

Managing Library Collections and Better World Books: the Kent State University Libraries and Media Services' Experience

By Michele Hurst Juszczec, Head, Collection Development & Acquisitions
Kent State University Libraries and Media Services

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Kent State University Libraries and Media Services (KSU LMS) along with the University of Akron, Cleveland State University, Youngstown State University and North Eastern Ohio Universities College of Medicine, is a member of the Northeastern Ohio Cooperative Regional Library Depository. This high-density library storage facility was built as a mechanism to ease overcrowding in participating libraries facilities by allowing them to send "seldom used" items to storage. In October 2004 a Library Depository summit meeting was held to discuss funding for a second module for the facility. Funding from the Ohio Board of Regents for the building of the second module was uncertain. At the same time participating members were informed that space at the storage facility was an issue. At the current rate of growth the facility would reach capacity in the very near future. As a result of uncertain funding and space concerns at the facility a breakout session of collection managers from the participating libraries met to discuss the need to develop guidelines for: a) sending new materials to the storage facility and b) reducing duplication. A task force was created to develop these guidelines.



Participating libraries later learned that funding for the second module would not be forthcoming. This reality made the work of the task force even more critical. It was clear that participating libraries would no longer be able to send all of their "seldom used" materials to the storage facility. As a result of the new limitations for sending materials to the storage facility, KSU LMS realized that they would have to begin to think about how to manage the growth of their collection. We concluded that for the *first time ever we would have to weed the collection*. I know that many public librarians probably read that with amusement because weeding is a matter of course for your libraries. For KSU LMS however this is an unprecedented idea. Kent State University is a Doctoral granting research institution and the Library's collection is built to serve the needs of researchers and to

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support scholarly inquiry. In order to serve this need our collections need to reflect the historical nature of inquiry and thought on the subject areas covered in the collection. Weeding the collection is now a necessary step for us to take because space is filling up at the depository, and additionally, KSU LMS is facing its own spacing issues on campus and needs to clear shelf space to make room for the future growth of the collection.

A weeding task force was convened in August 2005 to begin planning a weeding project. As the planning progress began to unfold we were faced with a tough question: What do we do with all of the books we are withdrawing from our collection? Do we try to sell them to faculty, staff and students? Do we throw them in a recycling dumpster?

Thankfully in July 2005 I had received a letter from Better World Books (BWB) (<http://www.betterworldbooks.com>) introducing me to their Library Discards & Donations Program (<http://www.betterworldbooks.com/Programs/Library.aspx>). This program seemed too good to be true. They would pay for us to ship our unwanted weeded materials to their warehouse, try to sell them at over 14 different online "marketplaces" and give both the library and our designated non-profit literacy partner part of the proceeds.

The company began in 2001 with a book drive at the University of Notre Dame. They realized there was a market for unwanted books and that people wanted to make a difference. They founded the company as a "social venture" organization. Many of you might wonder what a "social venture" organization is. According to the BWB Web site,

"...for the first time ever we would have to weed the collection."

A social venture company operates under a for-profit business model where success is measured by the positive impact a company makes in addressing social problems in the world. At its core, its primary purpose is to create a "social profit" by harnessing the power of commerce to specifically address and improve a social problem or challenge – in our case, literacy

In 2003 they began to establish partnerships with international literacy organizations such as Books for Africa.

The company never throws anything away, priding themselves on their ability to get the maximum value out of every book that is donated to them. "Books that cannot be sold or used directly by our literacy partners are recycled. To date, we have saved 2.6 million pounds of books from ending up in landfills." To learn more about their

mission and the history of the company go to <http://www.betterworldbooks.com/AboutUs/History.aspx>.

Many of us on the task force and in the library felt good about partnering with an organization like this. We were intrigued! We could save our books from the landfill, make money for the library and contribute to a literacy program. The task force decided that I should contact them to learn more about this too good to be true offer. I called BWB and quickly realized that their offer was legitimate. They would indeed do all they claimed in their introductory letter. As a result, KSU LMS decided to work with BWB.

