There are three kinds of lies: lies, damned lies and statistics.¹

A friend who is the director of operations for a non-profit organization recently mentioned that her organization is having difficulty getting accurate counts for the number of visitors that enter their facilities. Sounds simple, doesn’t it? One, two, three…. Numbers should reconcile with ticket sales and program attendance but do not. Apparently, depending on who is doing the counting, the numbers are different. So maybe I shouldn’t feel so surprised that the ABA and ARL statistics are so troublesome.

Having survived another round of annual statistics, I do, however, find myself skeptical about the accuracy of numbers stated in any report. Let me stress, our goal was accuracy as we read and re-read questions and definitions, analyzed various departmental tallies, and ran multiple lists in Innovative. But some concerns linger, and I have a question: how can we make the process easier and answers more accurate?

Our library has undergone reorganization resulting in staff changes impacting the way we compile our annual reports. Previously the Head of Technical Services (a librarian position also responsible for the budget) compiled the library portion of the reports. In that model staff participation was minimal; staff was asked for specific raw data (e.g., how many new serial titles/yr), and the Head of Technical Services assumed sole responsibility for calculating numbers and completing the reports.

The library now has a budget officer (non-librarian) who compiles reports. Consequently, staff has much more involvement in calculating annual statistics.

Although libraries may employ different methods of compiling statistics, my guess is that there are common problem areas. Our experience and observations may identify pertinent issues.

(continued on page 16)
2003-2004 Officers and Committee Chairs

OBS-SIS

Chair: Kevin Butterfield
College of William & Mary
Vice-Chair/Chair-Elect: Georgia Briscoe
University of Colorado
Secretary/Treasurer: Michael Maben
Indiana University-Bloomington
Members-at-Large:
Ruth Funabiki
University of Idaho
Andrea Rabbin
Syracuse University
Education Committee:
Kevin Butterfield
University of Illinois, Urbana Champaign
Local System Committee:
Corinne Jacox
Creighton University
Nominations Committee:
Ismael Gullon
Mercer University
OCLC Committee:
Darcy Jones
Mercer University
RLIN Committee:
Virginia Bryant
George Washington University
Web Advisory Committee:
Anne Myers
Boston University

TS-SIS

Chair: Gary Vander Meer
Northern Illinois University
Vice-Chair/Chair-Elect: Cynthia May
University of Wisconsin
Secretary/Treasurer: Patricia Sayre-McCoy
University of Chicago
Members-at-Large:
Jolande Goldberg
Library of Congress
Lorraine Lorne
University of Arkansas, Fayetteville
Acquisitions Committee:
Diane Altinari
Nova Southeastern University
Awards Committee:
Chris Long
Indiana University, Indianapolis
Cataloging & Classification Committee:
Amy Lovell
Duquesne University
Joint Research Grant Committee
Eloise Vondruska
Northwestern University
Nominations Committee:
JoAnn Hounshell
Chicago-Kent College of Law
Preservation Committee:
Patricia K. Turpening
University of Cincinnati
Program/Education Committee:
Jean Pajerek
Cornell University
Serials Committee:
Frank Richardson
Los Angeles County Law Library

Publication Schedule

Issues are published quarterly in March, June, September, and December.

Deadlines:
V.29: no.3 (Mar. 2004)......31 Jan. 2004
V.29: no.4 (Jun. 2004)......31 April 2004
V.30: no.1 (Sept. 2004)......31 Aug. 2004

TSLL EDITORIAL POLICY

Technical Services Law Librarian (ISSN 0195-4857) is an official publication of the Technical Services Special Interest Section and the Online Bibliographic Services Special Interest Section of the American Association of Law Libraries. It carries reports or summaries of the convention meetings and other programs of OBS-SIS and TS-SIS, acts as the vehicle of communication for the SIS committee activities, and carries current awareness and short implementation reports. Prospective authors should contact the editors for style information.

Statements and opinions of the authors are theirs alone and do not necessarily reflect those of AALL, TS-SIS, OBS-SIS, or the TSLL Board.

Subscriptions: Provided as a benefit of membership to Sections members. Non-member subscriptions: Domestic: $10.00; Foreign: $20.00. Contact the TSLL Business Manager or the American Association of Law Libraries.
Here it is the last week of October and I have just finished filling out all the forms for our meetings in Boston next year. Time flies. We have a full slate of meetings scheduled and Gary van der Meer and I have worked hard to ensure that all TS/OBS conflicts are kept to a minimum. AALL provided additional slots for SIS meetings this year by eliminating some program slots. This made scheduling our committees and avoiding conflicts easier, but not completely unavoidable. When the final meeting schedule for Boston is approved we will post it to the OBS mailing list.

When we are not attending our meetings we will all be enjoying one of the four OBS sponsored programs! Four of our six proposals were accepted by AALL for the Boston meeting. My sincere thanks go out to the hard working members of the education committee (Mary Jane Kelsey, Shannon Burchard, John Bissell and Georgia Briscoe) and to all those who invested their time preparing proposals this year. The Annual Meeting Program Selection Committee had 230 programs submitted for 66 slots. The accepted OBS sponsored programs are:

- **OPAC Usability Assessment: Your Passport to Effective Web Presence**
  
  Tired of the “out of the box” look that came with your OPAC? Before booting up your favorite web development software to jazz up your site, there are some things you should know. Using actual OPAC examples, an experienced Web Designer from Interactive Factory, Boston, will show participants design elements to enhance user satisfaction. The speaker will also describe the methods and benefits of usability assessment.

- **Two Stepping With Technology Returns**
  
  Finding it hard to stay current with all the latest developments in library technologies? Trying to determine which library journals and ‘blogs to read, what listservs you should be on, what websites you should be watching? This quick survey of sources will give you the steps for keeping in rhythm with the latest in library technologies and updates John Nann’s Seattle program.

- **XML and MARC: Should we redesign or Build Anew?**
  
  MARC has been the de facto standard for the representation of bibliographic data for decades. XML is fast becoming a de facto standard for the representation of content optimized for web delivery. Speakers will give an overview of the latest developments in the evolving relationship between XML and MARC and its impact on libraries and library systems as well as discuss current developments in MARC to XML transfer and its day to day applications in Technical Services.

- **MARBI Report**
  
  The U.S. MARC Advisory Committee approves changes to the MARC 21 formats in response to users needs. After a brief description of the Committee and its procedures, the AALL Representative to the Committee will discuss the issues raised during the past year by describing the proposals that were approved and by commenting on the discussion papers that were presented. The emphasis will be on the changes most likely to impact law libraries.

