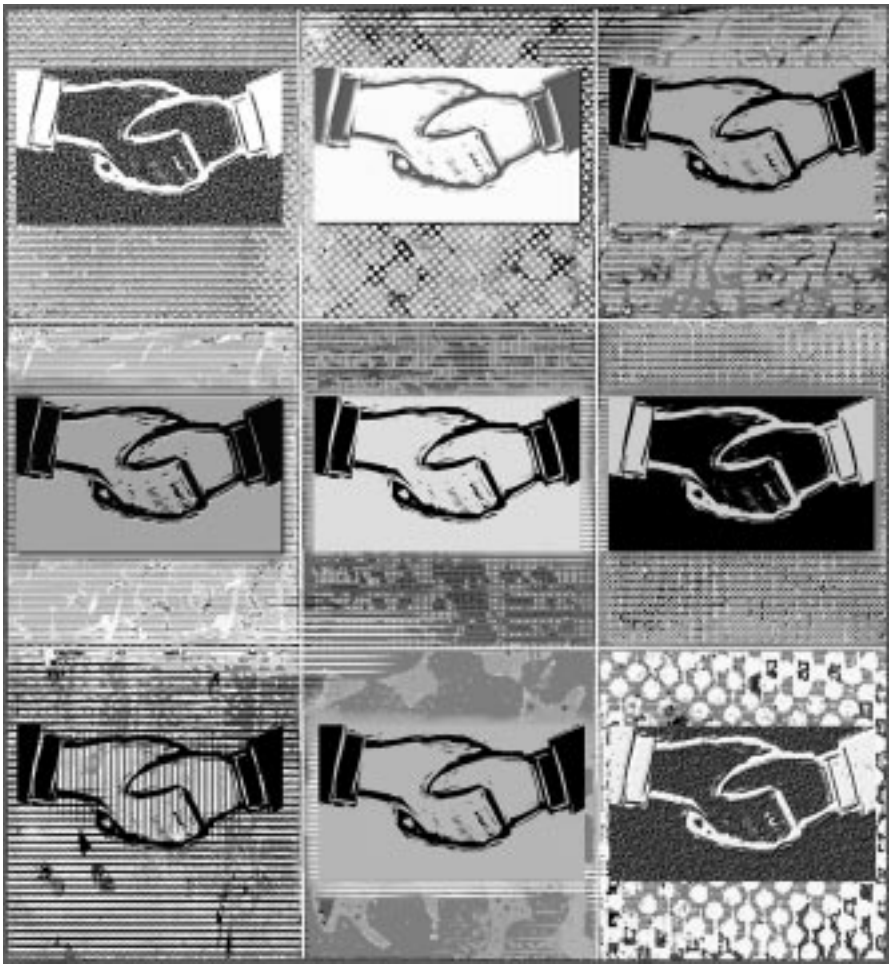
The Official Journal Of
FLORIDA LIBRARY ASSOCIATION

Florida Libraries



Volume 41, No. 7
November/
December
1998

Resource Sharing: More Than ILL

STONE SOUP COLLABORATION: SEFLIN EXAMPLES
by Elizabeth A. Curry

Planning for the Future: Eliminating the Academic Library Reference Desk
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Volunteering - Doing What Helps Most?
Report by Claudia West

SIRS

Florida Libraries

Volume 41 Issue 7

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FLORIDA LIBRARIES is published bimonthly with one supplement. Articles and columns are placed two months after paper publication on the Florida Library Association homepage at http://www.flalib.org

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MEMBER, Florida Magazine Association

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Send news items to arrive by February 1, April 1, June 1, August 1, October 1, or December 1 for inclusion in the issue of Florida Libraries following the date sent; i.e., June 1 sent for July/August issue. Send articles, and columns in ASCII and paper format at any time. Address to Linda Wiler, Editor, Florida Atlantic University Libraries, P.O. Box 3092, Boca Raton, FL 33431-0992, or e-mail to wiler@fau.edu.

President's Message

Leadership

"Leadership" is a word we hear often. The popular literature of management, business, self-help, and education is rich in references to developing leaders, identifying leaders, becoming a leader. But as I've been thinking about 'leadership' for the past months since taking office as President, it is becoming clear to me that there are many forms of leadership, and that leadership means different things in different situations to different people.

Surely the quiet front-line circulation desk staff member who always goes the extra mile to make patrons feel welcome and well-served is an important kind of leader-—a leader by example, subtly influencing the atmosphere and attitude toward customer service in his library. Also a leader is the dynamic library director—-highly visible and active in her community, carrying the library banner beyond the library walls, bringing the worldly context back to library planning and decision-making.

John Berry writes in an editorial on leadership in the September 15 Library Journal, "Being a leader, obviously risky and difficult work, does not always make you popular…it means constant change, unsettled policies and rules, and a certain amount of chaos….When an organization has true leaders and can tolerate them, it succeeds like no other."

As I am beginning to get to know more FLA members, I am becoming certain that all of us are leaders or potential leaders. We all have a different style, some of us lead quietly by example, some noisily with grand ideas; some of us are leaders in small arenas, some hold statewide or nationally visible position. Developing our trust in ourselves as leaders is one of the most important things we can do for the future of our profession and our libraries.

