission but makes it possible for faculty to rely on their graduate teaching assistants to handle assignments and grading of huge lower-level classes. It is important, of course, for future professors to gain classroom teaching experience, particularly when, outside the field of education, other academic disciplines often do not emphasize teaching skills for the future college professor. With the shortage of library science educators many library schools have turned to alumni or other professional librarians with professional experience, but not doctorates, to teach as adjuncts.

In the field of librarianship, practical experience is often the best teacher.⁶ To support the practical, library education frequently relies on experienced librarian faculty (preferably with doctorates) to teach theory and history. This lack of doctoral faculty presents an excellent opportunity for professional librarians seeking a different kind of educational career.

[My Move from Public to Academic Librarian](#)

I began my library career in 1999 as the branch manager of a brand-new, small, rural public library. After two years in public libraries as a branch manager, I was getting restless and wanted more of an intellectual challenge. In November 2001, it was my good fortune to be appointed Librarian and Coordinator of the Educational Resources Center (ERC) at Western Kentucky University in Bowling Green, Kentucky. The ERC is a specialized library serving the School of Teacher Education and the College of Education and Behavioral Sciences at Western Kentucky University. WKU librarians are accorded faculty status. I was

privileged to be given the rank of Assistant Professor. I am now working toward the required second master's degree as part of the tenure and promotion process in the Department of Library Public Services.

Library Media Education (LME) at Western Kentucky University is a graduate program (not accredited by the American Library Association), which trains future school media specialists for Kentucky's (and some surrounding states') public and private schools. The LME program is, as are so many other library education programs, chronically short of qualified faculty to teach courses. Within the program are several undergraduate courses taken by education majors or others wishing to prepare themselves for the graduate LME program.

First Formal Teaching Assignment: Trial by Fire

Shortly after my appointment as Educational Resources Center Coordinator, I approached the LME chair about filling a vacancy as an adjunct assistant professor for the Spring 2002 semester. I was hired to teach LME 288: Children's Literature, with a class roster of 28 education major and elective undergraduates.

I had never taught a full-semester course before. My library instruction classes were limited to a few teacher education classes and the public when I served as a public library manager. I have a background in publishing, including children's and young adult literature, so I was a good candidate to teach an undergraduate children's literature class. This was my first formal foray into teaching, other than bibliographic instruction classes.

The next three-and-a-half months were as much an education for me as for my students! I was seeking intellectual challenge, and here it was: three 45-minute classroom sessions per week for an entire semester, with nothing but a textbook and an existing syllabus with which to work. What followed was trial-by-fire: successes, close calls, failures, and a determination to emphasize the importance of library education and librarianship to undergraduates who believed everything they saw on the Internet. I will only highlight a few of the ups and downs for this article and hope that other new librarians who step into the formal classroom will gain some insight and ideas.

First Steps: Developing the Course

My teaching experience had been limited to bibliographic instruction. I knew that teaching in the classroom for an entire semester would require much more preparation and creativity. A goal of mine from the start was to tie in teaching and librarianship, especially important for the education of young children. I wanted my students to view libraries and librarians in a more positive, helpful light. Like many undergraduates, even those in education, libraries and librarians are often to be avoided as much as possible! I devised specific assignments, such as requiring students to interview a children's services librarian in a public or school library setting, and to report on their impressions of the field after the interview. The assignment interested and impressed my students more than I had expected, which was quite rewarding.

My first task was to revise the existing syllabus to include assignments I thought particularly valuable. I reviewed many online children's literature syllabi from colleges and universities across the country. I selected several children's literature readings online to add to the syllabus, hoping to demonstrate to my students the use of the Internet as a reliable research tool.

To give myself an additional pedagogical boost I surfed numerous children's literature websites, all of which were extremely helpful in developing the course. I researched articles on teaching and teaching children's literature in particular, to discover how best to convey my enthusiasm and love of the subject to my students. Many faculty members at other universities have developed web-assisted or completely online courses in children's literature and have made their syllabi and lectures generally available on the web.

My inexperience of teaching methods proved my biggest challenge, most notably engaging the class in discussion. The biggest problem was attempting to lecture—especially on readings in the textbook, *Children's Book in Children's Hands* (Temple, Martinez, Yokota, Naylor, 2002)—and provoking some kind of response from somnambulant young adults. I decided to make students responsible for textbook chapter reviews when my lectures on the readings fell on deaf ears. Lecturing is a style of teaching I find least engaging, so this approach worked well. I divided the students into groups and assigned each group a chapter to present. Students had a choice of how to present chapter overviews.

Some did posters, several brought genre book samples, and a few did Power Point presentations. Many students dove right into the assignment and used creative ways to present the facts from the textbook. Other students resented the assigned presentation, but the education students did a particularly fine job of presenting the material.

[Libraries and Librarians as Resources: Guest Lecturers and Treasure Hunts](#)

It is an open secret that LME 288, for education majors and others, is one of the few opportunities for WKU's LME faculty to promote the graduate school library media program to undergraduates. One of the ways I tried to promote librarianship was by inviting school media specialist Eden Kuhlenschmidt of River Valley Middle School, in Clark County, Indiana, as a guest lecturer. Ms. Kuhlenschmidt is a dynamic and innovative teacher-librarian. She engaged the class in library media classroom activities and promoted the advantages and availability of jobs for future school librarians—welcome news in times of economic hardship, particularly in education.

Another assignment was to have each student interview, by phone, in person, or via email, a public library children's librarian or a school media specialist. Many students revisited their old elementary, middle, or high school and gained a new perspective on the diversity and dedication of their school librarians. Others took the opportunity to interview school media specialists or public children's librarians from across the country and gained insight into some of the differences and similarities of how children's services librarians function in different states and communities. I count this assignment as one of my successes—each and every student commented on how they had a better understanding and appreciation of librarians from doing this interview. Praise from undergraduates on a homework assignment is high praise indeed! We made frequent trips to the Educational Resources Center (ERC) during the semester. I created children's literature "treasure hunts"—the old favorite of library school reference courses. Students were permitted to "hunt" individually or in groups for clues to book, audiobook, video characters, authors, illustrators, or titles. The goal of the treasure hunt was to help the students become familiar with the ERC's collection of juvenile

materials, textbooks, audiovisual materials, and curriculum and lesson guides.

[I Am the Teacher: So, Now What?](#)

To encourage students to think about multimedia resources for the classroom more analytically, I introduced an evaluation rubric activity. Rubrics are useful tools to help students with critical and analytical thinking. The rubric contains criteria that define and describe the relevant components of an activity that is being created, examined, or evaluated. A common tool for the evaluation rubric is a table the students are required to complete with weighted assessments of the material being critiqued. Such evaluations are meant to aid students in developing critical and analytical skills. In one exercise for my class, students evaluated websites for authoritative, reliability, ease of navigation, and other factors. The students also used evaluation rubrics for reviewing other multimedia materials. For this and other exercises, I relied on several WebQuest resources and librarians' website evaluation lessons online to learn more about teaching my students how to think critically about Internet sites, books, and multimedia selection.

It was a difficult task getting students to engage in discussion, or even to answer direct questions. I often waited the requisite 20-30 seconds, while an awkward silence grew. I admit, with some chagrin, that I resorted to bribery in moments of desperation and tossed candy at willing participants! The class discussion that provoked the most intense student involvement—even engaging otherwise shy or disengaged students—was on censorship and challenged books. As might be expected, J. K. Rowling's *Harry Potter* series tops the list of Challenged Books for 2001, according to the American Library Association's Office for Intellectual Freedom. For the most part, my students were in favor of children reading the series, and vocally supported the freedom to read. One of my students strongly opposed children reading the *Harry Potter* series, but needed some encouragement from me to express her feelings. Her opinion was in the minority, but I was very pleased that she was courageous enough to express her views, despite her peers' disagreements or worrying that her opinions would influence her grade.

As a public library manager, I often led story times for young children. At times, the children

were very shy or too young to engage in active discussion about the stories we read together. Other children were quite eager to share their experiences and reactions to stories. When it came to discussing children's literature, I was surprised to find that, at times, there were striking similarities between reluctant and willing college students and their younger counterparts. Leading questions and enthusiastic encouragement, in both instances, helped produce the desired involvement from the audience!

[So Many Books, So Little Time! Assignments Overwhelm Some Students](#)

Children's literature was defined in the syllabus as picture books through easy reader chapter books. I introduced the students to the many genres in children's literature, such as traditional literature, poetry, informational books, and historical fiction, among others. The *Harry Potter* craze was still in full tilt, so I permitted the use of a few young adult novels to be included in the reading and review assignments for the class. Many students had favorite authors or illustrators. To capitalize on their interests and to send them, once again, to the library, I assigned a brief paper such as a biographical sketch of an author or illustrator. I required a list of sources, specifying the use of only authoritative web resources (such as an online encyclopedia, or an author's or publisher's homepage), and insisted on at least one print resource (such as *Something About the Author*). Some students chafed at yet another writing assignment, while others enjoyed researching their favorite childhood authors or illustrators.

There were two major projects for this course. The Critical Performance Evaluation Portfolio (CPEP) is part of the WKU requirement for education majors. The CPEP for this assignment was an Annotated Bibliography of 30 grade-level specific informational and fiction materials, primarily books, with a major topic and at least three subtopics. Examples of some of my students' Annotated Bibliography topics included Safety: Personal, Classroom, and Outdoors; Celebrating Fall and Winter Holidays: Halloween, Thanksgiving, and Christmas; and About Bears: In Children's Picture Books, Species, and Habitats. The anxiety level for this important project—50 points out of a possible 200—was high. Engaging students in reading analytically and applying course readings and lectures to the project proved challenging.

Writing book annotations was a new experience for some students, and many had difficulty distilling their readings into a few relevant sentences. Most tended to overwrite. Examples of the project from previous semesters' proved helpful to the students who took advantage of the reserve materials in our library.

The second major project was a Reading Journal, consisting of 30 titles in several genres of juvenile literature, including traditional literature (folktales), poetry, realistic fiction, science fiction/fantasy, historical fiction, informational books, and biographies. The journal was to include a brief plot summary, discussion of any art or illustrations, and recommendations for classroom use. To many of the students, the task of reading 30 books over in one semester was daunting. Other students welcomed the opportunity to read a wide variety of children's books. The experience reminded many of their childhoods and those students chose books they remembered from their bedtime stories and other family or school story times. These students tended to get the most out of this assignment.

The stress level for the major class projects was very high. Semester-long papers such as the Reading Journal and Annotated Bibliography are excellent ways to teach students to pace themselves to avoid the last-minute deadline crunch. As expected, many students procrastinated or were overwhelmed by other class assignments, and asked for deadline extensions. As a first-time classroom instructor, I was perhaps more lenient than more experienced instructors.

[Reconciling Expectations with Reality](#)

I had high expectations for this class, but the reality was somewhat different. Many WKU students are the first in their families to attend college. Their families may live in remote, rural areas without the economic advantages of participating in higher education. There also exists a strong tradition in some areas of obtaining full-time work after completing one's high school education. I should have taken these facts into more consideration in devising assignments. In most cases, my expectations of first- and second-year students were too high. Students complained about reading 60-plus books, and completing the online reading assignments. Many in the class were not taught critical thinking and had trouble distinguishing

between simply reiterating the story and giving personal opinions and synopsis and evaluating materials for classroom use. Some students felt the additional assignments were “busy work” and expected standard lectures. Since I find standard lectures boring, I tried to introduce more activities, including watching and reviewing children’s videos such as *Magic School Bus* or *Arthur*, as well as trips to the Educational Resources Center to encourage students to become comfortable using the library. Some students found these activities interesting and useful, while others did not.

Overall Thoughts on My Teaching Experience

Teaching semester-long courses offers many more opportunities to develop constructive, learning relationships with the students. The frequency of class meetings; the depth of class discussions; time spent troubleshooting problem areas and encouraging reluctant students; and as grades are due, evaluating students’ abilities, all contribute toward a more focused relationship.

The sense of connection, of having engaged the student’s interest and enthusiasm, is what keeps many struggling teachers in the classroom. It can be the carrot that keeps the instructor striving toward teaching excellence. The challenge of keeping students engaged over the course of a semester is the same as the challenge of keeping students’ interest in a brief BI session, only many times over. Varying styles of lessons; flexibility with the way assignments are presented; changes of venue; and creative, collaborative projects are some of the many ways I used to vary the pace of a three-times-per-week, early afternoon class (the dreaded post-lunch time slot!).