These are a strong slate of educational programs. The OBS Education Committee, under the leadership of Vice-Chair Georgia Briscoe, will continue to work through the fall and spring to define issues and methods for continuing education. Watch for postings to the OBS mailing list regarding topical discussions and questions on how the OBS-SIS can best assist with your continuing education needs. Georgia will also be conducting the annual membership survey this spring. If there are questions you feel would be beneficial to add to the survey please contact Georgia.

By the time this column is published in *TSLL*, the OBS-SIS Nominating Committee, under the leadership of Ismael Gullon, will have completed its work and presented a slate of candidates for our next election. The OBS Board extends thanks to Ismael and the committee for their work and thanks to all who volunteered to run for office. It has been both an educational experience and a privilege to serve the OBS SIS these past few years. I hope that everyone will consider volunteering when Georgia seeks committee members this spring.

*Kevin Butterfield*

*College of William & Mary*
From the Chair

Well, I remember blinking twice since the July convention, and here it is October already. The search for the formica top to my desk is an ongoing one, and while glimpses show up now and then, it seems like a hopeless cause. Given the funding status most of us face, we are doing our work with fewer people, canceling more titles than we are buying new, and facing a tenuous future in our libraries. This is a perfect time for SIS members to help each other do our jobs better, and to deal with the stress of them in ways that don’t leave us longing for Fridays and dreading Monday mornings.

By now, you have heard about the programming opportunities that TS-SIS will be providing at the Boston convention. We are taking a break from our three-year cataloging cycle to present a workshop on the cataloging of integrating resources. The Fall 2003 issue of the Library of Congress Cataloging Service Bulletin (no. 102) presents LC rule interpretations dealing with many areas of this type of material. I commend it to your reading, and suggest that you will find the workshop well worth the investment. The basic cataloging institute was also presented as a workshop proposal, but only the integrating resources workshop was accepted.

We can look forward to programs on dealing with foreign publishers, the future of AACR, cost-cutting in technical services, and the regular CC:DA and SAC reports. Because we were limited in the number of proposals we could submit, the MARBI report was submitted by the OBS-SIS. Jean Pajerek and her Education Committee members are to be thanked for their work with those submitting proposals. We had several that I believe need to be presented, but the limitation of space, and the expansion of slots at the convention for committee meetings, limited the number to fewer programs than in

Although it hasn’t been that long since July, we are gearing up for Boston activities. JoAnn Hounshell will chair the Nominations Committee and will be looking for volunteers to help with the running of the SIS. Chris Long will be heading the Awards Committee. I thank them, and those who have agreed to work with them, for their commitment to the SIS. Cindy May is beginning the work on the annual survey. When it is available, please complete it. It can be a valuable tool for SIS planning, but more participation is needed. Again this year it will be available online. Part of the survey is a chance to volunteer for service to the SIS. Many of our over 600 members are passive participants in the activities of the SIS. Our professional and personal lives are busy enough that volunteering for more seems like too much to expect. However, those of us who have been active are rewarded by our participation. We find people to call when we have questions, people to help when there are problems. Cindy will be seeking to fill two committee chair positions as Diane Altimari (Acquisitions) and Pat Turpening (Preservation) complete their terms. Should your phone ring, please consider saying yes to serving this SIS. We will continue to be a positive benefit to your efforts with your help.

Gary Vander Meer
Northern Illinois University
In the past months, there have been some changes to the law classification schedules and tables. The changes have been reported on various lists and we can thank Paul Weiss of Library of Congress, Cataloging Policy and Support Office for making them.

Form division table KF9 no longer has just the modifications for state law but now is a complete form table for state law. The modified table was discussed in *TSLL*. Vol. 27, no. 2, p. 7.

*Classification Web* has done away with the old forms “Divide like”, “Under each”, “Subarranged like” and now each subarrangement is in the schedule with the number to which it applies. If you go to KF105 in the enhanced browser, you see “General. Various courts Table KF31” and if you click on the general, the subarrangement will expand to show the numbers for digests, indexes, briefs, etc.

Parentheses around numbers in the Library of Congress classification schedules indicate that the number was valid at one time but is now obsolete and not used by LC. Angle brackets in the schedules indicate that the number has never been used by LC but is provided for libraries who wish to use an arrangement different from LC.

K4610 is now the number for World Trade Organization and K4609.5 is for the GATT organization. (K4601-4609) is closed with a note: “This range of numbers was used by the Library of Congress from 1977-2003. Beginning in 2003, material formerly classed in these numbers is classed in K4600 or in K4609.5.” With great pleasure I ask you to disregard the *TSLL* classification column, vol. 28, no.1/2, p. 7.

---

**Classification**

Elizabeth Geesey Holmes  
University of Georgia  
eholmes@arches.uga.edu

Marie E. Whited  
Yale Law School  
marie.whited@yale.edu

---

**Collection Development**

Is That in Our Collection Development Policy?

Margaret Maes Axtmann  
University of St. Thomas  
mmaxtman@stthomas.edu

---

If you’ve asked yourself that question lately, chances are the answer will be no. Most of the questions and dilemmas we face these days are the result of rapid changes in the publishing industry – new and multiple formats, higher prices, licensing considerations – as well as changing user expectations about information availability and delivery.

Recently I reviewed a variety of academic law library collection development policies to get some ideas about how libraries are revising their policies to reflect publishing changes and user needs. There are several models to follow: a separate policy for electronic resources; a separate section of the policy for electronic resources; or integration of electronic resources with other formats and subject matter described in the policy. All of the models have common elements.

- **Selection criteria** – This section often incorporates criteria used for print and micro formats, either directly or by reference to another document. Most libraries have supplemented the standard elements with additional criteria to be applied to electronic resources. These include (but are not limited to) enhanced content, timeliness, ease of use, searching capabilities, technical platform and interface, reliability, accessibility, technical and customer support, and training opportunities.

- **Duplication of formats** – The library should identify those areas in which it will consider duplication, i.e. where electronic media will be added even though the information is already in the collection in print or microform. We are facing this issue more frequently as digital law collections proliferate, and the library should develop criteria for evaluating information in multiple formats. In addition to the selection criteria noted above, these might include cost savings,
broader access, greater flexibility, and the opportunity to eliminate other formats.

Access – What forms of access will the library be able to accept, both from the technical perspective and from a service viewpoint? For example, will the library add resources that are restricted by password access or will it only consider those resources that have access via IP address? If password access is accepted, how will the library distribute and manage passwords? How will the resource be publicized and marketed to the user community?