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TechKNOW is published on the Internet by the Technical Services Division of the Ohio Library Council. It is available to Technical Services Division members at the Ohio Library Council Web site at <http://www.olc.org> (password required) and at the *TechKNOW* mirror site at Kent State University Libraries and Media Services at <http://www.library.kent.edu/techknow>. For more information, to submit articles or book or product reviews, or to be placed on an email announcement list for new issues please contact Margaret Maurer at Kent State University Libraries and Media Services at 330.672.1702 or at <mailto:mbmaurer@kent.edu>. *The opinions expressed in this publication are the responsibility of the authors alone and should not be interpreted as the opinions of the OLC.*

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How does this all work? Libraries need to review the BWB Library FAQ (<http://www.betterworldbooks.com/AboutUs/FAQs.aspx>) in order to understand what type of materials they will and will not accept. It is important to note the types of materials they do not accept, such as: mass-market paper backs, magazines, periodicals, academic journals or damaged books not suitable for sale. Libraries should also carefully review BWB's service agreement in order to understand clearly how the Library Discards & Donations program works. Finally, once a library decides to partner with BWB they will need to fill out and sign the BWB sign up form and choose a non-profit literacy partner. Once the form has been signed libraries can begin shipping materials to BWB.

KSU LMS began its partnership with BWB in December 2005. We signed their service agreement and selected Books for Africa as our non-profit literacy partner. We were given a contact name for shipping boxes and a user name and password in order to access their Web portal to print UPS printing labels. BWB allows weekly shipments of

materials, but requires a minimum of five boxes per shipment. We sent our first shipment of books in January 2006. We are currently sending approximately eight boxes in weekly shipments. In February 2006 BWB books provided us with a username and password to access our sales data. As of this writing KSU has shipped a total of 549 books to BWB and 50 of those books have been

sold. KSU LMS will receive 20% of net proceeds from the sale of our books and 15% of net proceeds will be sent to Books for Africa. Commission checks will be issued on a quarterly basis.

KSU LMS' partnership with BWB has been a positive one. Each member of the staff has been helpful and responsive to our questions and needs. Everything from

setting up our account to viewing our online sales and asking for packing supplies has been easy to do. We feel good knowing that many of the books we are withdrawing from our collection will find a new home and will not be added to a landfill. Finally, as Librarians we are pleased to be working with a company that promotes literacy and that the sale of our books will also benefit the cause of literacy promotion.

"Many of us on the task force and in the library felt good about partnering with an organization like this."

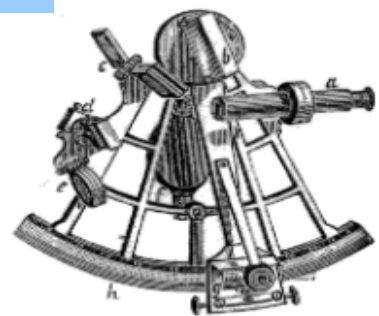
Technical Services 2006: Charting a Course

April 25 & 26, 2006

Mohican Resort & Conference Center
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**Third Millennium Thoughts:
Primer for Technical Services Leaders**



<http://www.olc.org/WorkshopDescription.asp?ID=330>

Further Contributions to “Graphic Novels! Japanese Anime! Help!!”

After the last issue of *TechKNOW* was published, Sandra DeSio and Rachel Manija Brown were kind enough to contact us regarding information in the article on graphic novels that appeared in the last issue. They both have a great deal of experience reading and cataloging manga and they were both concerned that catalogers understand these unique materials so that they will be handled properly.

First of all, the term “anime” is not used to describe graphic novels. It is, instead, a term used to describe Japanese animation. *Manga* is the term for Japanese graphic novels and *manhwa* is the term for Korean graphic novels.