The responsibility of developing and teaching my own version of a children’s literature class was challenging and difficult. Looking back, there are things I would now do differently. This experience reminded me that 20-year-old undergraduates view college differently than I do as their instructor—something I should have realized sooner. In my zeal to get my students to think critically and to appreciate the scope of children’s literature, I became aware that many of my students were never exposed to so many exacting assignments at the lower undergraduate level. The additional assignments I gave my students often dampened their enthusiasm for the subject. As I developed this

course for web delivery, I remembered that these were, for the most part, first- and second-year students, whose motivations and skills often were very different from returning adult students.

Some pointers I would offer other librarians teaching in the formal classroom for the first time:

- Know your students: What is the student body’s general background at the institution? What can you realistically expect from your students?
- Get to know the institution’s policies for students and faculty. If there is any confusion about attendance, you have the syllabus and the institution’s policy to back you up. Bending the rules for extraordinary circumstances may be necessary, but try to establish your rules and stick to them.
- Slipping in an added assignment, even for extra-credit, is probably a no-no. If you stumbled across a relevant article you want to add to your reserve readings, save it for the next time you teach the course, or use it as the basis of a (brief!) lecture and to stimulate class discussion
- Be explicit in your expectations for assignments. Clarify your objectives and requirements for the assignment by discussing it in class and reinforce the information before the due dates. Students often don’t read the “fine print” in the syllabus.
- Balance your expectations for the class with reality. Students always feel under pressure. Undergraduates have part-time jobs and place a high value on the social experience of college life. Graduate or returning students may be juggling families and full-time jobs.
- Seek and use the advice you get from other professors in the department. No matter how many times you run into your colleagues’ offices asking questions, it will be worth it. You may be surprised to find you have ideas and suggestions they will find useful for their classes.

Summary

Teaching provides a chance to grow and develop as a professional for those who are willing to take a few risks, learn as they go, and put into practice their own education and experience. My traditional teaching experiences

have improved my bibliographic instruction sessions. I am better able to target students' interests and to tailor the BI session to their interests in the specific course. I am more familiar with students' interests in children's books; this helps me fine-tune children's literature purchases and enriches our juvenile collection. Teaching a semester-long course requires creativity and imagination. I have a better understanding of the concerns and needs of students—as library patrons, as well.

I am indebted to the innovative educators who developed and posted well-designed and easily navigable children's literature websites for general viewing on the Internet. Students, teachers, and librarians have a wealth of reliable, useful information on children's literature available to them at the click of a mouse.

I hope I influenced some of my students to consider librarianship as a profession. Who knows? Someday, some of my students may develop their own children's literature courses for the next generation.

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Strategies for Managing an Aging Workforce

Marie F. Jones

Demographic trends show that the population of librarians in the U.S. is rapidly aging. This paper examines the ways that library managers can make workplaces more attractive to older librarians in order to encourage them to remain in the workforce beyond retirement age. The article dispels some negative stereotypes of "the older worker" and shows the advantages of retaining individuals with experience and maturity. It also addresses organizational climate, management, and training issues related to older workers.

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The recent report on census statistics and aging librarians published in the March 2002 issue of *American Libraries* (Lynch), indicates that of the 87,409 librarians currently in this country, 18,469 will reach age 65 in the years 2010-2014. Yet that five-year range is only the peak in a chart that rises rapidly from the years 1990-1994 when about 5% of librarians will retire, up to the years 2010-2014, in which over 20% of the total current librarian population will retire. In fact, the report indicates that over 50% of all librarians working today will reach age 65 by the year 2014.

Part of a National Trend

This demographic trend is part of a larger one across the U.S., because of the large Boomer population retiring in the coming years. As the Baby Boomers' age and life expectancy increases, by 2020 almost 20% of the U.S. population will be over 65 (Stanley, 2001). Because of these retirement trends, the writers in the human resources literature have begun to examine new ways of looking at older workers. Only a few library authors (e.g., Flowers, 1990; Arthur, 1998) have explored library management issues in light of the aging population. With the huge number of librarians reaching age 65 in the coming years, leaders in our profession would do well to begin to re-examine how older workers may be supported in our own work settings. In *New Passages* (1995), Sheehy points out that Boomers, as they near and pass retirement age, are going to have a different relationship with work than previous generations (p. 374). The AARP Work and Career Study (Montenegro, Fisher & Remez, 2002) found that

69% of workers interviewed plan to work after age 65 and the Age Discrimination in Employment Act means that most professions will no longer be able to force people to retire. So perhaps the aging of professional librarians is less of a crisis than we might think, as long as we build organizations that support workers beyond the traditional retirement age.

Before a leader begins to build a program for retaining and recruiting older individuals, it is important that all members of the organization realize that older workers are not less productive than their younger counterparts. Ability differs across all age groups, and experience, loyalty, and a strong work ethic actually tip the balance in favor of older employees. It is also important to recognize that there is great diversity among employees in any age group; stereotyping "older workers" benefits no one. The largest barrier to the effective employment of older workers is misinformation about these workers in the workplace. We've worked hard to eliminate sexism and racism in our workplaces, but have we explored issues of ageism? And, as a practical matter, it is bad practice to marginalize our most experienced and mature professionals merely on the basis of age.

Productivity of Older Workers

The largest barriers to the employment of older workers are myths about productivity and cost. Older workers have similar, if not better, rates of job performance, absenteeism and turnover as younger workers, and they do not cost more to employ. Engle, Miguel, Steelman, and McDaniel (1994) reported results of a meta-analysis that examined the relationships between age and work values. They reported a positive relationship between age and "protestant work ethic". Similarly, meta-analyses of the age and work performance literature have reported that there is little difference in work performance in relation to age (McEvoy & Cascio, 1989;

Waldman & Avolio, 1986). This is particularly true in professional occupations like librarianship. Waldman and Avolio (1996) reported evidence to support that the relationship between age and work performance varies depending on whether the job was a professional versus a nonprofessional occupation, and Sparrow and Davies (1988) indicated that the strength of the relationship between age and quality of job performance varied depending on level of job complexity. Specifically, peak performance occurred later on jobs requiring greater levels of job complexity, especially those typically associated with knowledge-based professions. Since librarianship is one of these complex, knowledge-based professions, it appears that our work is of the kind that actually improves with age.

Rates of turnover are also low among older workers. AARP (1995) states that workers between the ages of 50 and 60 stay on the job an average of 15 years, and their attendance is as good or better than other groups. In another meta-analysis, Healey, Lehman, and McDaniel (1994) reported that age was negatively correlated with turnover. These results supported earlier findings reported by Cotton and Tuttle (1986) and Rhodes (1983). Despite a higher rate of chronic illnesses among older people, workers aged 55 and over have rates of absenteeism similar to their younger counterparts. They are only slightly more likely than younger workers to miss work for illness, but they are less apt to be absent for other reasons, such as family obligations (Rix, 2001).

Work-related injuries are also lower for older workers. While older workers take longer to heal after job-related accidents, they have disproportionately fewer accidents than their younger counterparts. In 1998 they sustained just under 9% of all occupational injuries or illnesses requiring time away from work (Rix, 2001).

So if all of this is true, and older workers are a benefit and not a hindrance in the workplace, then we must educate ourselves and our coworkers to acknowledge and dispel the myths that surround age. This could be done in a discussion group or classroom setting, while other libraries might go deeper and work to change the entire organizational culture to be friendly to older workers.

Creating the Age-Friendly Work Environment

But what is it that makes a workplace age-friendly? Montenegro, Fisher, and Remez (2002) found that workers “want to work on different terms than may have defined their earlier careers, with more flexibility and autonomy” (p.2). They also want respect, training, and benefits. AARP’s annual “Best Companies For Older Workers” award is based on six key categories: corporate culture, recruiting, wages/salaries, continued opportunity, benefits, and retirement (Pouncey, 2002). Librarians can address each of these factors in the effort to make our workplaces attractive to older workers.

Organizations must be friendly to workers of all ages, and must be flexible to fit their needs. A 1999 European study by Walker and Taylor listed four main “Guidelines for Good Practice” gleaned from case studies of organizations successful in retaining older workers: 1) Backing from senior management; 2) A supportive HR environment; 3) Commitment from the aging workers involved; and 4) Careful and flexible policies. With these support mechanisms in place, specific plans may be implemented to make all parts of the organization friendly to older employees.

One way to begin is to acknowledge the important contributions of older employees. For example, an organization might make the retirement day of employees memorable, showing appreciation for the work of many years. Ritual and ceremony is an important part of commemorating life passages, and the workplace should support such ceremonies. Long before the retirement day, however, leaders need to be sure that older workers know that their work is important to the organization.

Mentoring relationships demonstrate to older workers that their experience is valued. Some programs match retired and new employees; others connect senior and junior staff. Yet Fandray (2000) points out that managers must be especially sensitive to issues of intergenerational conflict when mentoring systems are in place. Older workers may feel threatened by the ideas advanced by younger colleagues; younger people may feel patronized by their seniors. Fandray goes on to say that mentoring relationships like these work best in environments where teamwork and partnership

are already models that are in place. Then, the culture emphasizes the working relationship rather than the age difference.

Setting the tone in the organizational culture also encourages able elders to continue in their jobs. Take, for example, the case of Zabin Industries in Southern California, where cofounder Robbie Eisenberg was recognized last year as the oldest worker in America at age 102. That company doesn't worry at all about losing their experienced workforce to retirement (Albrecht, 2001).

Solutions to Staff Shortages?

The library literature has emphasized recruitment of new librarians into the field to fill those positions vacated by retiring librarians, yet there has been little training available for these young librarians on how to manage older staffers. Management of older staff relies on collaborative types of management. Older workers are likely to feel stressed, as all of us are, by the rapid changes in our profession. Effective change management requires extensive communication about the nature and extent of change, and collaboration regarding the implementation of these changes. Articles such as, "Seven tips for managing people older than you" (1997) can offer some insight into dealing with the generational gaps common in many workplaces. The article focuses on well-known management techniques and reminds us to "[c]onsider older workers your secret weapon" (p. 14) and to focus on mutual respect and teamwork. If older librarians are our "secret weapon," then the library profession in the next ten years will put the Department of Defense to shame.

On a more serious note, though, if we are to effectively use the expertise of older workers, we must create flexible options for work within our libraries. Phased retirement, part-time employment, on-call temporary employment, job sharing, and consulting arrangements all offer flexible options that utilize the expertise of older workers without locking them into an all-or-nothing work schedule. Think of the benefits to a library to have a pool of experienced librarians to call on when a regular staff member is out on sick leave or sabbatical, or when you are in the process of hiring a new professional. And wouldn't a part-time professional librarian with 30 or 40 years of experience be better for staffing the reference desk than a graduate

assistant or part-time paraprofessional? Job sharing is fairly uncommon in libraries, but it might be a way to keep two able people in the workforce whose circumstances or needs preclude full-time work. Using retired workers in part-time or job-sharing positions also allows for informal mentoring opportunities in which new librarians learn from their more experienced colleagues. Hiring retired librarians as consultants also draws on their vast store of knowledge, while allowing them control over their own schedules.

Older workers might also want flexibility within full-time jobs, through job redesign, job transfer, telecommuting or working from alternative sites, or retraining (Tracy, 1996). Libraries are often very traditional in their approach to worksites, but the Internet offers an opportunity for work flexibility that would not otherwise be possible. Catalogers could easily catalog anywhere, if software were set up for such work. For example, laptops could be configured with the same software as a cataloger's desktop for use at home. Of course, cataloging electronic materials or revising records already in the catalog would be easier than carrying cartloads of books off-site, but the idea is nonetheless possible. Reference librarians could also work off-site, staffing live online reference/chat services that could be run from any online computer. Analysis of my own library's live reference service (Campbell, Jones, & Shuttle, 2003) indicates that all of the questions that have come through our service in the past year were answered by online sources, or were directional questions for the library's online collections. The few questions that might come through that cannot be answered online could be referred back to the main library.

Administrative work could also be completed off-site. I personally manage branch libraries, but my own office is located on our main campus. I could just as easily work from my home or from another state, as long as I returned for scheduled meetings and made periodic site visits, as I do now. For librarians who work on Web pages or instructional materials, working outside the office might actually be beneficial to the quality of work. How many times each day are you interrupted in your office? It's much easier to program or design materials without the everyday interruptions of a busy library.