Staffing – While not necessarily part of a collection development policy, it is important to identify those staff members who will be responsible for various aspects of selecting, acquiring and maintaining access to electronic resources. The library should designate appropriate personnel to handle any technical and systems work associated with adding and maintaining access to electronic resources. This may include loading software, maintaining a proxy server, checking and updating links, and providing documentation and training.

Licensing – It is essential for the library to outline its basic requirements for licensing, including those provisions that it deems essential and those it finds acceptable. The library might develop language for specific provisions or it might follow one of several model license agreements available from other libraries and consortial groups. License agreements should contain, at a minimum, adequate descriptions of the rights of libraries and their users, the restrictions placed on those users, and provisions for fair use of information for educational purposes. Yale University Library’s Liblicense web site is an excellent resource for detailed information on this topic, including licensing terms and restrictions and a model license agreement. See http://www.library.yale.edu/~license/.

Cataloging – Most libraries are cataloging at least some of their electronic resources, but it is important to document the cataloging policy for electronic media. There has been considerable debate in the literature and at conferences about cataloging vs. web page access for electronic resources. The policy should clearly state which electronic resources receive full or partial cataloging and which resources have a direct link from the library’s web page.

Many librarians identify their collection development policies as “living documents,” subject to regular revision. In practice we don’t like to revise our policies too frequently, because we prefer to have a long-range view of the shaping and development of our collections. But we run the risk of letting current practice become the justification for guiding our collection development decisions when we don’t take the time to reflect on the changing environment and the long term impact on our collections.

Whatever model you choose, if you haven’t revised your collection development policy in the last five years, now is the time to dust it off and bring it up to date. The next new resource is just around the corner, and you need to be ready!

For another brief article with tips and resources, see Karen Silber’s “Every Library is Special and So Is Its Collection Development Policy,” 4 AALL Spectrum 10 (December 1999).

Note: I would like to review more collection development policies from law firm, court and governmental libraries. Please contact me at mmaxtmann@stthomas.edu if you have a policy you are willing to share.
A. Updates to previous TSLL column (v. 28, no. 4, June 2003, p. 8-11)

1 Integrating Resources Manual

I would first like to follow up on several topics which I discussed in my last TSLL column of June 2003. Integrating Resources: a Cataloging Manual, has recently been posted to the BIBCO website, as “Appendix A” of the BIBCO Participants Manual. This manual was prepared by Diane I. Boehr and Alice E. Jacobs, with the assistance of our AALL colleagues, Regina T. Wallen and Kathy Winzer. Although it’s only been available for a short time, I find myself constantly referring to it (possibly because I forget the same information over and over again?) At any rate, not to be missed are the extremely helpful record examples in the last section of the manual. We can only hope that this manual is “sui generis”, that is, that it will be a model updating integrating resource, frequently updated. The manual is available at: <http://www.loc.gov/catdir/pcc/bibco/irman.pdf>

2 “Parallel” Records in OCLC

As announced on Oct. 13, 2003, OCLC will now allow for parallel records within WorldCat by language of cataloging. If no language code is given in the 040 field, it is assumed that the language of cataloging is English. An example of parallel records is:

OCLC#45570484, with a locally defined MARC 936 field giving the record number of the related record, preceded by “PR” (PR 45825482). See OCLC Technical Bulletin no. 250 for further details: <http://www.oclc.org/support/documentation/worldcat/tb/250/default.htm>


In late September, the 2003 update was issued to the Anglo-American Cataloguing Rules, 2nd edition, 2002 Revision. The most significant changes include:

1 Changes in title proper: Minor changes (Rule 21.2A2).

Category “i” of minor changes (changes not requiring a new serial record) has been expanded to read: “The addition, deletion, or rearrangement anywhere in the title of words that indicate the type of resource such as “magazine”, “journal”, or “newsletter”, or their equivalent in other languages.” “Rearrangement” has been added.

2 Choice of access points: Titles: Titles proper (21.30J1).

This rule previously instructed us to make added entries under the title proper of every item entered under a personal or corporate heading, or a uniform title, except in four specific cases (a-d, with “c” being based upon filing needs for an interfiled catalog). The four exceptions have been removed, with a more general option added, to “make such added entries in accordance with the policy of the cataloguing agency.” Case “a” is the most common situation, when the title proper is essentially the same as the main entry heading. (Rule 25.2E2 and 26.4B1, footnote “2” have also been revised to reflect this change). Example of current policy:

130 0 Keesing’s record of world events (Online)

245 10 Keesing’s record of world events[h]electronic resource].

Formerly, the 245 field would have been coded: 245 00 [the first indicator “0” meaning “No added entry”].

This revision is something to keep in mind when you’re creating or revising records in the national bibliographic utilities, but in many (dare I say nearly all?) online public access catalogs, the difference would be immaterial, as the software would always make an added entry for the title proper anyway.

3 Headings for Corporate Bodies: Heads of Governments and of International governmental Bodies (24.20C1)

Formerly, we were instructed not to add dates or names to a corporate heading for a head of government not also a head of state, when that individual was acting in his/her official capacity—for instance, a corporate heading for a mayor or a prime minister of a country whose head of state is a president or sovereign. Now, date and name elements are to be added, so that these headings will be treated more like headings for heads of state, governors, etc.
In the last column I reviewed some of the pressures that we all face, and discussed the personal and environmental assessment steps that should take place before undertaking changes related to the support of your staff. In this column, I’d like to turn our attention to some practical suggestions for supporting, encouraging and empowering your staff.

We have talked about, and most of us have accepted the “more/less” paradigm. Our staff members certainly have enough to do and there is little chance that we will be able to increase our staff resources. In some institutions, the size of our staff is actually decreasing. At the same time, in many libraries the flow of incoming material has increased. Certainly the multiplicity and complexity of the formats we are controlling has increased. Finally, while automation has enhanced our ability to control and provide access to our collections, actual staff workloads haven’t been reduced. What can we do to assist our staff in managing their workloads? If we can’t reduce the demands for service, what can we offer staff to help them manage those demands?

● Review and revise job descriptions, creating descriptions where none exist.

Your staff has reason to complain if their position description bears no resemblance to the job they are currently performing. No one should work in a position where task assignments have not been adequately or accurately documented. Knowing what is expected allows staff to take an ownership interest in their job, and encourages them to actively manage their work life. Ask your staff to prepare the initial job description and the accompanying task list. Sit down together and review the description, revising as appropriate.