Rachel Manija Brown, a Los Angeles area writer, was concerned that catalogers that are unfamiliar with this genre understand its characteristics. First, she emphasized that most manga series do come to a conclusion, “...sometimes at the end of one volume, sometimes at the end of 20 or more.” While some manga concern themselves with the battle between good and evil, “...this is a concern with only a small sub-section of manga,” and that good does not always triumph. She also had concerns that manga were characterized as science fiction or fantasy, “...a lot of the manga published in the USA in translation are realistic school stories, romances, comedies, and sports stories.”

Sandra DeSio, a Cataloger at the Indian Trails Public Library District in Wheeling, Illinois, emphasized that Japanese graphic novels and Western graphic novels do not have the same characteristics, and therefore aren’t cataloged in the same way. For example, Western graphic novels



From the *Bakuretsu Hunters* Series

and Korean manhwa almost always read from left to right. Only Japanese manga that have been “flipped” [reproduced to be mirror-reversed so that English readers can read it from left to right] are printed in this way. “True manga style” refers to manga printed from right to left.

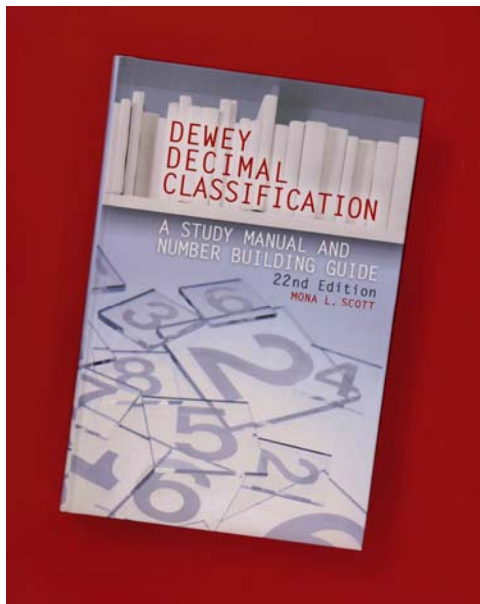
DeSio also explained that “Western graphic novels that have an adaptor are usually a graphic novel adaptation of a print novel ... In this case, the story has truly been adapted to another form and the main entry should be under the adapter.” According to DeSio, manga are translated in a two-step process, and the “English adaptor” acts to polish the literal translation into conversational English without changing the story any more than is usual for a translation. “In this case, the main entry should be for the author, not the adaptor, since AACR2 doesn’t proscribe making a main entry for translators of a work.” DeSio also had concerns that readers understand that “...manga bear closer examination to see if there is truly a difference between the editions.”

She also pointed out that the LCSH heading for these materials is *Graphic novels*. GSAFD headings could include “Comic books, strips, etc.,” “Superhero comic books, strips, etc.,” “Science fiction comic books, strips, etc.,” or “Mystery comic books, strips, etc.” DeSio also suggested that alternative sources for information regarding manga include Amazon.com, individual publisher Web sites, and Anime News Network’s (<http://www.animenewsnetwork.com/>) manga encyclopedia.

Finally, Rachel Brown pointed out that teenagers are not the only readers of manga. “I read manga. Many of my adult friends read manga. In Japan, most adults read manga. Manga is a serious art form, much as books or film are a serious art form.”

Mona L. Scott. *Dewey Decimal Classification 22nd Edition: A Study Manual and Number Building Guide*. Libraries Unlimited. 2005. 348 p. 1-59158-210-5, \$75.00 (hardcover).

Mona L. Scott has once again updated the long-popular *Dewey Decimal Classification: A Study Manual and Number Building Guide*. Scott is the Head of the Joint Personnel Recovery Library at Ft. Belvoir, Virginia. Previously she was Head of Technical Services at the Bureau of the Census Library, and the NASA/Goddard Space Flight Center Library. She is also the author of *Conversion Tables: LC-Dewey, Dewey-LC*. It is clear that she is an expert on the Dewey Decimal Classification System (DDC) and that expertise is evident in this text.