Flexibility must be integrated holistically into the organization or individuals may think that they

are being pushed out. Workers over age 65 may be sensitive to any effort to reduce their workload. Acknowledging that individual employees of any age might need adjustments in workload based on their personal situation might help to alleviate some of the stress for an older employee. It is vital that these employees know that the organization values the individual's contribution and experience, and that workload is not the main factor in the value placed on their work.

Procedures should also be put in place to use the expertise of older workers after retirement, even when flexible retirement options are not in place. Organizations should keep the lines of communication open in case able seniors wish to return to the work force in some capacity. Stanley (2001) suggests building a list of skills, knowledge, and formal education of retirees before they retire so that the list can later be used to contact retirees to meet organizational needs, and building a database of retirees who would like to be considered for part or full time work after retirement. He also suggests that a retirement I.D. be issued upon leaving, letting retirees know that the organization still values them and "may need to call upon them in the future" (p.10). Further, Stanley suggests that used computers that might normally be sold at a reduced price be given to retirees, set up for Web access. That way, retirees can keep in touch with organizational activities and consulting, part-time, or full-time job opportunities could be communicated to them by e-mail.

Library leaders should try to influence the human resources policies of parent organizations, and to explore options available within the system that encourage the retention or re-entry of older workers. Retirement, pension, and health care plans should be shaped in ways that allow retirees to come back to work without being penalized (Stanley, 2001). They won't need maternity or parental leave benefits, but they will need health care benefits. When evaluating health-care options for employees, considering how providers will interface with Medicare will allow greater flexibility for workers over age 65 (Albrecht, 2001). Our university, for example, offers a post-retirement option for individuals who wish to work after retirement that includes continuing health care benefits until the worker is eligible

for Medicare, and a state Medigap plan after that time.

Even more innovative benefits packages might be needed to encourage older workers to continue in the workplace. Elder care benefits would help those 65-year-olds with 85-year-old parents. Childcare benefits for grandchildren would benefit those raising the next generation. Many boomers will have children in college, retired parents, and grandparents in nursing homes all at the same time (Thornburg, 1995).

Workplace Safety Issues

Workplace safety is an issue that benefits all employees, but is particularly helpful for older employees. Albrecht (2001) lists factors related to this issue. We're lucky, as professional librarians, that most of our work involves little or no heavy lifting. However, Albrecht's points still hold true. She suggests that work schedules be rotated to reduce physical stress on all workers. For us, this may mean limiting hours on our feet in a busy reference room, or making sure that there are plenty of healthy support staff to shift and shelve materials. Work environments should be ergonomically designed. As aging bodies heal more slowly, it is important to reduce the chances of injury caused by an ill-designed workplace. Diagnostic and training programs can prevent specific conditions like tendonitis or carpal tunnel syndrome. In addition, lectures on wellness and age-related topics can increase awareness of issues, and encouraging stretch/walk breaks can model simple, effective ways of reducing long-term physical and psychological stresses that can lead to injury.

Importance of Training

Training is a vital factor in retaining or re-hiring older people. Some organizations focus training on younger, newer employees, thinking that more experienced employees will pick up new skills on their own, or that training is wasted on those nearing retirement age. On the contrary, older employees benefit just as much from training opportunities, if not more than their younger counterparts. Ongoing education and retraining can help keep older workers both engaged and productive (Fandray, 2000). Training in new areas can re-invigorate workers' perceptions of the workplace and their work, which can become boring after many years of doing essentially the same things. Also, when supervisors encourage older workers to engage

in new training activities, it demonstrates the value placed on the work that they do, and confidence in their long-term contributions to the workplace. Those of us who have worked in libraries very long have all participated in ongoing training opportunities as new technologies have been introduced. As supervisors, we need to remember that these opportunities should be promoted for all workers, regardless of age.

In my own library, I've seen how our assumptions about age affect older librarians in terms of training. One librarian on our staff is well over retirement age, and I was told before I put together a training session on our new chat reference service that he was "resistant to technology" and might not want to participate in staffing the service. Similarly, when we purchased Palm Pilots for our librarians in preparation for creating some PDA-based services for patrons in the future, it was thought that he wasn't interested. When I spoke with him personally, however, I found that he was interested in using the technology, and enjoyed using his PDA. However, he's often skeptical of the cost-benefit ratio of such items, and doesn't rush into new technologies without a careful analysis of their usefulness. And, yes, it might take him more time to learn how to use a new technology than it would take someone more fascinated by gadgetry, but it takes him no more time than it takes another librarian who is substantially younger, but equally suspicious of technological advances.

Walker and Taylor (1999) found, among the best practices of European companies they examined, that education programs are important, but that there must be a program aimed at motivating older people to undertake further education/ training, and that such training take into account how older adults learn and process information. Recent library literature contains many articles on training older adult patrons (e.g., Van Fleet & Antell, 2002; Burwell, 2001; Fasulo, 2001; Kaplan & Jacobsen, 2001), but none on training older librarians. Yet the lessons offered on training older adults can fit either situation: make the practical value of the training apparent; make much of the training self-paced; concentrate on hands-on time and

practice; use age-peers to offer training, when possible; use concrete examples and metaphors; build confidence; encourage questions; focus on the learner, not the trainer; and make sure that the learning environment is physically accessible (Van Fleet & Antell, 2002).

One aspect of training that requires special sensitivity is evaluating the amount of support needed for older workers who leave the work force and then return after an extended length of time (Albrecht, 2001). Technological and cultural changes in the workplace can make returning stressful for these employees. In our rapidly changing technological libraries, this is a particularly important issue. If we hire post-retirement librarians to work the reference desk or to catalog materials, we must also offer training to facilitate their use of the latest software and hardware. This training should respect the experience of the older librarian, make connections with familiar print resources, and allow for ample hands-on time to work with the new resources. Cultural changes, too, can be addressed, by openly discussing some of the changes that have occurred since the individual's retirement. In order to make the returning librarian most comfortable, the training should be conducted by a senior librarian, preferably one who remembers what the milieu of the library was like at the time of the individual's retirement.

Summary

The key to retaining our experienced workforce is respect and flexibility. If our organizational culture shows that we value the experience of older librarians and respect their abilities, then they will feel comfortable continuing to contribute for many years to come. As in any aspect of leadership, dealing with individuals on an individual basis and fitting individual needs into the organizational needs makes for the most productive and pleasant workforce. Many of the possibilities suggested here are attractive to workers of all ages (e.g., flex time, telework, training and continuing education opportunities) and therefore might be helpful in the workplace as a whole.

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Low Tech and High Tech: The Spectrum of Special Collections Use in a Technological Institute

Anne A. Salter and Marilyn Williamson

The gradual expansion of the Georgia Institute of Technology 's Library and Special Collection has resulted in a unique and outstanding science and technological research facility. The process was expanded by a number of individuals who dedicated their professional years to improving the holdings. Unique among these treasures is the first edition of Newton's *Principia*. Collecting, preserving, and utilizing the new technologies to expand access to this outstanding collection has proved challenging. The primary materials, carefully collected over the years, are being protected and made available through traditional means; while at the same time technological advances are being utilized to enhance access to the intellectual and visual content of these materials

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condition of passing the courses.¹ From such humble but practical beginnings, the Georgia Tech Library grew quickly. For a number of years the emphasis was on building a working collection of textbooks and reference sources in the engineering disciplines. There was neither money nor a perceived need for rare and special materials.

The Beginnings of Georgia Tech

Following the Civil War and Reconstruction, farsighted individuals in the Southern United States realized that the South must develop industry in order to gain a foothold in the modern United States. The founding of the Georgia School of Technology (now the Georgia Institute of Technology, or Georgia Tech) grew directly from this realization. After many financial and political skirmishes and setbacks, the Georgia School of Technology was finally approved in October 1885. The first department to be founded was Mechanical Engineering. Civil Engineering and Electrical Engineering Departments were founded in 1896 and the Textile Department in 1899. A Bachelor of Science degree was offered in all four areas. The earliest focus on trades soon gave way to an emphasis on engineering.

The Origin and Early Growth of the Special Collections

Georgia Tech's first library was a bookshelf in the English professor's office. It was not until April 1899 that a room in the Administration Building was set aside for use as a library. Funding for library materials was slow in coming, and facetious campus lore had it that the English professor made student donation of books a

Dorothy Crosland was Georgia Tech's librarian for nearly half a century (1927-1971). It was not until the 1950s that she first broached the subject of rare books. In her annual report for 1957/1958, she stated: "The acquisitions policy of the Director of Libraries has never been to purchase rare books. So much material has been needed for the instructional program, graduate work, and research that it seemed much more important to try and supply these needs. However, the time has come when a few rare items would be valuable for display purposes and also for use of the faculty who teach the literature of chemistry, mathematics, or physics."²

In the spring of 1958, donations from friends made it possible to purchase the Georgia Tech Library's first rare book. This was a copy of a first issue of the first edition of Sir Isaac Newton's *Philosophiae Naturalis Principia Mathematica* (London, 1687), bound with a copy

¹ Wallace, Robert B., Jr. *Dress Her in White and Gold: A Biography of Georgia Tech and of the Men Who Led Her*, Rev. ed. (Atlanta: The Georgia Tech Foundation, Inc., 1969), p.38.

² Georgia Institute of Technology. Library. *Annual Report, 1957-1958*. Submitted by the Director to the President, July 1958, p. 7.

of a printed tract by Edmund Halley. The book has been exhibited on several occasions through the years, and it remains one of the most important treasures of this library. It can be regarded as the cornerstone of the Georgia Tech Library's significant collection in the history of science and technology.

The next noteworthy rare book acquisition occurred in 1965, again under the longtime director's guidance. With funds from a bequest, the library was able to acquire a nine-volume set of Joan Blaeu's *Grooten Atlas* (Amsterdam, 1664-1665) in Dutch. This sumptuous cartographic achievement has been greatly admired throughout the years, and the volumes have been exhibited from time to time. Although not specifically documents in the history of science, these volumes serve as a starting point for research in many aspects of history and culture.

Expansion of Special Collections, 1971-2000

Acquisition of rare materials was not actively pursued during the 1970s and 1980s, partly because the library's budget had become more restricted. The administration returned to the policy of concentrating on current materials to support the curriculum and research of the institution. However, a few rare books came to the library as gifts from faculty members. The most notable of these gifts was a copy of the 3rd edition of Newton's *Philosophiae Naturalis Principia Mathematica* (London: Printed by William Bowyer for G. & J. Innys, 1726), presented to the library by a respected faculty member. This was the last edition of the *Principia* to be published during Newton's lifetime and it greatly enhanced the growing collection of Newtoniana at Georgia Tech.

During the 1990s the administration once again began to acquire some rare books, mostly with endowment funds. In addition, budgets for resources became more generous, and it was possible to enrich the collections with some fine early editions of seminal works in selected areas of the history of science and technology. The library was able to complete its collection of the first three editions of the *Principia* in 1999 with the purchase of the 2nd edition of Sir Isaac Newton's *Philosophiae Naturalis Principia Mathematica*, revised and edited by Roger Cotes and published by Richard Bentley, Master of Trinity College (Cambridge: University Press, 1713). The 2nd edition differs considerably from

the 1st edition, and only 750 copies were printed in 1713, making this an important edition.

In addition to these three early editions of the *Principia*, additional works of Newton have recently been acquired for the collection, among them *Opticks: or a Treatise of the Reflexions, Refractions, Inflexions and Colours of Light* (London: Printed for Sam Smith and Benjamin Walford, 1704); the first English edition of the *Universal Arithmetick, or A Treatise of Arithmetical Composition and Resolution* (London, 1720); and many later editions of various works by Newton, in several languages. Taken together, the important early editions of the works of Newton comprise a core collection of significance in the history of science and technology. This core collection has been expanded over the years into mathematics, early technology, and even astronomy—all of which are important areas for the enrichment of education at an engineering institution.

Through periodic collection review, it has been possible for librarians to identify existing materials of increasing rarity on the open shelves and to target them for protected shelving in the special collection area. In particular, twentieth century works in both the monographic and periodical literature on the history of science and technology have been moved from the open shelves. An example of such material is a nearly complete set of the *Massachusetts Institute of Technology Radiation Laboratory Reports* from the World War II era. These mimeographed and typewritten reports contain important information about the development of radar. Bound volumes of periodicals before 1976 are already stored on closed compact shelving adjacent to the Archives Department, and this provides good security for important papers without necessitating separate locations for volumes containing papers which have become rare and valuable.

In addition to its holdings in the history of science and technology, the Georgia Tech Library has recently received an important collection of early science fiction, a very popular genre at this institution. This acquisition will form the nucleus of a special named collection, and its presence here has already been influential in the decision of a major science fiction writer to place copies of all his works in

the this library. These works will also be included in the special science fiction collection.