I once had a boss who was fond of saying “what are we doing exceptionally well, that we don’t need
to be doing at all?“ When working on position descriptions, ask your staff members for examples of tasks that they believe no longer need to be done. In my division, we formed a support staff/librarian team charged with identifying unnecessary tasks. The group forwarded 23 suggestions and we were able to act on all but five. It feels good to “cast-off” work, even if the actual reduction in effort is relatively minimal.

† Consider conducting a detailed task analysis for a position.

Formal job analysis is a tool that you can use to identify and assess the discrete tasks are currently assigned to a staff member. Basically, the steps involved are: identify the discrete job tasks; categorize tasks, group similar skills sets together; identify the amount of time devoted to the task and the frequency with which it is performed; identify the knowledge, skill and abilities required; confirm the continued need for the work; and identify the priority for the task. Once information has been gathered, you can use it as a basis for discussions related to revising the job description or reassigning work. At Iowa I used formal task analysis as a foundation that allowed us to make a decision about the best support mechanism for our federal documents collection.

† Cooperatively identify service benchmarks for tasks assigned to a staff member.

Working together, the manager and staff member should identify the performance expectations for each of their assigned tasks. Service benchmarks insure that both the manager and the staff member share a common understanding of the expectations for the position, identify the relative priorities across tasks, and allow you to insure that external needs are being met. Your role as manager should be to insure that the goals are in balance with other departments’ and other staff members’ benchmarks, with external demands, and to assess whether the expectations are reasonable and achievable. Benchmarks are not throughput; they are statements of a shared understanding of service levels. An example of a service benchmark is: “Strive to receive all new materials within 48 hours of arrival in the Department”. Give staff as much flexibility as possible in determining their benchmarks — they are, after all, the experts. Once the benchmarks have been established use them as the basis for informal and formal evaluation, discussing the success with which they are being met. Never carve a benchmark in stone. Revise them often based on the input that you receive from staff and from external constituencies.

† Conduct a formal annual staff evaluation and frequent informal evaluations.

A management-consulting firm, DDI1, surveyed 278 businesses and institutions and found that 60% of their staff members reported problems with the effectiveness of their performance review mechanism.2 Without effective feedback, staff members lack the signposts that allow them to improve their performance or assess the importance of their role within the organization. Communicate frequently with your staff through weekly meetings or other informal discussions in which the task assignments and benchmarks that you have agreed upon are reviewed. Use open-ended questions to solicit input. At least annually, note any changes to the position that have occurred during the past year. Set goals for the coming year and work out service benchmarks as appropriate. Evaluation must be continual if it is to be effective.

† Commit to continual training.

As our jobs and our organizations evolve and become more complex, our knowledge and skill sets must change as well. We need to recognize that our staff members are highly educated individuals who benefit from new educational opportunities. Identifying training and education needs should not be a top down effort. Again, involve your staff. Form a training needs assessment group or prepare a survey to determine needs and expectations.

Staff training and educational opportunities do not need to always be strictly job related. Smith and Burgin’s study3 on the reasons staff reported they were seeking training discovered four motivations: personal concerns, patron service, collegiality and professional competence. These needs can be met by exploiting both formal and informal options for educational experiences. Use all the internal resources available to you. Suggestions include application software training videotapes; a presentation on affirmative action by your compliance officer; a discussion on ergonomics chaired by a knowledgeable staff member; an open discussion on stress management. Consider a brown-bag lunch to hear conference reports, play a meeting presentation tape during a staff gathering; route articles of interest to the staff. Another training/staff development issue that is often overlooked is the training that we can provide one another. At its simplest, short presentations on what each of us does, at its most complex, true formal cross training so that staff can rotate...
Some updates from the ever-changing world of OCLC…

- **OCLC Connexion – Passport Users Still Have Some Time to Make the Switch**

According to the OCLC Connexion web site (http://oclc.org/connexion/), a new expiration date for Passport support still has not been set. OCLC will provide libraries at least 6 months advance notice of the new date, and has determined that this date will not be before September 2004.

- **OCLC Releases No-Charge Access to FRBR Algorithm**

OCLC is providing libraries an algorithm to convert MARC21 bibliographic databases to the Functional Requirements for Bibliographic Records (FRBR) model, which is available free of charge at http://www.oclc.org/research/software/frbr/index.shtml. The algorithm extracts information from MARC21 records, compares it with a standard name authority file, and combines the records based primarily on their author and title. This will allow the records for the 400+ different forms of Sir Arthur Conan Doyle’s “The Adventures of Sherlock Holmes,” for instance, to be combined as a single work for easier searching. To see an example of an “FRBRized” database, go to http://www.oclc.org/research/software/frbr/#top.

- **Technical Bulletin 250: Parallel Records**

OCLC has changed its policy to now allow for parallel records within WorldCat by language of cataloging. This policy only applies to online cataloging, and does not yet apply to batchloaded records. If a matching record is cataloged in WorldCat in a language other than what the inputting library has it cataloged, you may enter a parallel record in its language of descriptive cataloging. Note, however, that if you are using an existing record for copy cataloging, you are not supposed to change the language of cataloging if you are upgrading the Master Record, unless it is a vendor record. Libraries should use the 936 field to link parallel records, with the OCLC control number of the parallel record in subfield a preceded by the uppercase letters “PR” and a space. For more information about this Technical Bulletin, go to http://oclc.org/support/documentation/worldcat/tb/250.

- **Last, but not least, an update on the OCLC Committee Open Discussion at AALL in Boston…**

The open discussion is currently scheduled for Sunday afternoon, July 11, from 4:15pm – 5:15pm. There will be more about this meeting, including speaker information, in the next issue of Technical Services Law Librarian.

**Closing Comments**

Please let me know if any of you have any questions or comments for this column. I’d love to hear from you.

---

**Endnotes**

1 Development Dimensions International. See their web site at http://www.ddiworld.com/


Book Review: Vandals in the Stacks


In 2001, the publication of Nicholson Baker’s Double Fold: Libraries and the Assault on Paper set the library world abuzz by condemning the common library preservation practice of reformatting and replacing older printed volumes with microforms. Baker accused librarians of destroying documentary history by not doing enough to save all original printed materials, and even went so far as to suggest that the reformatting of originals was fueled by a conspiracy designed to economize space. Because Baker is an established and engaging writer, this work received a great deal of attention from the general public and was favorably reviewed in numerous publications.