The book begins with a discussion of the history and status of the DDC that provides context and clarifies how the DDC is maintained and updated. Broad concepts within the structure and focus of the DDC are then explored and an overview of the changes found in DDC 22 is provided. The chapter on the principles of number building is a particularly good foundation for this important aspect of DDC assignment. The extensive information provided on the nature and application of the various DDC tables is also informed and relevant.

The bulk of the book consists of chapters on each of the DDC classes. After a brief introduction, each chapter provides detailed information on the class

and its divisions, a discussion on number building peculiarities within the class and a list of DDC 22 revisions for that class. The latter is provided in tables that list the current number and topic with the old topic and number. This treatment allows for a gradual focusing-in on the issues, moving from larger to smaller concepts within each chapter. There are detailed examples and exercises to help inexperienced catalogers interpret the schedules.

Scott truly understands how to apply the DDC. She is also able to describe its application in ways that are easy to comprehend. While no classification system is perfect, Scott succeeds in conveying the good with the bad about the DDC. She does this in an honest and forthright manner using a ruefully honest approach that helps reinforce the lessons.

Intended as a text book to teach the basics of number building in the DDC to students, the book is also useful as a reference for novice catalogers because of the considerable effort made by the author to explain and interpret the DDC. It may also be useful for identifying areas of the DDC that were revised in 2003 so that decisions can be made regarding reclassification.

Associates eJournal Loses its Subscription Database

This may be old news to some, but *TechKNOW* just found that *The Associates* library support staff journal lost its entire subscription database during February 2005. According to Wendee Eyler, the *Associates* Editor, "...it's been a year since the subscription list disaster and the word is still not getting out to everyone. We had over 3,000 subscribers in February 2005—we have slowly built up the subscribers to almost 1,300 today."

If you haven't been receiving your issues three times a year, this may be why. The *Associates* is an excellent, informed publication, with an upbeat dedication to paraprofessionals in libraries. To view the current issue visit <http://associates.ucr.edu/306toc1a.htm>. To subscribe (or to re-subscribe) visit <http://associates.ucr.edu/subscribe.htm>.

Encoding Level 7 Copy Cataloging at the Library of Congress

By Maxine Sherman, Cataloger, Cuyahoga County Public Library

In 2000, the Library of Congress (LC) introduced *Encoding Level 7 Copy Cataloging* (EL 7) in response to an increase in their backlog. Essentially LC changed its policies regarding the regular use of cataloging from other sources, such as OCLC and RLIN. EL 7 copy cataloging takes its name from encoding level "7", or minimal level cataloging (MLC). One of the characteristics of minimal level cataloging is that the name access points on the bibliographic records are not necessarily supported by name authority records. It is this aspect of the MLC characteristics that LC is trying to communicate to users of its records when it labels this category of copy cataloging records as EL7. The EL7 copy cataloging procedures are now applied by LC to some records imported and completed as LC copy cataloging. Prior to this, according to Judith Mansfield at LC, "...level 7 was used for (and still is used for) MLC records created by LC staff."

The designation of EL 7 copy cataloging ensures that these records never overlay more complete records in databases that use a "master" record approach, such as OCLC, thereby "...reducing the impact of this approach on other systems that load these records." This coding level is never applied to Program for Cooperative Cataloging (PCC) records that LC imports and then re-distributes, because the cataloging in these records conforms to the same policies and standards in use at LC and because all access points are supported with authority records in the national file.

In May of 2005, the continuing decrease in staff and ever increasing backlog at LC caused the members of the Arts and Sciences Cataloging Division to establish a one-year pilot project. Cataloging technicians began doing EL 7 copy cataloging and processing PCC copy instead of the professional catalogers. Previously professional

catalogers were primarily responsible for preparing original and copy cataloging, while the cataloging technicians were mainly responsible for the shelflisting of this cataloging.