[Storage of the Special Collections](#)

In 1996 the Georgia Tech Library and Information Center completed a renovation of the Archives Department. The new space includes a reading room, offices, lab, photocopy room, and a state of the art closed stacks area. The closed stacks area includes compact shelving, environment control, a fire suppression system, and security. The compact shelving was designed and installed by Spacesaver. Although the archival storage area is located on ground level, a raised plywood platform had to be installed in order for the shelves to operate properly. The platform was covered with linoleum. Electronic shelving was selected rather than the manual option.

A Liebert Challenger 3000 unit controls the environment. Because the archives houses mixed collections including papers, books bound in vellum, photographs, slides, works of art on paper, three-dimensional items made of various ores, videos, films, and tapes, the room is kept at a temperature of 68 degrees Fahrenheit and at a relative humidity of 35%. The closed stacks area is also well protected from fire and theft. The fire suppression system is a Kidde FM-200. This system is automatic and heat activated. In the event of fire, the room would lock down and the fire suppression chemical would be released. An alarm system and a card reader that allows entry only for archives staff and key library personnel also protect the closed stacks room.

Special Collections contains a wealth of materials ranging from vellum bound books to three-dimensional objects. University publications, theses and dissertations, reports of sponsored research, rare books, and copies of publications by Georgia Tech faculty comprise a large portion of the collection. The manuscript collection and the Institute archives complete the collection in the closed stacks. The location of the storage area adjacent to the reading room and to the staff offices makes the contents readily accessible to students and faculty and affords excellent security for the materials.

[Traditional and Newer Uses of the Special Collections](#)

Students and faculty make use of the special collections for a wide variety of purposes.

Traditionally, students request use of archival materials on a regular basis. Faculty assignments often include use of archival materials for projects, and students frequently seek documentation of campus buildings. In addition, classes visit the archives for tours and for an introduction to the research potential of special collections for various projects.

Tech's Newtoniana collection has also inspired less traditional uses of special collections materials. The Physics Department requests the viewing of early editions of Newton's *Principia* on an annual basis, and the staff is happy to comply with the request. Working out the logistics of moving the books safely across campus and ensuring their continued security while being viewed are only two of the challenges. While students gather around the books resting on large foam book cradles, the archivist turns the pages carefully with a bone folder, while another staff member provides a brief talk on the provenance and acquisition of the books. Rewards for the staff are great as the undergraduates, normally engulfed in high technology, stand spellbound in front of these rare books.

Non-traditional use of special collections material is usually audience driven. However, the use of high technology to provide access to collections via the Web allows the focus to be program oriented. Digitizing special collections materials allows access to facsimiles of original materials that otherwise would not be available on such an on-call basis. Digitizing is not a replacement for preservation, nor is it a replacement for proper archival cataloging. It is, however, an excellent method for providing access. Above all, it allows new ways of manipulating materials to be developed into useful programs that an "invisible audience" may effectively utilize. The traditional archivist's way of viewing collections has changed both physically and philosophically. The concept of the archives as the final, and often static, resting place of originals disappears in light of the new and improved access to materials via technology.

Georgia Tech Library and Information Center staff have designed and implemented a number of Web-based collections in order to provide improved access to its special collections. The criteria for selecting the materials to be digitized include their uniqueness, condition, and

usefulness to the campus. Extensive metadata tracks information on the original item and the digital version. Currently, several Web sites exist that showcase special collections materials using a variety of creative and innovative means, and more sites are planned. Three existing Websites feature the historic buildings of Georgia Tech, the Griffin Photo Collection, and John Lodge Cowley's book entitled *An Illustration and Mensuration of Solid Geometry* (3rd ed., London, printed by S. Cosnell...for the editor, 1787).³ Each of these projects presented different challenges as staff attempted to improve access to unique materials. Architectural drawings, vintage Georgia Tech publications, photographs, color drawings, oversize graphics, and three-dimensional figures were utilized in the Web design, and each format provided a unique opportunity for experimentation.

"A Thousand Wheels are Set in Motion," the historic buildings Web site, was developed through the combined efforts of a number of library and archives personnel, and it was created in order to continue providing the campus community with a flow of information on its historic buildings. Working as a team, faculty members and staff from acquisitions, archives, cataloging, and systems collaborated, each individual contributing time and special expertise. Resources used in this project included vintage bulletins, oversize architectural drawings, historic photographs, and original text. Cataloging staff provided the descriptions, systems staff designed the site and scanned the materials, and acquisitions and archives staff prepared articles and bibliographies.

"George Griffin Photograph Collection" is a Web site funded by a grant from the Beck Foundation. This collection, named for a beloved dean, is a unique and wide-ranging assortment of primarily black and white photographs and negatives documenting the history of Georgia Tech, with a special emphasis on sports. The Web site provides easy access for viewing photos in several sizes and information on their condition and creation.

³ All three sites are accessible through the link on the Georgia Tech Archives and Records Management page the www.library.gatech.edu/archives.

The Web site entitled "An Illustration and Mensuration of Solid Geometry" features a recently acquired rare eighteenth century work which is a "pop-up" book containing many three-dimensional figures illustrating solid geometry. These shapes can be folded and allowed to stand up on the page. The challenge in scanning and digitizing such figures was considerable, as prevention of damage to the book was of paramount importance. The innovative solution to the challenge proved to be recreating the pop-up figures without actually folding the originals. First, the book was examined by staff at the Institute of Paper Science and Technology who took the weight of the paper. Then the plats were scanned, printed on paper of identical weight, and finally recreated as the "pop-up" figures. The resulting Web site provides accurate images of the "pop-ups," views of the original text, and an essay establishing the context for the author's work.

[Toward the Future](#)

These Web sites and the digitization of the images found on them provide the foundation for a larger program that will scan materials and make digital images available. Metadata records have been constructed and are used in conjunction with the digital materials. These records document fully and carefully these Web based collections for future users. Metadata, information about data or information that manages data, provides a Web-based resource to describe and provide key information for the creation, retention, duplication and use of Web-based materials. The metadata record is important in providing information that will assist in future migrations of materials to new formats. Metadata, which follows a set of standards and schema, is essential to the ongoing life cycle of Web-based materials. A sound archival digital program must include a robust metadata record in order to validate the efforts that created the site, provide key information on rights and use of materials, and allow for future migration.

[Conclusion](#)

The Georgia Tech Library's collection of rare materials has been developed with painstaking care over nearly half a century. The cornerstone work of the collection is the first rare volume acquired, the first edition of Newton's *Principia*. That acquisition set the direction for the collection in the history of science and technology. With few but important exceptions, this has remained the collecting focus to this

day. Through judicious purchases, generous gifts, and perusal of the open collection for important works deserving protection, the library has assembled an excellent focused group of materials. At the same time, technological advances are being fully utilized to enhance

access to the intellectual and visual content of these materials. The special collections are receiving increasing use and are regarded by faculty as an important resource in engineering education.

The Great Leveler: Free Business Resources on the World Wide Web

Jason Martin

The Internet is full of reliable sources that are filled with a wealth of business information. Some of these sites are fee-based with subscription prices that are much lower than those of the large commercial databases. Unfortunately, only a single subscriber may use most of those fee-based sites. That means the librarian must turn to sites that are free to the general public. Many of these free sites rival fee-based services for quality and quantity of information.

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Some of the most frequently asked questions at any library reference desk pertain to finding business-related information. The problem in answering these questions very rarely lies with the fact that the information is not available. Rather, the problem resides with the library not owning the proper business resources. Whether the resource is in paper or electronic format, if it is business related it is almost guaranteed to be expensive. So expensive in fact that many small libraries whether special, public, or academic can barely afford to keep current resources on the shelf. A librarian's ability to help a patron may well be hampered by a lack of proper resources. At this juncture the Internet becomes a useful tool to a cash-strapped library, if one knows where to look. Listed below are free websites that cater to special areas of business research.¹

Company Information

Company information is any information that describes the company, its products and services, and its finances. Annual reports, company profiles, contact information, and news about the company are all important parts that make up the whole of company information.

CAROL World:

<http://www.carol.co.uk/index.html> CAROL World is a site that offers one-point access to

Company Annual Reports On-Line.² On this website one may access complete annual reports from European and American companies. One may search for companies by name, industry sector, region (Europe or the United States), and stock exchange. In order to provide these annual reports, CAROL World simply links to the company's financial information section on their website. CAROL World also provides links to chairman and shareholder information when applicable. This site links to the world's stock exchanges and searches over 100 news sites to bring the viewer up-to-the-minute news from around the world. One must register to use the site, but registration is free (CAROL World may send you an occasional e-mail).

Hoover's: <http://www.hoovers.com>

Hoover's is a well-known and well-respected name among business information professionals. Through its website, with an over 80 member editorial board, Hoover's Online offers constantly updated information on public and private companies worldwide.³ Hoover's offers both a free and fee service on its website. The free service includes "Company Capsules," "Company Financial Information," and "News and Analysis" of companies and industries. The "Company Directory" and "Industry Snapshots" are also provided free of charge. The fee service includes all of the above plus "Company Profiles," more in-depth company financial information, personal contact information, and profiles of the main people associated with a company.

¹ These websites were chosen because they are free, reliable, and were suggested to the author by many experienced business librarians. No effort was made to rate the websites, only to give the reader a brief synopsis of the information available on the site as well as how the site functions.

² Carol, LTD. "Home." *CAROL World*. Internet on-Line. Available from <<http://www.carol.co.uk/index.php>>. [30 January 2003].

³ Hoover's Inc. "About Us." *Hoover's On-Line*. Internet on-line. Available from <<http://www.hoovers.com/hoov/about/index.html>>. [30 January 2003].

Lycos:

<http://business.lycos.com/companyresearch/crtop.asp>

When Terra Networks and Lycos merged in October of 2000 its main goal was to become the world's leading on-line destination.⁴ The Lycos business research website should be a destination of any business information professional. Lycos' site allows the user to search by company name or ticker symbol for all the latest Securities and Exchange Commission (SEC) filings from a company, such as annual reports and 10-Q reports. The site also includes links to directories, important IPO information, stock quotes, and market news all of which are located within the Lycos network. This diverse site contains a "Business News" section, a "Small Business" section with how-to articles, columns, and on-line tools for the entrepreneur, and even the ability for a company to create their intranet through Lycos. One may also purchase business leads through this site.

International Information

International information, such as intelligence about companies not headquartered in the United States, or economic data about foreign countries, can prove tricky to find. The following websites do a very good job of accumulating information about foreign companies and putting it into one easy to use website. In addition to these websites, one might also want to visit the *CIA's World Factbook* (www.cia.gov/cia/publications/factbook/index.html) for general information concerning foreign countries.

GlobalEDGE: <http://globaledge.msu.edu/>
globalEDGE is a global business knowledge web-portal created by Michigan State University. The main reason for visiting this site is the "Resource Desk." Here, one may access "Country Insights" which contains overviews of the business and political environment as well as the history and statistical data of over 190 countries.⁵ In addition to links to country specific

⁴ Terra Networks, S.A. "About Us." *Lycos Small Business Company Research*. Internet on-line. Available from <<http://www.terralycos.com/about/index.html>>. [30 January 2003].

⁵ Michigan State University. "Country List." *globalEDGE*. Internet on-line. Available from

information (much of which is from Michigan State's very good country reports) "Country Insights" also contains data about the general geographic region. The "Resource Desk" also includes a "Global Resources" section, which is a directory of international business resources. "Market Potential Indicators: 2002," included in the "Resource Desk," is an indexing study done by MSU-CIBER which compares and ranks 24 emerging markets.⁶ Another important resource of globalEDGE is the "Knowledge Room" which contains news, special reports, and articles covering the areas of international business and relations.

OFFSTATS:

<http://www2.auckland.ac.nz/lbr/stats/offstats/OFFSTATSmain.htm>

The University of Auckland Library created this site, which is an easy-to-use site. One may select either a country, region of the world, or a particular subject area and then be taken to a link, or a list of links, where one may obtain the statistical information. The subjects cover a wide range of economic and socio-economic demographics such as agriculture, population, and weather. Although it may prove a nuisance to jump from one site to another, it is nevertheless a very nice website that incorporates so many free sites together.