Richard Cox, a professor in the Department of Library and Information Science at the University of Pittsburgh and a specialist in the field of archives, has become one of the library world’s most outspoken critics of Double Fold. Having first responded to Baker’s book in a review requested by the Society of American Archivists, Cox went on to publicly debate Baker at Simmons College in May 2001. His book, Vandals in the Stacks?: A Response to Nicholson Baker’s Assault on Libraries, grew out of that debate. In Vandals, whose title is derived from the headline of the April 15, 2001 New York Times Book Review which contains a review of Double Fold, Cox examines the weaknesses of Baker’s book while offering reasons why the library world should pay attention to it. Although Double Fold appeals to the reading public, Vandals does not, and the author acknowledges this. Instead, his intention is to help librarians, preservation administrators, and archivists analyze and respond to the issues raised by Baker.

Cox contends that the major flaws in Baker’s complaints stem from his misunderstanding of what libraries do and his misguided belief that it is possible to save everything ever printed. Baker fails to show us that he comprehends the distinction between types of libraries and the fact that missions of libraries differ depending on their clientele. He also does not understand the competing priorities faced by libraries every day in deciding what information to provide, how to provide it, and how long to provide it.

Cox points out that Baker’s simplistic view of libraries as warehouses does not take into account the support required to organize information and make it accessible. The “Home Depot” approach proposed in Double Fold does not factor in the cost for personnel, equipment, environmental controls and cataloging. Cox believes that Baker’s premise that we can and must save everything also ignores the fact that not everything is worth saving and that trying to keep everything will weaken our ability to keep anything. He thinks that librarians and archivists must respond to Baker’s belief that it is cost effective to save everything “…in a way that indicates that preservation is expensive and that preservation that assumes the maintenance of all originals is expensive beyond our (or Baker’s) wildest dreams.”

A major theme throughout Vandals is that the quickness with which the public embraced Baker’s arguments proves that the library world needs to do a better public relations job. “The real moral of the story here may be the failure of archivists and librarians to explain to the public and policymakers what it is they do, must do, and should do in terms of managing our nation’s documentary heritage.” Cox uses Double Fold in his classes as a tool to train future professionals about public perception. He feels that Baker has provided us with the opportunity and motivation to explain ourselves and that the real value of Double Fold is that “…it serves as a warning … that we cannot take for granted that we or our discipline will be understood or appreciated by external observers.”

Double Fold should also motivate librarians and archivists to reexamine and reflect on the wisdom of some of our practices and justify those that are sound. For instance, Cox thinks it might behoove us to reanalyze the brittle paper issue so that we have more scientific knowledge of how paper deteriorates. If libraries have become too complacent in selecting for preservation, perhaps the questions raised in Double Fold will serve to remedy that.

In the final chapter, Cox seeks to clarify his presumptions as an archivist so that readers will understand his point of view. The result is a concluding chapter that is overly devoted to self-validation and comes across as more of an essay on his professional accomplishments than the challenge to his colleagues he means it to be. Aside from this, it is good that the profession has an eloquent spokesperson to provide another perspective and give librarians solid advice for countering Baker’s indictments.
Where To Place Your Article?: The E-Alternative

Certainly one excuse that prospective article writers can no longer use is, “I don’t have any place to publish my work.” No matter how esoteric a topic might be, there seems to be a journal devoted to it. For example, did you know that if string figures are your passion and you feel moved to put pen to paper about them, there is a publication waiting to hear from you? Not only is there one such journal, there are two, so you might even be able to start a bidding war for your string figure insights!

Of course, there are a number of factors to consider when deciding where to submit your article, the primary one being the “fit” between your idea and a journal’s mission. But there is little doubt that today’s writer has more publishing choices than ever before, and these options extend way beyond the world of print. This column will discuss some reasons why you might want to explore a couple of electronic alternatives, as well as some caveats to consider.

The E-Journal Advantage

As tech services people, we all know what e-journals are. (Caution: Yogi Berra-ism ahead) Those are the things that we think we might have but are not quite sure, and even if we are sure we cannot tell where they are and even worse we cannot figure out a way to show our users where to find them. (Whew!) So as librarians, sometimes e-journals are our enemies. But if we take off our librarian hat and put on our writer hat, then e-journals can be our friends. What follows are, to my mind, some advantages of pure e-journals, as opposed to those that are electronic counterparts of a print publication.

Speed of Distribution and Production

Getting an article published in a print journal can sometimes be a lengthy process, even taking upwards of a year or more. For some topics, the time lag between submitting the work and seeing it in print does not make a difference. Other topics, though, such as those dealing with new technologies, have a shorter shelf-life. A subject that seemed cutting edge when you submitted the piece may have lost much of its relevance now that it is coming off the press a year later. E-journals can offer a much quicker rate of turnaround between submission and distribution.

Multimedia Capabilities

Print journals are by definition text-bound. Sure, they can contain some tables, charts, or illustrations, but they are limited in what they can use to complement the text. On the other hand, if you publish your work in an e-journal, you can easily incorporate enhancements like sound and video clips and hyperlinks to digital images and other documents into your work. Your article, then, can be created on a multidimensional scale that is impossible in the world of pure print.

Dynamism

Once published, your print article is set in stone. You cannot correct errors that are brought to your attention, or apply new knowledge that you have gained since you submitted it. E-journals authors, however, can potentially correct, revise, and update their articles to their hearts’ content. How many times have you read something you wrote several years ago and wished you could go back and change it? An e-journal article need not be static—it can be a living thing, always improving and evolving.

Electronic Self-Publishing

In the digital age, anyone with a Web site can be a publisher. Writings mounted on a home page are simply what we once would have called a vanity press publication. There is nothing to stop authors from completely bypassing any sort of formal journal context. Electronic self-publishing has all of the advantages of e-journals, and then some. This “disintermediated” publishing frees the author from any sort of editorial control. The writer need not worry if the topic is too specialized, too controversial, or too anything. He can say what he wants, how he wants. He can use digital tools to fashion the work visually and aurally any way he pleases. There are no deadlines to meet—as soon as the author thinks the work is complete, it can be disseminated. No need to transfer copyright to another publisher. Speedy feedback can be solicited and received via email at the click of a button. A work can be supplemented, revised, or corrected without going through an editorial middleman. If you are the sort of person who likes to retain complete control of your work, publishing it yourself on your Web site might be right for you.
Some Issues to Consider

While some writers are given to describing the world of digital publishing as some sort of e-topia, there are some important issues to consider before submitting your piece to an e-journal or mounting it on your Web site:

Promotion and Tenure Committees

One of the main motivations driving library research is the attainment of promotion and tenure. Promotion and tenure committees, however, are often some of the most hide-bound groups within the university—to put it mildly, change comes slowly and grudgingly. There has been a good deal of investigation done into how accepting P&T committees are of e-journal contributions. Not surprisingly, the findings are inconclusive. Attitudes not only vary from institution to institution, but also among different departments within the same university. Faculty members in the natural and mathematical sciences, for example, were early adopters of electronic dissemination of their research and have come to see it as the norm. Disciplines in the humanities, however, seem to be slower in embracing the e-journal concept. While it is almost certain that eventually all disciplines will come around, many current faculty members still see e-journals as lacking in credibility and prestige when compared with their print counterparts. They question the rigor of the peer review that e-journal articles withstand, and wonder about long-term reliability and access. Whether these perceptions are real or imagined is of little relevance to those on the tenure-track whose careers are on the line. The best policy is to divine your institution’s attitudes towards scholarly electronic publications as best you can. A copy of the current promotion and tenure guidelines is a good place to start; even better would be a recent, former member of your campus’s P&T committee. If you decide to publish in e-journals, be prepared to provide evidence of the journal’s quality, prestige, acceptance rate, and peer review process. If you are publishing with promotion and/or tenure in mind, I would advise against publishing your work solely on your own Web site unless you have some very creative ways to document its quality and influence.

Archiving

Where will your e-journal article be located in 5 years? Will anyone be able to access it? What happens to your article if the e-journal folds? Good questions. Permanent archiving continues to be one of the most problematic aspects of digital documents. While projects like JSTOR provide access to retrospective articles in some disciplines, to say that there is still much to be done is a gross understatement. Some universities are creating digital repositories where scholars can present their preprints and store their “finished” works. These projects may prove to be part of the solution, but they are still in their infancy and there is no guarantee they will be able to garner long-term support from their parent institutions.

While I am generally hesitant to make predictions about the future, I think it is safe to say that researchers will continue to enjoy a variety of publishing options for years to come. The flexibility inherent in a digital medium, however, will make e-journals very appealing to the next generation of scholars, who have become accustomed to working in a multimedia milieu.

References


Hall of Acclaim


If you have published something recently, please email me so that I can list in future issues!

Please see the announcement for the AALL/LexisNexis™Call for Papers Competition elsewhere in TSLL. Also, Haworth Press has started a new law library journal called Journal of Electronic Resources in Law Libraries. For more information, see: <http://www.haworthpress.com/store/product.asp?sku=J382>
The following serial title changes were recently identified by the University of San Diego Legal Research Center serials staff and the University of California, Berkeley Law Library cataloging staff:

**The American mariner**
Vol. 1, no. 1 (fall 1998)-v. 2, no. 1 (fall 2000)
(OCoLC 42633934)

**Changed to:**
**Loyola maritime law journal**
Vol. 1, no. 1 (spring inaugural issue 2002)-
(OCoLC 50855345)

**Assurances**
1ère annéee (janv. 1933)-v. 70, no. 4 (janv. 2003)
(OCoLC 2230422)

**Changed to:**
**Assurances et gestion de risques = Insurance and risk management**
Vol. 71, no. 1 (avril 2003)-
(OCoLC 52633543)

**Derivatives report**
Vol. 1, no. 1 (Sept. 1999)-v. 4, no. 9 (May 2003)
(OCoLC 42606750)

**Changed to:**
**Derivatives financial products report**
Vol. 4, no. 10 (June 2003)-
(OCoLC 53072252)

**To form:**
**Shipping and trade law**
Vol. 1, no. 1 (Sept. 2000)-
(OCoLC 45115183)

**IP worldwide**
- Dec. 2002
(OCoLC 38300391)

**Changed to:**
**IP law & business**
Jan. 2003-
(OCoLC 51611771)

**LRDC bulletin**
No. 1 (summer 1981)-2002, no. 1, pt. 2
(OCoLC 9461575)

**Changed to:**
**MLRC bulletin**
(OCoLC 51997036)

**LDRC 50-state survey. Current developments in media libel law**
(OCoLC 34067228)

**Changed to:**
**MLRC 50-state survey. Current developments in media libel law**
2003/2004-
(OCoLC 53398738)

**LDRC 50-state survey. Employment libel and privacy law**
1999-2002
(OCoLC 40813173)

**Changed to:**
**MLRC 50-state survey. Employment libel and privacy law**
2003-
(OCoLC 51626934)

**LDRC 50-state survey. Media privacy and related law**
(OCoLC 33315177)

**Changed to:**
**MLRC 50-state survey. Media privacy and related law**
2003/2004-
(OCoLC 52966363)

Southwestern Legal Foundation.
**Annual report - The Southwestern Legal Foundation**
(OCoLC 1766226)

**Changed to:**
**Center for American and International Law.**
**Annual report**
2000/2001-
(OCoLC 52712590)

**Absorbed by:**
**Tax planning international e-commerce**
Vol. 1, no. 1 (Jan. 1999)-v. 5, no. 6 (June 2003)
(OCoLC 40756504)

**LDRC 50-state survey. Employment libel and privacy law**
(OCoLC 40709241)

**Merged with:**
**International trade law quarterly**
(OCoLC 40709241)

The following serial cessations were identified by the University of San Diego Legal Research Center serials staff and the University of California, Berkeley Law Library acquisitions staff:

**Asia business law review**
**Ceased with:** no. 41 (July 2003)
(OCoLC 29209533)

**Consumer finance law bulletin**
**Ceased with:** v. 56, issue 8/9 (Aug./Sept. 2002)
(OCoLC 1564926)
International law may logically be thought of as International relations—Law and legislation since it is, after all, the law governing the relations between nations. However don’t expect to see it anywhere in the reference structure. In fact, don’t expect anything to be normal when dealing with the subject headings pertaining to public international law. This is probably a legacy of the former JX classification that merged international law and international relations in one schedule. The relationship of “KZ” subject headings with “JZ” subject headings is quite unlike the relationship between “legal” and “non-law” subject headings.

For all other subjects, if a heading is not “inherently legal” (i.e. the heading can logically be applied to non-law materials) we usually add the subdivision —Law and legislation for the legal aspects of the topic. Similarly, any heading with a —Law and legislation or similar language will inevitably class in “K” and no where else.

Looking at Intervention (International law), one would logically assume this is the heading for a book on the legal aspects of military intervention, and that a non-law book on the subject would have a heading for “Intervention”. “Military intervention” is a UF pointing to Intervention (International law), and therefore the heading, even with a “law” qualifier, also refers to the non-legal aspects of the topic (unless one assumes that invading someone is inherently legal).