As part of this pilot, the catalogers now complete the original cataloging for records, including shelflisting. The cataloging technicians now complete the copy cataloging for all new materials in all languages and in all subjects in scope for the Arts and Sciences Cataloging Division as per their responsibility, and for which copy cataloging is available. The technicians are responsible for validation and verification of the descriptive and subject aspects of the cataloging record, as well as its shelflisting. To prepare for this, the cataloging technicians attended 36 hours of copy cataloging related classroom training, and the catalogers received up to 18 hours of shelflisting and end stage processing training.

How do we recognize an EL 7 copy cataloging record?

If an LC-issued EL 7 copy cataloging record matches an already existing record in OCLC with a higher encoding level value, only a few data elements such as the LCCN and the LC call number are retained and added to the existing OCLC record. "\$d DLC" is added to field 040 and the holdings are set to show that LC holds the item.

If the LC-issued EL 7 copy cataloging record does not match an existing record in OCLC, it is added to the database. We can identify such a record by the 042 with the value of "lccopycat," and the encoding level (ELvl) value of "7" in the OCLC MARC record. In MARC 21, the encoding level appears in the position

"Value 7 is the signal that some of the fixed fields may not have been checked/supplied and that some of the name headings may not be represented by authority

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17 of the leader. In both OCLC MARC and MARC 21, these records also have an 040 field with \$d DLC, and an 050 field with an LC call number. See the chart labeled *Snapshot for Standards for EL 7 Records* for details regarding the characteristics of these records in OCLC MARC and in MARC21.

What is an EL 7 copy cataloging record?

EL 7 copy cataloging records may be less complete than standard copy cataloging records with regard to the fixed fields, authority work, 7XX added entries and 6XX subject entries. According to LC, "Value 7 is the signal that some of the fixed fields may not have been checked/supplied and that some of the name headings may not be represented by authority records." The objective is to "do no harm." The cataloger makes sure that the description accurately reflects the item being cataloged so the record user can be sure whether or not the item is a match.

The cataloging technicians are trained to verify the accuracy of some of the information in the fixed fields. The type of date code must match the date in field 260, as should Dates 1 and 2. The place of publication must match the place of publication of the item, and the form of the item must be blank unless the item is large print (d) or microform, in which case it is coded as necessary. The language code must reflect the language of the item and the modified record code must be verified. The cataloging source should be blank if it is a national bibliographic agency or "d" if it is not. LC accepts the various values present in other fixed field elements, including the fill character. The coding standards for OCLC MARC and MARC21 are available in the chart at the right.

Searching of each name and series heading is done according to standard procedures. According to LC, "At a minimum, the form of the name/series must be formulated according to AACR2R." If a descriptive heading is not in the authority file, and there is no conflict, the form of the name is formulated according to AACR2. However *no authority record is necessarily produced*, at the discretion of the paraprofessional cataloger. If a conflict can be resolved by adding a date of birth or middle name or both to the name heading in hand, LC changes the existing heading and does

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Standards Snapshot For EL 7 Records		
Content Standards	OCLC MARC	MARC21
lccopycat	042	042
7	ELvl	Leader/17
\$d DLC	040	040
LC Call Number is always created if needed.	050	050
Place of Publication, etc. is verified.	Ctry	008/15-17
Dates are verified	Date1 Date 2	008/07-10 008/11-14
Type of Date/Publication Status is verified	DtSt	008/6
Form of Item is verified	Form	008/23
Language Code is verified	Lang	008/35-37
Modified Record is verified	MRec	008/38
Cataloging Source is verified	Srce	008/39
LC accepts the various values present in all other fixed field elements, including the fill character		
Formulated per AACR2R. May not be represented by full authority work.	1XX	1XX
Formulated per AACR2R. May not be represented by full authority work.	4XX	4XX
May be less complete. Subject headings present are accepted unless obviously wrong. Headings are validated.	6XX	6XX
Formulated per AACR2R. May be less complete. May not be represented by full authority work.	7XX	7XX
Formulated per AACR2R. May not be represented by full authority work	8XX	8XX
For more detailed information visit http://www.loc.gov/catdir/cpsol/el7.html		