Wright Research Center: <http://profiles.wisi.com>

This site contains detailed profiles and analyses of over 20,000 companies worldwide.⁷ One may search by company name or ticker symbol, or browse an alphabetical list of company names, an alphabetical list of countries, or a list of industries. Once accessed, the "Company Profile" provides the viewer with a brief overview of what the company does, recent stock performances as well as a 52-week stock recap. The user may also find sales and earnings figures, number of employees, and contact information. The "Analysis Summary" provides

<<http://globaledge.msu.edu/ibrd/CountryList.asp>>. [30 January 2003].

⁶ Michigan State University. "Market Potential Indicators." *globalEDGE*. Internet on-line. Available from <<http://globaledge.msu.edu/ibrd/marketpot.asp>>. [30 January 2003].

⁷ Wright Investor Services. "Main Menu." *Wright Research Center*. Internet on-line. Available from <<http://profiles.wisi.com/>>. [30 January 2003].

the ratios, equity capital, and dividends of the current and previous fiscal years. The "Sales Analysis" section includes the company's sales and profit summaries, a price analysis of the stock, and an earnings analysis by quarter. The site is free, but registration is required.

News

News is a very important commodity in the business world. Staying atop the current events can prove to be not only smart but profitable as well. It also behooves the business librarian to stay abreast of the current financial news. Patrons tend to ask questions related to the "hot" business topics of the day. If a librarian is familiar with these topics then he/she can better aid the library patron in finding information. Since news sites can be found virtually anywhere, it is usually the added features that make the site valuable. These following news sites offer not only business news, but also great extras.

Bloomberg: <http://www.bloomberg.com>

Bloomberg L.P. states that its website is one of the top five most visited sites in the United States for financial news and information.⁸ The site offers quality financial news, which is updated in real time. The site also includes political, general, and sports news. The problem with the "News" section is that its archive is not easily searchable and archival copies of stories cost money to view. The "Stocks" section covers all the major U.S. and world exchanges, plus many minor ones as well. Stock prices are updated constantly throughout the day. The "Stocks" section also includes an "IPO center" which tracks a company's initial public offering. The "Money Management" section serves to help people with decision making on mutual funds, loans, portfolios, and retirement. One may download a market monitor to track the stock market throughout the day and also create three portfolios with up to 50 stocks in each to track. Bloomberg has limited historical data and small company capsules, but the "News" and "Stocks" sections are incredibly in-depth and packed with invaluable information.

CNN/Money: <http://money.cnn.com>

⁸ Bloomberg L.P. "About Us." *Bloomberg.com*. Internet on-line. Available from <<http://about.bloomberg.com/bloomberglp.html>>. [30 January 2003].

This continually updated financial news site is from the editors of CNN and *Money Magazine*.⁹ The "Market Stocks" section covers 52-week highs and lows, gainers, losers, and a loss/gain alert. This section also contains an "Investor Research Center," "IPO Center," and a section devoted entirely to technology stocks. The "Personal Finance" section provides information on retirement, planning, investing, college, debt management, mutual funds, and financial calculators. One may also receive mobile news and e-mail newsletters.

CBS.Marketwatch.com:

<http://cbs.marketwatch.com>

CBS Marketwatch creates over 800 stories, briefs, and headlines per market day and employs over 70 journalists in 9 bureaus around the world.¹⁰ In so doing CBS Marketwatch has become one of the world's leaders in providing up to the minute financial news, both in print and on-line. As all good news sites are, this site is updated continuously throughout the day, with a 15-minute delay on market data. The site contains sections with news and commentary, investing research and tools, personal finance information, and an interactive section with TV, radio, and charts. The site also includes stock quotes going as far back as 1985. With a free registration one would have access to all of the above plus discussion boards, portfolios, portfolio trackers, e-newsletters, a stock ticker, and keyword news alerts.

Portals

A portal is a website devoted to one particular kind of information where all the links are approved by subject specialists. A portal allows one to find information quickly and efficiently without the miss-hits of a search engine. Portals are also devoid of the uncertainty of a web directory, which contains links that may or may not have been selected by a person knowledgeable in the subject. A good business

⁹ Cable News Network, L.P. "Pressroom." *CNN/Money*. Internet on-line. Available from <<http://money.cnn.com/services/pressroom/kit/>>. [30 January 2003].

¹⁰ Marketwatch.com, Inc. "Company Info." *CBS Marketwatch.com*. Internet on-line. Available from <<http://cbs.marketwatch.com/support/default.asp?siteid=mktw>>. [30 January 2003].

portal should include business news, industry news, directories, and industry information.¹¹

Business.com: <http://www.business.com>
Business.com's mission is to provide the business professional with the exact information for which he or she is seeking. The website was developed by a team of industry experts and *library scientists*, and contains over 400,000 listings within 25,000 industries, products, and subcategories.¹² Its design is that of a web directory and permits browsing by category as well as searching by company name. A company search yields stock quotes, news, web links, links to other sections of Business.com, contact information, and the option to buy credit reports from Dun and Bradstreet. One may search the directory for a particular product and find information about the product and the companies that manufacture that product. The news section is continuously updated. Recently Business.com purchased the assets to another business portal Work.com, thus increasing its resources and effectiveness.

A Business Resource:

<http://www.abusinessresource.com>

This site is a business portal that contains business resource directory information and business web resources.¹³ All resources are reviewed and, if approved, cataloged on the site. In addition to containing a "Business Directory" and "News" section, the site has links to a reverse phone directory, the weather, maps, books, and software. The site is divided into categories that cover all areas of business information needs such as "Software and Hardware," "Business Start-up," and "Business Planning." Each category is divided into sub-categories and in some cases sub-sub-categories. One can search the entire website or just a particular category. While this site is not as impressive as Business.com it is nevertheless a very good site.

¹¹ Mick O'Leary, "Business Site Seeing: The Buzz on Business Portals," *Link-Up* 17, no. 6 (2000): 11.

¹² Business.com, Inc. "About Us." *Business.com*. Internet on-line. Available from <<http://www.business.com/info/aboutus.asp>>. [30 January 2003].

¹³ ABusinessResource. "Home." *ABusinessResource*. Internet on-line. Available from <<http://www.abusinessresource.com>>. [30 January 2003].

CEOExpress: <http://www.ceoexpress.com>

CEOExpress was designed with the business professional in mind. Its purpose is to meet the information needs of business professionals and to help them save time while being more productive at work. It is divided into five free sections. The "Daily News" section contains a plethora of links to news sites and on-line business magazines. The "Biz Research" section provides the viewer with links to financial markets, government agencies, information on bankruptcy and much more. The "Tools and Travel" area provides links to essential downloads, speechwriting tips, and airline websites among others. "Break Time" is a fun section with links to sports news, shopping, and other leisure sites. The "Execudiva" section contains links especially chosen for the female business executive. From CEOExpress one may also search the Internet, find contact information, profiles, and research reports on a particular company, and search for up-to-the-minute stock quotes. One can also upgrade to the pay site, CEOExpressSelect. This allows one to gain access to such features as a real time portfolio tracker and a market scanner. All in all, this site is tremendous, and should be the starting point of many business information-seeking expeditions.

Rankings

Rankings tend to be some of the most popular business questions asked at the reference desk. Whether due to a class assignment or out of simple curiosity, people often ask questions pertaining to rank such as what is the biggest company in France, or what are the top ten haberdasheries in Florida. Below are some sites providing rankings of companies, both internationally and nationally.

International

Financial Times (London):

<http://specials.ft.com/ft500/may2001/index.html>

The *Financial Times* is a well established and respected financial newspaper read the world over. Its list of rankings includes the top 500 companies in each of the United Kingdom (U.K.), United States (U.S.), Europe, and Japan, the top 100 companies in each of Eastern Europe, Canada, Latin America, and Asia-Pacific, and the top 50 companies in the Middle East. One can order the lists based on a number of criteria including but not limited to turnover,

profit, and rise and fall in rank. All of these lists are free to the public and may be downloaded into Microsoft Excel.

Handelsblatt (Germany):

<http://www.handelsblatt.com>

Handelsblatt is the leading German financial magazine. To access the lists one must click on "Europa 500" located on the right hand side of the page. The lists on this page include the 500 largest companies in Europe, 50 largest private companies in Europe, and the 100 largest companies in the *Neuer Markt*. The lists can be viewed according to several sets of criteria such as revenue, number of employees, and rank within a particular industry. The big drawback to this website is that the text is written in German, but one need not be fluent in the German language to understand the lists. A simple perusal of a German-English dictionary will give one the meaning of the few basic words needed to comprehend the list.

Corporate Information:

<http://www.corporateinformation.com>

This site indexes over 350,000 company profiles, but not all of them are housed on the Corporate Information site. Just over 20,000 actually reside on one of the Corporate Information servers, the rest are elsewhere on the web and this can cause problems especially when the link is to a pay site.¹⁴ However, Corporate Information does profile 30 industries in over 100 countries, and one will not only receive information about the company and industry but economic information about the country as well.¹⁵ On this site one can find many top ten lists for most countries. This is a great place to find information on smaller countries and their economic situation. One may also search by company name, country, country's industry, and state (U.S.). This site also allows one to calculate exchange rates, read news from around the world, and gather contact information for many non-U.S. based companies. The site is free, but one must register to gain access to the site.

United States

¹⁴ Winthrop Corporation. "Home." *Corporate Information*. Internet on-line. Available from <<http://www.corporateinformation.com/home.asp>>. [30 January 2003].

¹⁵ Ibid.

Fortune Magazine:

<http://www.fortune.com/fortune/alllists>

All of the lists available on Fortune.com, some of which are 100 Best Small Businesses, 100 Best to Work For, 50 Best for Minorities, and 100 Fastest Growing Companies, are available for free. The two main lists, the Fortune 500 and the Global 500, may be viewed for free or downloaded for a fee. All lists may be sorted by such criteria as industry, profit or revenue, as well as ordered alphabetically. Clicking on the company's name links to details and news stories about the company.

Forbes Magazine: <http://www.forbes.com/lists/>

Forbes.com contains a myriad of lists covering various walks of life. Even though they are just two of the lists available to the public, the main rankings people want are the Forbes 500 and the International 500. One may also find rankings for the 200 Best Small Companies, 400 Best Large Companies, World's Richest People, Best and Worst CEOs, and Best Cities for Singles, to name just a few. One may order the business rankings by sales, profit, assets, market values, and employees, and all the company names are links to news stories about that company. One may download the Forbes 500 list for free to a PDA or for a fee to a desktop; otherwise all the lists are free and many are archived for the previous five years.

SEC Information

For years companies placed under strict Securities and Exchange Commission (SEC) regulations have had to file voluminous paperwork with the government. With the onset of on-line and digital technology these paper forms have been replaced by "virtual forms" filled out, filed, and accessed from a desktop computer. This means that some of the most readily available business information is SEC information. The SEC information found on the web may not be as "pretty" as what is contained in commercial databases, where documents are often cleaned up and more download and export features are available, but in truth it is the same information.

EDGAR: <http://www.sec.gov/edgar.shtml>

This site features the Electronic Data Gathering, Analysis, and Retrieval system, which has since become known as EDGAR. The SEC site has improved greatly over the years. Real-time updating is now available as are PDF copies of

filings even though they are not considered official filings. Only the text filings are considered official, and in some of those one can see the HTML code interspersed with the financial information. One may search by company name, SIC number, CIK number (which is a unique number used only by the SEC), or for all the companies in a particular state. Searching may be done only one company at time, and searching by ticker symbol or keyword is not allowed. This site contains all the filings a company must submit.

Free EDGAR: <http://www.freeedgar.com>

Free EDGAR, which was purchased by EDGAR Online, develops business, financial, and competitive information from SEC data. This site allows searching by company name, ticker symbol, industrial sector (SIC code), and geographic location. Free EDGAR also allows for downloads and has real time updating and historical data back to the early 1990's. The site allows one to view company intelligence documents from other financial information providers. The site is free, but one must register to use it. An upgrade to a pay premium site is available as well.

EDGARScan:

<http://edgarscan.pwcglobal.com/servlets/edgarcan>

EDGARScan's purpose differs from the previous two sites. EDGARScan offers major SEC filings, such as a company's annual report, in an "unadorned" version, which is the format by which it is submitted to the SEC. These reports are also available in an HTML version, and as a RTF file. The "unadorned" and HTML versions are very messy looking while the RTF file opens nicely in a word processing program. Where this site really differs is with the extracted information and benchmarking programs. EDGARScan extracts important financial information from these SEC documents and places them in an Excel Spreadsheet, which may be opened from one's desktop. A benchmarking program will create several types of graphs based on a large number of financial criteria about a company.