Similarly a glance at Humanitarian intervention suggests there should be heading for the legal aspects of the topic under international law. However no such headings exist.

Proposals to establish legal and non-legal forms of both headings were made, and rejected and CPSO (i.e. this is policy, not an anachronism or an oversight). Both headings are used for legal (KZ) and non-legal (JZ) materials. Arguably one could add – Political aspects a heading with “law” in it when using it to indicate the non-legal aspects of the topic, but while technically valid since – Political aspects is a free-floater under topics this has not become a common practice among LC catalogers (I’ve done it a few times, but no one else seems to like the idea).

Globalization is inherently non-legal. As a first heading it has a place in JZ. As a second heading, it goes anywhere. One would never want a heading such as “Globalization—Law and legislation” or “Globalization (International law)” since by definition, Globalization is a social, political and economic process, not something imposed by legislative fiat. A heading such as “Law and globalization” might be a good idea, but that would class in K rather than KZ since it refers to how national law is being globalized.

Even the qualifier (International law), which as we saw above can be used for a non-legal subject heading, does not always indicate a KZ (public international law, the law of nations) heading. It has been used to indicate comparative, uniform or even “private” international law (a.k.a. “Conflicts of law”). For example, Copyright (International law) is really about international unification of national copyright law, not a public international law of copyright (which would exist only for a situation such as if GPO sued HMSO for illegal publication of US documents).

International agencies have a place in JZ if they are too general to class elsewhere, otherwise they class by subject. The heading also classes as a first heading in KZ. The KZ and non-law uses of the subject heading are not-differentiated. Non-governmental organizations pertaining to international relations class in JZ as well, but that is relatively rare – most NGOs have a place elsewhere in the schedules reflecting their area of operation. However Non-governmental organizations—Law and legislation is valid, and almost always classes in the law of the country.
numbers. Contrary to the subject authority record, a NGO is not a type of International agencies but is nonprofit, non-statal organization performing a quasi-government activity. The more theoretical International organization does not take a law subdivision or qualifier, so the same headings is used for political as well as legal materials.

For works on peacekeeping, one may use the heading Peacekeeping forces which takes geographic subdivision and/or the established 610 heading United Nations—Peacekeeping forces, or perhaps a heading constructed with free-floaters for [Name of country]—Armed forces—Operations other than war or even the somewhat quaint and naive International police. The political aspects of peacekeeping class in IZ or D-E-F (if specific to a single conflict), the legal aspects class in KZ or with the law of the country the peacekeepers are from, and the “how to” classes in U. Any of these headings could end up in any of those places, again without subject headings to indicate which works are about the law of the subject, though perhaps one can add Military law—[Name of country] as a second heading for the books on the laws of the country that sent the peacekeepers (e.g. for Kuritanian law pertaining to use of Kuritanian troops as peacekeepers).

The problem continues for many other headings whose legal aspects are part of public international law, and whose political aspects are part of the study of international relations, which is part of political science. These include Diplomatic negotiation in international disputes, Pacific settlement of international disputes, Disarmament, Arms control, Nuclear nonproliferation and all sorts of related headings that can class in KZ or IZ (usually in parallel numbers)—and for which the class will probably be the only indicator whether the book is “legal” or “political”. While this is deliberate, it perhaps should be reconsidered.

Statistics: Who's Counting

Who has responsibility for the reports?

- Staff involvement may vary, but whoever is responsible for coordinating the reports should clearly identify staff areas of responsibility, i.e., who calculates what numbers.

- In order to designate responsibility, the coordinator should understand the library environment, including how the library system operates (e.g., the functions of library system lists), material formats, and the work flow of the library (e.g., how does our library count discarded titles?).

- Coordinator should serve as a staff resource in clarifying questions (e.g., unclear definitions, etc.).

How are figures calculated?

Difficulty arose from our lack of understanding of calculation methods from previous years.

Worksheets showing the previous year’s figures aren’t helpful unless the worksheet indicates how figures were calculated. When the answers are still fresh in your mind, write down how you calculated each figure. Even if your calculation seems ridiculously obvious, write it down. If you ran a list in your online system, record the conditions. Often we recalculated answers because we discovered a new condition, or thought of an additional qualifier, etc., and it helped to review previous searches.

- By logical extension, answers built on previous years’ totals, e.g., column “c” in the ARL reports, pose similar problems.

Some of the problem areas related to our methods of counting/reporting statistics throughout the year.

- Review what the reports ask for—are you identifying/counting what the reports ask for in your daily/monthly work tallies?

- Review the overall workflow and how departments interact, articulate uniform definitions (e.g., is this a volume or a piece?), and identify who keeps what statistics.

- Learn how to utilize library automated system more fully. What conditions, e.g., MARC codes, etc., help compile statistics?

- Additionally, once you have your procedures, definitions, workflow, etc., documented stick with them. Revising them every year can lead to statistics comprised of the proverbial apples and oranges.

We did not understand what some of the questions meant.

- As mentioned above, troubleshooting problem questions/definitions is one of the important roles the coordinator should assume. If you have identified problem areas in this year’s report, communicate those to the coordinator, so the coordinator can take the steps to decipher those problems before next year’s report.

We had problems counting electronic resources.
No news here; the inclusion of electronic resources in our online catalogs has led to confusion about how such resources should be counted and, consequently, to a lack of uniform reporting. How are web sites — original or those imported to the catalog — counted? Does ABA question 10 (computer files) include electronic material accompanying books?

AALL in Seattle had a 30 minute session on statistics. A temporary listserv was dedicated to the subject. However helpful these might have been, libraries need more assistance. AALL should offer a pre-conference workshop devoted entirely to statistical reports. Participation from the ABA and ARL seems crucial. Might Innovate Interfaces help by devoting their Saturday program to a workshop targeting the create list module? Libraries must mutually devise and share better methodology.

Although most staff are not directly involved in the reporting and calculating process, their daily and monthly statistics are crucial to the annual compilation. It is important for administrators to be aware of how much staff time is directly involved in completing reports. In our library, where we have moved from one staff person having primary responsibility to several staff persons’ involvement, administrators need to be aware of the additional staff time quotient.

Having just completed this year’s reports, this is the time to document calculation methods and seek a better methodology for future reports. Finally, I look forward to more leadership from our regional associations and AALL in this area.

42.7 percent of all statistics are made up on the spot. — The Hon. W. Richard Walton, Sr.