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the authority work for it. If this information is not available, and therefore the conflict cannot be resolved, LC creates or adds to a non-unique or undifferentiated name authority record. A non-unique or undifferentiated heading is one that represents more than one person. If a heading used for an item in hand is so different from the authorized form, that it must have a cross reference to be findable, LC does the appropriate authority work to trace the reference. Also, according to LC, "If a record contains added entries (7XX) that LC would ordinarily not make, one or more may be deleted." LC creates authority records for uniform titles in the same manner as for full cataloging, including the name heading for a name/title uniform titles.

There is always an LC call number in the EL 7 records. When a new class number or topical cutter

Musings ...

I'm charting a course and setting my sight for a new horizon. Possibilities are being mapped out in my mind for learning, growing, developing skills and gaining insight. I recall that scene in the movie, *The Hunt for Red October*, when so carefully a chart was drawn to navigate through a dangerous passage undersea. Technology, keen minds, instinct and intuition played a role in the final outcome. They charted their course with the tools of the trade.

The course I chart that points me toward a new horizon would take me through the passageway of learning. In order to move I must hoist anchor and take action. Where do I find the wind for my sail in the ever-changing sea of technology? It has been my experience that my wind comes by combination of inspiration and information gained among comrades and mentors. Knowledge is a power that can propel one forward, producing drive, instilling incentive.

As I aim for the horizon I take comfort in knowing I do not sail alone. I sail with others-like-me in the metadata sea.

by Jennifer Bull

number is needed, the LC staff will propose one. LC staff accept the subject headings that are present, except for any that are obviously wrong, such as a book about dogs having a subject heading "Cats," and ensures that they are constructed in accordance with current practice. The headings in 6XX 0 fields are validated.

How does EL 7 copy cataloging impact the rest of us?

The obvious question is what do the users of these "new" records do with them? Do we continue to accept them as we did full LC cataloging records (Level [blank])? Do we put them through a more detailed perusal? Do we need new policies to handle this new level of cataloging? Will we accept all the forms of names, subject headings and other access points, or do we check them carefully?

Currently, one problem with the transmission of these records into the bibliographic utilities, is that the record you see in OCLC, is not always the same as the record in the LC catalog. This may have consequences for libraries that use Z39.50 to access LC's catalog or that purchase LC records from their bibliographic utility. Also, the algorithm that does the matching and merging into OCLC has some elements that are not loading into the utility database. This is being looked into by OCLC and LC as I write this.

I believe that, yes, libraries must establish new policies to handle this material. They are *not* full level LC copy cataloging, and should be scrutinized by professional catalogers. However, each library must make its own decisions on this matter.

Most of us do not belong to NACO libraries and therefore cannot establish missing authority records and contribute them to the bibliographic utilities. But we can verify that the names and subjects appear in the appropriate form and do, indeed, represent the name or subject that was intended.

TechKNOW would like to thank Judy Mansfield, Chief of the Arts & Sciences Cataloging Division of the Library of Congress, and Luiz Mendes, Head of the Copy Cataloging Section at UCLA Library & Metadata Center, who presented programs on LC's Encoding Level 7 Copy Cataloging to the ALCTS CCS Copy Cataloging Discussion Group in San Antonio, Texas at ALA Midwinter, January 2006.

TS Division Programs at the OLC 2006 Chapter Conferences “...For the Rest of Us”

This year's TS Division programs at OLC Chapter Conferences are targeted to please all sorts of library staff. Don't miss out on the fun! Visit http://www.olc.org/chap_confs.asp to see when your Chapter Conference is taking place as well as whether or not these programs are featured.