Stocks-Historic

Current stock quotes can be rather easy to find. In fact, they are very easy to find. Any news site, whether specifically business news or not, has a financial section and invariably a stock price search box. What becomes more tricky is when

someone wishes to know what the price of a stock was five months or five years ago. Not too many free sites offer this service, but the two below are very good.

Big Charts: <http://www.bigcharts.com>

Big Charts is more than just a historic stock price website. It provides constantly updated current stock information with a load of tools for the average investor. The site contains news and up to the minute updates of the major market indexes like the DJIA, NASDAQ, and S&P 500. The site also has a "My Favorite Quotes" section where only certain companies you pre-select will appear and be updated throughout the day. Big Charts also has a "Quick Quotes" section where one can find quotes or quotes and charts of a stock (available in quick, interactive, or java versions). The site also offers a continuously updated industry and market news section as well as a "Big Reports" section which allows one to view securities within each stock exchange and get information on markets. As for the historical quotes, they go back to 1987 and one may find a stock price by entering the ticker symbol and the desired date. The results include the opening and closing price, the daily highs and lows, and the volume. A two-month chart of the stock is also included.

Yahoo! Finance Historical Prices:

<http://chart.yahoo.com/d?s=>

The quotes in Yahoo! Finance Historical Prices go back to 1986. One may search a particular date or a range of dates and get data for each day. One may also receive weekly and monthly dividends data. All data may be downloaded into an Excel Spreadsheet. This site is very easy to use.

Conclusion

In no way can these websites, in part or whole, take the place of large commercial databases. Those databases usually possess much more powerful search engines along with better downloading and export capabilities. These free web sites are good for small investors, small businesses, and libraries unable to afford the outlandish cost of many commercial business databases. They allow users to find business information quickly and efficiently. These sites are only a few of the many available on the World Wide Web and are offered simply as a starting point for those needing free business information.

Collaborating with Campus Administrators and Faculty to Integrate Information Literacy and Assessment into the Core Curriculum.

Jim Jenkins and Marcia Boosinger

This article describes the efforts of faculty at Auburn University Libraries in identifying opportunities for librarians, classroom faculty, campus administrators and those in charge of curriculum planning and change to collaborate on developing an institutional information literacy and assessment program.

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support. So, while we need to continue to build our traditional coalitions from the bottom up by working with individual faculty, we also need to learn to build new coalitions from the top down with campus administrators and campus-wide planning committees.”⁴

“One of the most important activities of any library is to recognize its most powerful and influential constituents. . . .”¹ “Information literacy is not just the library. Academic librarians should develop strategies and seek to establish campus partnerships to develop critical thinking skills for students on their campuses.”² In promoting the importance of information literacy and its assessment in the core curriculum, Auburn University library faculty reached out to their most important constituents, academic administrators, policy-making groups, and program directors, demonstrating the efficacy of collaborating on shared goals.

Collaboration Essential

Most academic librarians have known for quite some time that collaboration with their classroom faculty counterparts is essential to the success of information literacy efforts on their campuses; in fact, they have been very successful at convincing their faculty colleagues through networking, coordinating and collaborating, one by one and sometimes even an entire department at a time, that information literacy skills are important ones for their students to acquire.³ But as Loomis reminds would-be collaborators, “What is newer for us, however, is the need to develop coalitions with campus administrators. Because information literacy is a proficiency that cuts across the disciplines and is dependent on cumulative acquisition through a building-block approach, it needs to be integrated throughout the curriculum. Broad programs call for broad coalitions and, in the case of information literacy, for administrative as well as individual faculty

Information Literacy at Auburn

Starting with an evaluation of the state of the campus for application to Information Literacy Immersion 2000, the Chair of Reference and Instruction (CR&I) became aware of the need for the library faculty to broaden their efforts at providing routine library instruction into addressing students' information literacy competencies for lifelong learning. At that time, institutional initiatives for information literacy at Auburn University were scattered and, at best, existed at the departmental level, but more frequently only at the individual course or instructor level. As an institution Auburn University scored low on the ACRL Information Literacy IQ Test, especially on those questions related to the librarians at the institution and the general recognition of the importance of information literacy.⁵ While some librarians at Auburn teach portions of courses collaboratively and engage in limited curriculum planning, all do not have opportunities to do so. Auburn University ranks at about a 3 out of 12 on the Information Literacy IQ Test (3 being “you are taking your first step”), with most of the score coming from resources the libraries provide, the state of networking on campus with a fairly well developed information infrastructure, and a climate ready for collaboration, but little else in the way of widespread recognition of the importance of information literacy, assessment or development of a learning/teaching environment.

There was little evidence that Auburn University recognized the importance of information literacy, certainly not at an institutional level. Definitions of information literacy and planning

involving the concept were missing from campus documents. Administrators had not stated any commitment to information literacy, relying on the state mandated general education curriculum to form the first two years of undergraduate education. Because the few efforts taking place on campus in 2000 were so scattered, the library faculty realized that concentrated efforts toward developing institutional information literacy initiatives would be most successful if the library faculty assumed a leadership role in those arenas. This article describes the efforts of faculty at Auburn University Libraries in identifying opportunities for librarians, classroom faculty, campus administrators and those in charge of curriculum planning and change to collaborate on developing an institutional information literacy and assessment program.

Beginning in the spring of 2001 Auburn University Libraries developed assessment criteria in response to campus wide assessment initiatives and preparation for the Southern Association of Colleges and Schools (SACS) accreditation. As a part of this effort the Reference and Instruction faculty also developed assessment criteria for instruction: using a pre-test and post-test, 15% of the English Composition 1120 students questioned will score at least 70% on a test of content covered in library instruction sessions.

In February 2001 library faculty from the Reference and Instruction Services Department participated in a workshop facilitated by Debra Gilchrist, Information Literacy Immersion Institute faculty member. Intended outcomes of the workshop included the formulation of a definition of information literacy and learning outcomes as well as expanded knowledge about assessment and how to work with teaching faculty to turn library assignments into information literacy assignments (i.e. assignments that foster critical thinking skills). The group began their concentrated efforts at assessment by looking at a variety of information literacy definitions and contributing their thoughts on a definition for Auburn University. The resulting definition of information literacy is expressed in the following description: "An information literate person is one who has the ability to recognize when information is needed, and to efficiently locate and access, and effectively interface with, evaluate, use and communicate information in

all formats to become an independent life-long learner. Our goal is to insure that all of our constituents are information literate."

Following on the definitional discussions, Reference and Instruction librarians developed learning outcomes for instruction involving two mandatory English Freshman Composition II sessions.

Outcomes

After the two sessions students will be able to:

- Locate books using keyword searching in the libraries' catalog
- Locate citation/text of articles in at least one database
- Evaluate websites (and any other source of information)
- Understand the difference between an article found through a library database and an article/information found on the World Wide Web
- Use a library catalog to determine the libraries' periodicals, holdings and locations

Southern Association of Colleges and Schools 1998 Criteria for Accreditation include an entire section on the library and other learning resources. Several of the "must" and "should" statements relate to information literacy and life-long learning:

SACS Criteria (excerpt) 5.1.2 Services.

...Libraries and learning resource centers must provide students with opportunities to learn how to access information in different formats so that they can continue life-long learning. Librarians must work cooperatively with faculty members and other information providers in assisting students to use resource materials effectively...this should be consistent with the goal of helping students develop information literacy--the ability to locate, evaluate, and use information to become independent life-long learners.⁶

Because of her involvement in campus administration discussions on the need for

assessment presented by accreditation, the Dean of the Libraries had an opportunity to communicate to the Assistant Provost for Undergraduate Studies the efforts of library faculty to define information literacy, develop related outcomes and begin assessment efforts. In part because of the Dean's description of library assessment efforts to this date, the Instruction Coordinator and the CR&I were invited by campus administrators to collaborate on meeting the Southeastern Association of Colleges and Schools (SACS) accreditation requirements for demonstrated information literacy learning outcomes in the core curriculum in the spring of 2001. This invitation led to a presentation by the CR&I and the Instruction Coordinator to the Core Curriculum Oversight Committee (CCOC), which resulted in a plan for assessing learning outcomes in English Composition II courses via pre-tests and post-tests. This credibility extended to the libraries' information literacy efforts with other individuals as well, such as the Assistant Director of Composition and the Director of the Freshman Year Experience courses, both of whom were responsible for core curriculum outcomes in their areas related to the ability to "gather, synthesize and interpret information."

In June 2001 the CR&I attended Track 2: Librarian as Program Developer of the Wisconsin Information Literacy Immersion Institute while the Instruction Coordinator attended Track 1: Librarian as Teacher.⁷ Valuable background knowledge was gained on making the transition from bibliographic instruction to information literacy, including the psychology of learning, presentation techniques and evaluation of instruction, outcomes and assessment and cooperative methods which are effective in working with faculty to integrate information literacy components into instruction. That same month the CR&I and the Instruction Coordinator attended the ACRL pre-conference in San Francisco, "Reaching Students and Faculty: Putting the Information Literacy Competency Standards to Work." The emphasis of the pre-conference was on implementing the ACRL Information Literacy Competency Standards while connecting to the institution's mission, meeting accreditation requirements, and using the standards in courses, both 'one shot lectures' and across the curriculum. The most important item discussed was interaction with others on campus, including selling

information literacy to campus administrators, teaching faculty, and other library staff.

Formulating the Program

After attending the institute and conference the Instruction Coordinator and the CR&I met with Auburn's Assistant Director of Composition to discuss assessment plans and learning outcomes for the fall and spring semesters of Freshman Composition. Also in summer of 2001 English Composition II faculty members provided their thoughts on the learning outcome needs of their students. That feedback was compared with the freshman composition learning outcomes as developed by the library faculty and outlines for two to three basic standard English Composition II sessions were developed. Library faculty utilized that framework for providing instruction to summer English Composition II classes encompassing administration of pre- and post-tests. Resulting data were analyzed. A student survey/questionnaire of the effectiveness of library instruction was also given to the students at the time of the post-test.

At the end of summer 2001 the CR&I and Instruction Coordinator met with the Associate Provost for Undergraduate Studies and Director of Assessment to present data results from summer English Composition II instruction and pre- and post-tests. The results showed that the stated criteria for success (15% of students questioned will score 70% on a test of content covered in library instruction sessions) was exceeded, with 44.9% of students tested scoring 70 or better on the post-test given late in the term. Changes were recommended in the pre- and post-tests based on feedback from English Composition II faculty concerning student-learning outcomes. Test results confirmed the first post-assessment faculty feedback that greater emphasis should be put on keyword searching, because their students were having a difficult time understanding Boolean concepts.

In late summer 2001 library faculty customized and implemented the Texas Information Literacy Tutorial (TILT) for use at Auburn. The Tiger Information Literacy Tutorial,⁸ (Auburn University's version of TILT) is an online tutorial divided into three modules covering selecting, searching and evaluating information resources. The CR&I and Instruction Coordinator made a presentation about Auburn's TILT to Freshman Year Experience staff and faculty who accepted

the libraries' invitation to try TILT and agreed to use it in the fall semester as a pilot project for assessment in two courses. The Auburn Experience and Academic Success Strategies courses introduce freshmen and junior college transfer students to academic life and resources at a major research university. Both courses emphasize academic improvement skills. Students were asked to complete one TILT module and the module quiz. That score was reported as a grade. Results from the TILT quiz were emailed to their instructors and also to the libraries' Instruction Coordinator.

As fall semester began, the CR&I and the Instruction Coordinator gave a presentation on Information Literacy at the 'English Hour' colloquium series that was well received; the Instruction Coordinator was asked to repeat that presentation to a larger audience of new English graduate teaching assistants. The library faculty once again provided instruction to English Composition II classes followed by administration of pre- and post-tests. The Instruction Coordinator and the CR&I collaborated with English Composition II instructors to administer a survey in addition to the pre- and post-tests to determine students' perceived learning after English Composition II library instruction. A description of TILT and its use with the Freshman Year Experience classes was presented to the CCOC for their consideration. The Assistant Provost for Undergraduate Studies and Director of Assessment presented the library instruction pre- and post-test results from summer to the CCOC. As a result CCOC approved the locally developed instruments and TILT as assessment measures for information literacy in the core curriculum.

Presenting the Program

In Fall 2001, at the beginning of the second university-wide assessment cycle, the Director of Assessment presented the revised core curriculum assessment criteria. The criteria included use of the library pretest, post-test and additionally the TILT quiz results as measures of student learning outcomes. After discussion, the CR&I, the Instruction Coordinator and the Director of Assessment agreed that in the second assessment cycle the mean score on the TILT module taken (either selecting, searching or evaluating) would be at least 90% and additionally, no more than 10% of students would score below 80% on any of the modules.