Endnotes

As an acquisitions librarian with only a few years of experience, my search for acquisitions programming has led me to specialized acquisitions conferences in addition to our national meeting. This is not to say that the overall quality of the acquisitions programming at the annual meeting is lacking, but it does point out the relatively small quantity of acquisitions programs at a typical annual meeting. For me, this is understandable in light of the multiple stakeholders attending the meeting and the Annual Meeting Program Selection Committee’s desire to obtain a mix of sessions that appeal to the greatest number of members. Still, this can be frustrating and I know that I am not the only individual feeling this way.

A recent posting on the law-acq listserv asked law librarians to comment on their experiences attending acquisitions-specific conferences. My private response to the individual who posted the message was that with four years of acquisitions experience, I crave nuts and bolts sessions about acquisitions and loved the Charleston Conference and the Acquisitions Institute at Timberline Lodge. Both conferences offer programs that concentrate on practical tips and strategies for acquisitions management. I attended Charleston in 1999 and, in 2003, the library sent me to the Timberline Institute. Since there has been interest in alternative acquisitions programming, others may find my experience at Timberline helpful in making the decision to attend.

The 4th Annual Acquisitions Institute at Timberline Lodge took place May 17-20, 2003. For those who have not heard of this meeting, it is the reincarnation of the Feather River Institute on Acquisitions. Richard Brumley (Oregon State University), Nancy Slight-Gibney (University of Oregon), and Scott Alan Smith (Blackwell’s Book Services) organized the three day meeting held at the historic Timberline Lodge on Mount Hood. The theme for 2003 was “Library Collections and Information Access-Great Notion or Cuckoo’s Nest?” Approximately eighty librarians attended with the majority from West Coast academic institutions. I was one of two academic law librarians present.

The always thought-provoking Michael Gorman opened the conference with a keynote address “Collection Development in Interesting Times”. He urged librarians to consider what comprises the library of the 21st century and discussed the place of electronic resources within university collections. Subsequent sessions included a panel on the state of the university press. Representatives from Blackwell Publishing and the University of California, University of Washington, and Cambridge University Presses participated in a discussion about their publishing practices and sales. Several presses spoke of declining overall numbers, both in terms of sales to libraries and smaller print runs. Other presses detailed their cost cutting strategies such as an increased number of initial paperback releases and print on demand services. In another session, Robert Ogden, Of Counsel, Gursky & Ederer LLP, spoke on copyright issues for libraries and librarians. His approach was very practical; he described a model of analysis for copyright problems. As someone with an interest in this area, I found his presentation quite helpful and insightful. Other sessions included: “Gearing Up for the Next Insanely Great Thing: Training New Skill Sets and New Mindsets”, “Managing Electronic Resources in a Time of Shrinking Budgets”, “Collection Assessment”, “Collection Management as Risk Management”, “Bringing Library Content to the Palm of Users’ Hands”, and “Outsourcing Your Overflow (Let the Vendor Do the Work for You)”. The sessions emphasized areas most academic librarians have in common. Although the presentations were not geared
towards law librarians, the content was transferable and provided tools to work within my library setting.

In all, the institute encompassed two and a half days of programming—thirteen programs on acquisitions and collection development. Most sessions were informal and included a question and answer period. The institute was small enough, in terms of registrants, that I found myself chatting with the speakers and following up on their presentations while sitting by the fireplace or dining together. The environment was very collegial; all attendees were encouraged to stay at the lodge and eat together for the duration of the conference (the lodge is gorgeous and the food is gourmet quality, so this is not a sacrifice!).

In case you are wondering about vendors and their role at the Timberline Institute, several information vendors attended the conference, but they did so as participants. A formal exhibit hall was not part of the conference, and vendors were not permitted to approach conference attendees and solicit sales. This created a wonderful atmosphere, much different from other conferences.

My experience at the Acquisitions Institute at Timberline Lodge could not have been better: great programming with a consistently high level of educational content. I would recommend this conference to any acquisitions librarian from an academic law library and look forward to participating again in the future.

To see what the organizers have on the agenda for next year’s conference—May 15-18, 2004—point your browser to http://linweb.uoregon.edu/events/ait1/

The Call for Papers Has Begun

Have you been thinking of writing an article of interest to law librarians? Maybe you just need a push to get started? Whether for fame or for fortune, this is your chance to enter the AALL/LexisNexis™ Call for Papers Competition.

The AALL/LexisNexis Call for Papers Committee is soliciting articles in three categories:

- Open Division for AALL members and law librarians with five or more years of professional experience
- New Members Division for recent graduates and AALL members who have been in the profession for less than five years.
- Student Division for budding law librarians still in school. (Students need not be members of AALL)

The winner in each division receives $750 generously donated by LexisNexis, plus the opportunity to present his or her paper at a special program during the AALL Annual Meeting in Boston. Winners papers will also be considered for publication in the Association's prestigious Law Library Journal.

For more information, a list of previous winners and an application, visit the AALL website at http://www.aallnet.org/about/award_call_for_papers.asp. Submissions must be postmarked by March 1.

If you have any questions, please contact any member of the AALL/LexisNexis Call for Papers Committee, Kathryn Hensiak, k-hensiak@law.northwestern.edu or Virginia Davis, Davis@UH.edu
Volunteer in South Africa!

2004 Inform the World Library Skills Exchange

The ITW Library Skills Exchange is a 4-week hands-on volunteer program primarily for Library Science students and professionals (some non-librarians also accepted). The goal of the program is to provide structured training and assistance to South African librarians, library committees and teachers with little or no formal librarian training. The program is called a “skills exchange” because African and international librarians bring their expertise together to create unique answers to the information needs of rural African communities. Sometimes the solutions are based on international standards, like using a recognized method for classifying books. Other times, they are unique adaptations to local conditions, like delivering books by donkey cart or making paper from elephant dung. Most often, each volunteer and African librarian contributes to creating a library as special as the community it serves.

There are two groups who will visit different locations: Limpopo: July 12 - August 12 and KwaZulu Natal (KZN): July 16 - August 17.

For more information, please see http://worldlibraries.org/itw/itwoverview.shtml or contact Laura Wendell, Executive Director, The World Library Partnership, 3101 Guess Rd. Suite D, Durham, NC 27705, 919-479-0163 or Donna Nixon, World Libraries Volunteer 2001, and Executive Board Member, Reference/Access Services Librarian & Clinical Assistant Professor of Law, Kathrine R. Everett Law Library, University of North Carolina at Chapel Hill, 100 Ridge Road, Chapel Hill, NC, (919) 843-7890, dnixon@email.unc.edu.