Book Damage Prevention and Repair for Everyone Else / Joseph Trombetta, Kapco Book Protection or Bobbi Partridge, Toledo-Lucas County Public Library

Come to an enlightening session on book repair and damage prevention. This class offers quick,

permanent solutions to many common mending issues as well as the important aspects of preventing damage from occurring.

Cataloging and Public Service: Balancing Technology, Time, and Tradition / Aaron Smith, Clermont County Public Library

A look at the challenge of maintaining a quality catalog of available resources when an explosion of formats, an increasing number of ways to access information, and diminishing human resources conspire to threaten the information services we provide to our users.

Cataloging Basics 101: Cataloging Videos and DVDs / Jeanne Poole, Toledo-Lucas County Public Library

Are you interested in learning fundamental information about cataloging videos and DVDs? This is the program!

Dewey for the Rest of Us / Libbie Crawford, OCLC or Brenda Block, OCLC

Come to learn how the DDC is developed, the role of its Editorial Policy Committee, its available formats, and how Dewey fits into your library's success.

MARC for Everyone Else / Maxine

Sherman, Cuyahoga County Public Library, or Andrea Christman, Dayton Metro Library and Dan Liebttag, Fairfield County District Library.

MARC 21

Although other staff members may not need to know as much about MARC as the catalogers, the more they do know, the more valuable they will be to their library. This program will provide you with the tools you need to be a more effective searcher.

Life Beyond MARC (According to Roy Tennant)

Roy Tennant is one of those lightning rod people, the kind that always seem to be sending off sparks. He engenders strong opinions partially because he is not afraid to express his own strong opinions. In *Life Beyond MARC: The Case for Revolutionary Change in Library Systems and Services* he does just this, with predictable results. This webcast from a presentation at the Library of Congress has been made available for streaming by LC. Taped in September, 2005, the presentation runs 65 minutes and is available free of charge at http://www.loc.gov/today/cyberlc/feature_wdesc.php?rec=3774.

This excellent presentation is well worth viewing over a lunch break, or at a staff meeting. In it Roy charges that the game has changed, and that we have to change our priorities to meet it. Roy no longer advocates the death of MARC as he did in 2002, but envisions "...a bibliographic infrastructure that encompasses any metadata format that we need, including MARC." Check it out!

LISWiki—Check it Out! <http://www.liswiki.com>

Wikis are popping up everywhere these days. Anyone doing a Google search these days bumps into Wikipedia and therefore has probably at least clicked through a wiki. Wikis are becoming increasingly popular for collaborative work spaces in industry. There is obvious potential for their use in the creation and distribution of technical services documentation and standards.

Wikis are Web sites created and edited by volunteers in the wild-wild-west that is the open access publication model. The idea is simple. Allow everyone—and we do mean everyone—to write, edit, organize, and modify the entries that are gradually built into an on-line community. Quoting Bo Leuf and Ward Cunningham from their Web site dedicated to their book titled *The Wiki Way*, "Like many simple concepts, open editing has some profound and subtle effects on wiki usage. Allowing everyday users to create and edit any page in a Web site is exciting in that it encourages democratic use of the Web and promotes content composition by nontechnical users." Ward Cunningham developed what he called the WikiWikiWeb software in 1995, but it is only recently that the concept of wikis has taken off in a big way. Wiki means *quick* in Hawaiian and Cunningham's goal was to create something that made Web pages quickly, "...the simplest online database that could possibly work."

Are the entries in most wikis authoritative enough to reference? Wikis can communicate professional news and developments more quickly than professional journals and unlike electronic discussion lists, they are designed to maximize the organization of the information. They are also supported by communities of users that police them for vandalism and inaccuracies. Some believe they are at least as authoritative as traditionally published material, which can contain errors, intentional or otherwise. Others are not so sure. Obviously librarians don't yet know what to do with wikis, and we clearly need experience using this new model for communication. How many of us that have clicked into Wikipedia have had the courage to post our thoughts in that vast arena?