At the end of the FY 2002 assessment cycle, the mean score on the TILT modules was above 95%, with only 1.5 % of the students scoring below 80%.

In the Spring of 2002 the Instruction Coordinator continued to meet with CCOC as an ad hoc member for information literacy. He assisted with the analysis of core curriculum course syllabi to determine that stated information literacy learning outcomes were being met by coursework in core courses. The library faculty once again provided instruction to English Composition II classes followed by administration of revised pre- and post-tests and the survey to measure students' perceived learning. The CR&I and Instruction Coordinator repeated their presentation on Information Literacy at another 'English Hour' colloquium series and to the new English Composition II instructors.

Results of the first two measures of locally developed pre- and post-tests and TILT showed that students in core curriculum courses were achieving learning outcomes and reaching stated assessment criteria. Although the CCOC accepted these data for core curriculum assessment purposes, the library faculty still felt the need to explore the possibility of using a standardized assessment instrument because of the reliability and validity of the results from such an instrument as opposed to those gathered from locally developed instruments. When the CR&I attended an ARL Learning Outcomes Working Group meeting at the 2001 American Library Association Midwinter Conference, she participated in a discussion of Kent State University's initial efforts to develop a standardized instrument for assessing information literacy competencies. The CR&I brought information about the pilot project back to Auburn to discuss with campus collaborators. The CR&I and Instruction Coordinator discussed with the Assistant Provost for Undergraduate Studies, the Director of Assessment and the Assistant Director of Composition the acceptance of Auburn's participation as a pilot site for Kent State University's Project for the Standardized Assessment of Information Literacy Skills (SAILS) to be conducted in fall semester, 2002. As described on the SAILS web page, the purpose of the SAILS project is "to develop an instrument for programmatic level assessment of information literacy skills that is valid and thus credible to university

administrators and other academic personnel.” SAILS is “standardized, contains items not specific to a particular institution or library, is easily administered, has been proven valid and reliable, assesses at institutional level and provides for both external and internal benchmarking.” With such a tool, the library faculty will be able to “measure information literacy skills, gather national data, provide norms, and compare information literacy measures with other indicators of student achievement,” as well as “document information literacy skill levels, establish internal and peer benchmarks of performance, pinpoint areas for improvement, identify and justify resource needs, and assess and demonstrate effect of changes in their instructional programs. This tool will enable librarians to clarify for themselves and their institutions what role, if any, information literacy plays in student success and retention.”⁹

The Director of Assessment presented Auburn’s participation in SAILS to the CCOC as a replacement for TILT as an assessment instrument and the committee encouraged the Libraries to proceed with efforts to pilot SAILS by the spring of 2003, starting with the core curriculum course of English Composition II. Upon assurance of anonymity for student volunteers, the English Department, through the efforts of the Assistant Coordinator of Composition, has agreed that all English Composition II students may participate in the pilot of SAILS and the Registrar’s office has agreed to provide the necessary demographic data. Final approval from the University’s Institutional Review Board for Human Subjects was received in December 2002. Analysis of the SAILS instrument results will provide Auburn University library faculty with data regarding the information literacy competencies in which students need more instruction and will result in improved, focused and increasingly refined information literacy instruction. In addition, the results will help establish a more meaningful and open dialogue with English and other instructors regarding the need for information literacy instruction. Results can be used to partially satisfy assessment of the core curriculum intended educational (student) outcome.

Summary

“At the levels where curriculum is determined, the case for information literacy needs to be made. Deans and department heads must be convinced of three things: that students must learn how to access and use information; that these skills should be integrated across the disciplines; and that librarians working collaboratively with faculty are the appropriate instructional team to achieve this goal.”¹⁰ . . . although librarians have in one form or another been teaching IL [information literacy] for many years, these projects have met, and will continue to meet, with minimal success, as long as they are initiated solely by librarians and supported only within the confines of the library. . . such programs can meet with success only when they are developed within an explicit statement of philosophy from the highest levels of academic administration that establishes IL as part of the educational mandate of the institution.”¹¹

The collaborative efforts of the Auburn University Libraries and other units over the past two years have created a greater awareness of information literacy learning outcomes and the need for assessment of those outcomes across campus. The English faculty, the Core Curriculum Oversight Committee, and the Director of Assessment have a greater understanding of and appreciation for the library faculty’s contributions to the achievement of university-wide core curriculum assessment goals related to the Southern Association of Colleges and Schools (SACS) criteria. The English Department should be able to determine through pre-and post-tests assessments that library instruction is helping their students gain information literacy competencies. The consultative role that the library has with the Director of Assessment, and the designation of a librarian as an ad hoc member on the Core Curriculum Oversight Committee on matters relating to information literacy assessment is an indication of the level of awareness and cooperation campus-wide brought about by the library faculty’s efforts. The Auburn University Libraries will continue to take a leadership role in information literacy assessment in the core curriculum.

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Off the Shelf and Into the Classroom: Working with K-12 Teachers to Integrate Digitized Collections into Classroom Instruction

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In April 2003, the United States will celebrate the bicentennial of the Louisiana Purchase, the \$15 million land acquisition between Thomas Jefferson and Napoleon Bonaparte that doubled the size of the young American republic, and added a vast region that extended from Canada to the Gulf of Mexico and from the Mississippi River to the Rocky Mountains. At Louisiana State University, the Special Collections Department of the LSU Libraries and the LSU Digital Library have been preparing for this historic event since October 2000 with a grant funded by the Institute of Museum and Library Services. Entitled "The Louisiana Purchase: A Heritage Explored," the project's goal is to digitize, catalog, and make available via the World Wide Web selected documents and publications from the era of the Louisiana Purchase that are held at the LSU Special Collection and the New Orleans City Archives at the New Orleans Public Library.

The Louisiana Purchase was the most significant event in the westward expansion of the United States. It added territory that was eventually divided into the thirteen states of Arkansas, Missouri, Iowa, Minnesota, North Dakota, South Dakota, Nebraska, Oklahoma, Kansas, Montana, Wyoming, Colorado, and Louisiana. Additionally, it amounted to what grant author and director Faye Phillips called "an experiment to incorporate a substantially different culture....[into] the predominantly Anglo-Saxon Protestant, adolescent United States of America....an encounter with diversity."¹ Within the borders of what would become the state of Louisiana, Creoles of French and Spanish descent, Germans upriver

¹ Faye Phillips, "The Louisiana Purchase Bicentennial: A Heritage Explored" (grant application to the Institute of Library Services, 2000).

from New Orleans, English settlers, exiled Acadians, free people of color, slaves, and Native Americans interacted with Americans from neighboring regions. These groups competed for position, power, and predominance of their respective views on government, law, and race.² Given the historical significance of the Louisiana Purchase to both Louisiana and the United States, and the rich but place-bound holdings of the LSU Libraries and the New Orleans City Archives that document the era, a goal of the grant was to enhance K-12 teaching and learning by working with Louisiana teachers to integrate the use of the digital collection into their classroom activities. The digital collection's availability on the web would also give access to any teacher, anywhere, who had an Internet connection.

Background

In October 2000, the Institute of Museum and Library Services awarded Louisiana State University a \$219,000 Leadership Grant to digitize, catalog, and make available on the web through the LSU Digital Library published and unpublished French-, English-, and Spanish-language documents created or published between 1800 and 1815. The materials are drawn from the holdings of the Louisiana and Lower Mississippi Valley Collections (LLMVC) in the LSU Special Collections³ and the New Orleans City Archives in the New Orleans Public

² Ibid.

³The LLMVC is an integrated research center dedicated to documenting all aspects of the history and culture of the state of Louisiana and Lower Mississippi Valley region, in all formats. It comprises a comprehensive collection of books, periodicals, maps, prints, pamphlets, Louisiana state documents, microfilm of Louisiana newspapers, and over 5000 manuscript groups encompassing over 10 million items. Louisiana State University Special Collections, "Louisiana and Lower Mississippi Valley Collections," <<http://www.lib.lsu.edu/special/frames/llmvc.html>>, accessed 16 September 2002.

Library.⁴ Included in the digital collection from the LLMVC are personal and political letters, legal and financial records, political tracts, state and federal government documents, published and unpublished diaries and travel accounts, scientific and religious works, maps, and land surveys. The City Archives contributed Orleans County and New Orleans City Court criminal and civil records, ca. 1804-1812.⁵ Upon completion, the digital collection will include approximately 260 items from LSU and 830 from the City Archives represented in over 28,000 images or digital objects.

Though the Purchase occurred in 1803, documents created or published between 1800 and 1815 are included in the digital collection. During this time span, Louisiana evolved from a colony of Spain and France to a U.S. territory and later, to a state. It was also during that time that the experiment in diversity was most evident, for it was then that the various ethnic, religious, political, and racial groups contended for power as the French colony-cum-U.S. territory reacted to and experienced the

⁴ The Library is the official repository of the records of New Orleans municipal government (1769-present), and the City Archives contains more than 1200 manuscript volumes, over 3500 cubic feet of unbound records, and large collections of maps, architectural drawings, photographs, videotapes, and sound recordings. Included among these holdings are the records of the Orleans Parish civil courts (1804-1926) and criminal courts (1830-1931). New Orleans City Archives, New Orleans Public Library, "NOPL Archival Inventories," <<http://nutrias.org/~nopl/inv/invlist.htm>>, accessed 16 September 2002.

⁵ The Orleans County and later New Orleans City Courts held jurisdiction in civil matters involving debts of more than fifty dollars or injuries to persons or property of less than one hundred dollars, as well as jurisdiction in all non-capital criminal matters and all criminal cases brought against slaves, including capital ones. These suit records illustrate how justice functioned differently for slaves than for free people. New Orleans City Archives, New Orleans Public Library, "County of Orleans, County Suit Records," <<http://nutrias.org/~nopl/inv/countycourt/county.htm>>, accessed 16 September 2002.

following events: the Purchase itself in 1803; the creation of the Territory of Orleans in 1804; massive immigration of French, African slaves, and free people of color to New Orleans from Saint Domingue after an 1809 slave revolt; the largest slave revolt in U.S. history in St. Charles and St. John parishes in 1811; statehood in 1812; the Creek War in 1813-1814; and the Battle of New Orleans (1815) at the end of the War of 1812. The battle united the formerly disparate groups in Louisiana in a common cause as Americans, Creoles, Acadians, free men of color, and Choctaws fought together, marking the full entry of Louisiana and her people into the national community of the United States.⁶ Including materials from 1800 to 1815 provides an important context for understanding the Purchase and its effects.

Using the Dublin Core metadata elements, the digital project librarian cataloged these selected materials at the item level. From the catalog record in the LSU Digital Library,⁷ patrons may access an image reference file and a digital table of contents, an HTML document that was created to allow navigation of multi-page items.⁸ In addition, transcriptions and translations are available in .pdf format for most manuscript items from the LSU collections.

[Integrating the digital collection into the K-12 classroom](#)

Digital projects such as the one herein described provide teachers with excellent resources to meet many social studies state curriculum standards. For example, the materials in "The Louisiana Purchase Bicentennial: A Heritage Explored" address the following Louisiana Department of Education standards for high school curricula: "analyzing how the physical and human characteristics of places change over time and affect historic events

⁶ Phillips, 1.

⁷ See the LSU Digital Library, "The Louisiana Purchase Bicentennial: A Heritage Explored," <<http://www.lsu.edu/diglib/LBI.nsf/Web/LBI>>, accessed 16 September 2002.

⁸The image reference files are .jpg format, which were derived from the archival .tiff files. The .jpg's may be viewed using DejaVu, a free plug-in that allows for zooming and panning to view close-up detail.

[geography].... comparing and evaluating the essential characteristics of various systems of government and identifying historical and contemporary examples of each [civics and government]....analyzing causes and consequences of worldwide economic interdependence [economics]....and interpreting and evaluating historical evidence presented in primary and secondary sources [history].⁹ Matching curriculum standards with digital content is critical to the success of any project that hopes to be useful in K-12 instruction. Such congruence ensures a project's usefulness and appeal to teachers.

But simply making this material available on the web is not enough. If you build it, they do not always come, so to be certain our project reached teachers and achieved its goal of enhancing K-12 teaching and learning we sought the assistance of teachers themselves—who better than they to advise and collaborate with us to ensure the finished product's accessibility, usability, and relevance for teachers? Thus, a four-member advisory panel comprised of the liaison between Louisiana State University and the East Baton Rouge Parish School Board and an elementary, middle school, and high school teacher was formed.