For Further Exploration:

ALA 2005 Conference Wiki http://meredith.wolfwater.com/wiki/index.php?title=Main_Page

Fichter, Darlene. "Intranets, Wikis, Blikis, and Collaborative Working." *Online* v. 29 no. 5 (September/October 2005) p. 47-50.

Hubbard, John. "LISWiki: The First 30 Days." *Ex Libris: A Weekly E-Zine for Librarians*. #257, July 29, 2005. <http://marylaine.com/exlibris/xlib257.html>.

IAWiki
<http://www.iawiki.net>

Info Career Trends March 2006 issue on Creating Community
<http://www.lisjobs.com/newsletter/archives.htm>

Leuf, Bo & Cunningham, Ward. *The Wiki Way: Collaboration and Sharing on the Internet*. Boston: Addison-Wesley, 2001.

LISWiki
http://www.liswiki.com/wiki/Main_Page

Richardson, Will. *Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms*. Thousand Oaks, California: SAGE, 2006.

Wikipedia – The Free Encyclopedia
<http://wikipedia.org/>

WikiQuote
<http://www.wikiquote.org>

WikiTravel
<http://www.wikitravel.org>

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2006 OLC Events

By Mackenzie Betts, Director of Communications, Ohio Library Council

The Ohio Library Council is making a major change to its educational programming calendar in 2006. The organization is shifting the traditional annual conference to a biennial event and adding several, two-day events targeting the learning needs of narrow, more clearly-defined audiences.



2006 OVGTSL Conference

Crossroads to the Future is the theme of the 2006 Ohio Valley

Group of Technical Services Librarians (OVGTSL) conference, which will take place May 10-11 in Bloomington, Indiana. Roxanne Sellberg, Assistant University Librarian for Technical Services at Northwestern University Library in Evanston Illinois, and Eric Lease Morgan, Head of the Digital Access and Information Architecture Department at the University Libraries of Notre Dame, are the featured speakers. To register for the conference, or to find out more about the event, visit <http://www.ovgtsl.org>. OVGTSL will be accepting registrations until April 28.

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That's why it's exciting to discover LISWiki. LISWiki is a "...library-themed Wiki ... a specialized version of the software which powers Wikipedia" according to John Hubbard, the Electronic Resources Librarian at the University of Wisconsin-Milwaukee, and the founder of LISWiki. By creating the LISWiki John has encouraged the early adoption of wikis by librarians, and provided us with an intellectual space for librarians to share. LISWiki is very new, and as of yet, fairly empty. Here's our opportunity to explore a popular new communications model. Let's check it out!

The 2006 events include a retreat for technical services staff and conferences for small libraries, diversity, children's and young adult services, adult and reference services, and management and administration. Each event will feature nationally-recognized library leaders as well as the best talents in the Ohio library community. Each event will target a specific segment of the library community (e.g., technical services staff, children's or young adult librarians, reference staff, managers and administrators) and offer two-days of programs designed specifically for their area of expertise.

2006 Event Dates

April 25-26	Technical Services Retreat
May 17-18	Small Libraries Conference
June 7-8	Diversity Conference
August 16-17	Children's and Young Adult Services Conference
September 13-14	Reference and Adult Services Conference
November 1-2	Management and Administration Conference

A complete agenda and registration information for the Technical Services Retreat is available on the OLC Web site (http://www.olc.org/prof_dev.asp) along with OLC's other professional development events.

Information about the 2006 Conferences also is available on the OLC Web site (<http://www.olc.org/2006conferences.asp>). Interested library staff can find information on rates, registration, and accommodations as well as programs and speakers.

Please note: The OLC is still accepting programs for the Management and Administration Conference on November 1-2. If you are interested in submitting a program idea, visit the OLC Web site (www.olc.org) and look for "Call for Programs" on the homepage.