Louisiana State University and the East Baton Rouge Parish School Board are fortunate to have a liaison who oversees a program to train and mentor pre-service education majors at LSU through an experimental school. Utilizing that existing relationship and the liaison's knowledge and familiarity with local teachers, Project Director Faye Phillips asked the liaison to recommend teachers for the panel. The liaison interviewed twelve teachers and provided a list of suggested finalists. From those twelve, she and the project director chose three teachers, based on their interest and experience, to participate on the advisory panel. Additionally, panelists were selected to ensure a balance across kindergarten through twelfth grade. The

⁹ Louisiana Department of Education, *Louisiana Social Studies Content Standards: State Standards for Curriculum Development* (Baton Rouge, La.: Louisiana Department of Education, 1997) [document online] <<http://www.doe.state.la.us/DOE/assessment/standards/SOCIAL.pdf>>, p. 15, 23, 32, and 42, respectively. [accessed 9 September 2002]

elementary teacher represented pre-kindergarten through fourth grade teachers, the middle school teacher represented grades fifth through eighth, and the high school teacher covered grades ninth through twelfth. In addition to assisting in selecting teachers for the panel, the liaison made sure the other teachers prepared their assignments, held meetings as necessary with other teachers, planned teacher workshops, assisted with the project evaluations, and served as the liaison between the project director, the project panel, and the members of the advisory panel. The teachers collaborated and consulted with LSU Special Collections staff in three ways: developing lesson plans based on the digital collection; making suggestions on the collection's usability, image quality, content, and value-added information that would assist them and other teachers in preparing lesson plans; and helping in training other teachers to use the digital collection to prepare lesson plans and class activities.

Teachers prepared lesson plans, accessing the digital collection via the web as items became accessible through the LSU Digital Library. Each teacher wrote five to six lesson plans, which included the following elements: introduction; content area and grade level for which the exercise is applicable; the curriculum standards the lesson meets; an overview of and procedure for implementing the lesson; the resources needed (with the link to the relevant digital object in the collection); entry level skills and knowledge students need to accomplish the lesson; and the method of evaluating the students' performance. These lesson plans will be made available on the LSU Special Collections website, <www.lib.lsu.edu/special/purchase> for other teachers to use as they are and as models for creating their own plans. The panel produced some especially creative activities, including having the children read explorers' accounts, construct appropriate props, and then role play as explorers; compile trivia books about the Louisiana Purchase and early 19th-century Louisiana from the digital resources; and requiring students to write a constitution for their school based on a comparison of the U.S. Constitution and the Louisiana Constitution of 1812.

The panel's second function addressed the site's usability. Having the advisory panel use

the items in the digital collection as they became available provided feedback about the site's user-friendliness and image quality. Their experience with the collection also revealed what contextual and background information was needed on the site for teachers to use the digital collection effectively. In addition to the informal response given at meetings of the project team and the panel, the project team surveyed the teachers after they had prepared their lesson plans to document systematically their reaction to and experience with the site.

The survey addressed four main areas: the teachers' general thoughts on the materials and content available; what, if any, problems they encountered in using the digital collection and what problems they anticipated other teachers and students would have; the quantity and quality of the information provided about the items in the collection and its organization; and specific concerns associated with teachers and students using the manuscripts included in the collection, such as difficulty reading the manuscripts because of the 19th-century handwriting and the need for contextual or explanatory information. The panel's overarching concern about the materials and content was the availability of appropriate resources for the lower grades. The materials included were primarily textual, and the lack of pictorial and graphic items, they feared, would mean the collection offered little for pre-kindergarten through fourth grade. In regard to the usability of the website and problems they encountered or anticipated other users might have, the teachers reported difficulty searching the collection and identifying relevant items to use. This experience was not unexpected, however, because at the time they were preparing lesson plans, full searching of the digital collection had not been enabled. This hindrance was a result of the design of the LSU Digital Library, which does not allow for searches until all image files and catalog records have been entered. Additionally, the panel expressed concerns unrelated to the site itself, such as teachers' slow or unreliable Internet connections. As an alternative, one suggested making the digital collection available via CD-ROM.

As mentioned above, teachers could not search the digital collection when they prepared their lesson plans. Instead, they had to scroll through a list of digitized items, from which they could

access a document's image file(s) and catalog record. Therefore, the utility of the catalog records for retrieval was not readily apparent, so teachers' comments were restricted to the usefulness of the information provided in the catalog record. In general, they found that this information, which includes date of publication or creation, title, a description of contents and biographical information about the creators of manuscript materials, and subject indexing terms, to be somewhat helpful. However, the related question of what additional value-added information they needed showed the catalog record usually was not sufficient. Consequently, the teachers preferred an exhibit-like presentation of the digitized content. In such a design, project staff would provide introductory topical essays, a list of documents or publications relevant to the subject, and explanative text that details how the item illustrates the chosen theme. One respondent wrote in favor of the exhibit approach: "Background info is provided up-front (students can have this at their fingertips) and documents supporting this information can be linked to directly." According to the respondents, the need for "background info" is especially true for manuscripts. Additionally, they expressed doubt about students' and teachers' ability to decipher handwriting in the manuscripts. To address this concern, project staff prepared transcriptions for most of the manuscripts, as well as translations for non-English original documents.

The third function of the panel was to assist in training other teachers to use the digitized materials in developing lesson plans. Therefore, in addition to providing model lesson plans, panelists participated in a free teachers' workshop on integrating the project's digital resources into classroom instruction. As part of the workshop held in summer 2002, the teacher liaison gave an overview of teacher involvement in the project, and bibliographic instructors from the LSU Libraries' reference department discussed locating and evaluating Internet resources. In addition, the LSU Special Collections' assistant curator of manuscripts introduced attendees to the department's holdings, discussed the concept of primary and secondary sources and published versus unpublished materials, pointed out the benefits of using primary sources in instruction, and

conducted an exercise in analyzing them.¹⁰ Next, the digital project librarian gave an orientation to and demonstration of the digital collection's website, and teachers from the advisory panel presented their lesson plans. Finally, attendees were given time to work on their own lesson plans and to ask questions of available project staff and panel teachers.

The pre-workshop survey revealed that 85.7% of attendees were elementary school teachers, and 14.3% taught middle school. Unfortunately, no high school teachers attended.¹¹ Of the elementary school teachers, all taught social studies, but 57% also taught math and science, and 28.6% also are responsible for language arts. The middle school contingent teaches both reading and Louisiana history. All had Internet access in their classroom, and 71.4% reported using the Internet to plan lessons at least once a month; of those, 60% said they used it at least once week. Further, 71.4% had previously created web-enhanced classroom activities. In the post-workshop survey, 80% reported they were more likely after the workshop to use sources from the LSU site in their lesson plans. The remaining 20% were as likely to do so as before the workshop. All planned to use them in their units on the Louisiana Purchase. Comments on the post-workshop survey indicate that those who attended found the content useful and that it contributed to their excitement and knowledge about integrating project materials in their instruction. Though turnout for this workshop was lower than anticipated, offering stipends and placing press releases in professional newsletters could boost participation in similar workshops given by other institutions.

¹⁰ The exercise employed the document analysis sheets available from the Digital Classroom at the National Archives web site at http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/worksheets.html.

¹¹ The liaison handled getting the word out to Louisiana teachers about the workshop. To advertise, she contacted the social studies supervisor at the Louisiana Department of Education and emailed the curriculum advisors in each parish (county) in the state. She also handed out fliers at local and regional meetings in spring 2002.

Lessons Learned

This grant was an IMLS national leadership grant, and as such, it provides a learning opportunity for other libraries and archives contemplating or beginning similar digital projects. Indeed, the experience of working with K-12 teachers offered many lessons.

As indicated earlier, a primary concern expressed by the teachers and realized by project staff was the lack of materials suitable for use with younger students. Not surprisingly, the holdings and services of most special collections departments, especially those associated with universities, lend themselves more readily to use by scholars, researchers, and graduate students than by pre-kindergarten to fourth grade learners. The LSU Libraries Special Collections are no exception, and, indeed, the original audience for the grant was a scholarly one. Granting agencies are, however (and archivists should be) concerned with wider public applications for such projects, but by the time the teachers became involved in this project, the materials to be digitized had already been chosen. As one teacher suggested, including more pictorial items or resources about topics which naturally interest children would make a digital collection more accessible and applicable to younger students. Two examples teachers gave for this project were materials related to children's lives during the era of the Louisiana Purchase or Native-Americans in the territory. Involving teachers in the early stages of selecting materials for a digital project would also improve its effectiveness and relevance to both teachers and their students.

Another lesson is the need to educate potential users of these digital collections about the unique types of materials held by special collections. The general public, including teachers, often has little knowledge of or experience with primary sources, such as letters and diaries. Not surprisingly, these groups may also lack an understanding of library or archival terminology and practice in relation to these types of documents. For example, one panelist's response to the survey showed a misunderstanding of the word "manuscript." She referred to each item in the digital collection as a manuscript, regardless of whether it was a book, map, or unpublished letter or deed; she associated the term with the item's presence in the digital collection, not its inherent qualities. This confusion led project staff to realize the

need to provide introductory information about the differences between published and unpublished materials and primary versus secondary sources at the teachers' workshop and on the website. Similarly, practices that make sense to librarians or archivists may seem nonsensical to the layperson. For example, the teachers questioned how project staff had designed the presentation of transcripts and translations. Proceeding linearly from the scan of the original document, project staff had provided the transcription of French or Spanish language documents, followed by their English translation, giving the version closest to the original document first. The teachers, however, wanted to immediately access the English translation. They commented that some users, upon seeing the transcription of the foreign-language document, would become discouraged and stop pursuing that resource. To meet both groups' concerns, a hyperlink to the English translation was added at the beginning of the transcription. Taking into account users' expectations and base of knowledge, and making necessary adjustments, will make a digital project more accessible and user-friendly, while at the same time educating them about the holdings of special collections.

A related lesson is the need to provide value-added information such as historical context and explanative labels about the digital objects. Such content is critical to illustrate the materials' pertinence to a topic because users come to these materials with unequal subject knowledge. Consequently, the website for "Louisiana Purchase: A Heritage Explored" will offer both exhibit-like and database approaches. "Topical modules," authored by Special Collections and New Orleans Public Library staff, as well as by scholars, will feature introductory essays interspersed with links to relevant, illustrative documents and publications in the digital collection. Possible topics to be included are land settlement, travels and voyages, commerce, Native Americans, culture and religion, government, the Louisiana Purchase itself, the batture question, the War of 1812, slavery, and agriculture and plantations.

Perhaps the most important conclusion project members reached as a result of working with the K-12 teachers is the advantage and necessity of appropriately timing teacher involvement. As

mentioned earlier, one of the teachers' concerns was the lack of materials appropriate and intellectually accessible for lower grades. Early teacher participation in selection of holdings to be included in a digital collection could alleviate this problem. Similarly, as indicated by the panel's difficulty in locating enough relevant items in the collection because they were using the site as it developed, participating teachers should not be asked to prepare lesson plans until the site is fully functional and complete. Again, this problem was a function of the timing of their involvement. As project staff worked out the bugs of workflow, project management, and technical issues, we were asking the teachers to use the site, which was not yet fully searchable, to make lesson plans. More thoughtful planning by project staff and adjusted expectations of granting agencies would instead make the creation of lesson plans one of the final steps in the project. Feedback from teachers during the "middle phase" of a project—the scanning and cataloging of materials and the creation of the project's web site—could be based on a test sample. At that time, their comments on the site's usability and suggestions on site design and needed value-added information would be most useful and relevant. In conclusion, a phased approach to teacher involvement—input on selection of materials in the beginning, feedback on samples of image files, cataloging information, site design, and contextual content as the project progresses, and creation of lesson plans based on the final product—would offer the most effective use of teachers' expertise.

Conclusion

As these "lessons learned" illustrate, K-12 teachers have something to teach library and archival professionals as well. Making the holdings of special collections libraries accessible to teachers and their students via digitization projects, and working with those teachers to integrate their use into classroom instruction, is a rewarding, though sometimes challenging, undertaking. If it is to be a successful one, archivists and librarians need to consider both what expertise they can offer to teachers and what special knowledge the teachers can offer them. Further, thoughtful planning of teacher involvement can result in more effective use of each participant's assets.

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