And speaking of emerging leaders—we have just received letters from two of our most recent FLA scholarship winners: "I am honored to have been selected for the 1998 Minority Scholarship and look forward to serving Florida libraries for many years to come!" writes Falita Liles, a student of USF. Carmon Docurro, also a student of USF, writes "I would like to express my gratitude for being chosen as one of the recipients of the FLA scholarship. I will continue my efforts and hard work in the field of library science." I know all FLA members will want to join me in wishing Carmen and Falita the best in their endeavors as library graduate students—and as future leaders in Florida librarianship.

I'd like to ask every one of you to stop for a minute and reflect on ways in which you have an opportunity to provide leadership in your own library, in your community, or in the Florida Library Association. What would increase your confidence in your own leadership abilities? Would it help to learn more about the political arena that influences Florida's libraries? About the demographics and opinion leaders in your own county? About the governance and decision-making structure in your college? To attend a seminar or conference outside librarianship? To simply pay more attention to your own environment, looking for ways to lead, quietly or loudly?

An excellent opportunity for leadership will be Legislative Library Day, March 9-10, 1999, with the reception and dinner at the University Club in Tallahassee. Every member will be needed to model their own particular brand of leadership to make the greatest impact for Florida Libraries. After contemplating the ways in which we all can display quality leadership, I feel great confidence that we will be very successful in sharing our platform and our mission with our legislators. I am thrilled to be your FLA President, and thrilled to lead such an outstanding organization as the Florida Library Association.

Leaders in Style

(Note: This feature in Florida Libraries gives us a chance to recognize some of Florida's library leaders and innovators. If you would like to suggest a Florida library leader for consideration in this spot, contact Mary Jane Little, St. Johns County Public Library System, 1960 N. Ponce de Leon Blvd., St. Augustine, FL 32084, (904) 823-2651, mjlittle@co.st-johns.fl.us)

Lorraine D. Summers, Assistant State Librarian

Many library people here in St. Johns County remember Lorraine Summers in her role as a State Library development consultant in the early 1970s, when she visited often and helped local citizens and leaders develop county-wide library service. As the current public library director, I know we owe Lorraine a debt of gratitude for setting this library system on the right track, and that she deserves some of the credit for our successful and healthy growth over the years.

But Lorraine Summers also has a hand in library growth and development throughout Florida and in the Southeast. She joined the State Library staff in 1971, managing the federal grants program; and has been Assistant State Librarian and Chief Operating Officer since 1978. Under her guidance, the State Library resources have been invested in seminal programs—developing public library service for all, interlibrary cooperation and resource sharing, and the development of regional multitype library cooperatives. It is difficult to imagine Florida's library landscape would look had it lacked Lorraine's influence.

She also contributes her efforts at the regional level (she is current president of SELA) and nationally (she has served as ALA councilor, as President of the Association of Specialized and Cooperative library Agencies, an ALA Division). She is dedicated to developing emerging leaders through the Snowbird Institute, and has served on numerous committees and the executive board of FLA. I hope all FLA members will join me in saluting Lorraine D. Summers—one of our Leaders in Style!

--MJ Little

The Spreadsheet: *Messages from your Treasurer*

by Ruth O'Donnell

Well, here we are again, talking about that thrilling topic, MONEY. There have been some noteworthy finance activities since last I wrote:

Candidate Information Mailing

Your Executive Board made a decision to spend some on an extraordinary expense last Summer and I thought you might like to know the thinking behind the decision and what it cost you. Several people were campaigning for the Florida Cabinet-level office of Secretary of State over the Summer. The FLA Legislative Committee, as it usually does when the Secretary of State slot is on the ballot, sent each candidate a list of questions seeking information on the their views on library service and funding. Their responses were sent bulk-mail to the entire membership as well as posted on the FLA web page.

So… did you get yours? They went bulk mail to save money and that can sometimes be an iffy delivery method. Did you find it valuable in making your voting decision? That was the Board's hope and this seemed the best way to assure that our members are actively informed about an important issue affecting the future of Florida's libraries. Total cost was $735.92 for postage and printing, an unexpected but reasonable expenditure, I think.

Investment Committee

In my first column I mentioned that an Ad Hoc Committee from last year and the standing Investment Committee had been joined and asked to come up with an investment policy for FLA. That work is underway and a draft policy will have been submitted to the FLA Executive Board by the time you read this. I'll give you the details in the next issue.

1999 Budget

The Budget Committee, chaired by our President, met on October 2 in Orlando to develop the organization's 1999 budget. Thanks to a late afternoon infusion of chocolate, we came out of our day-long meeting with our hair intact and a budget proposal ready for Executive Board review at the November meeting.

We rely on two significant revenue sources – memberships and the annual conference. Together, they make up over 80% of organization income, the income that supports the conference, our publications, hiring Crow-Segal, committee activities, scholarships, and all our other activities.

Anticipated revenue from memberships in 1999 is $58,000 – that's $3,000 more than was projected last year. The Membership Committee has a lot of exciting plans for meeting this goal and they need your help. Encourage your library colleagues to join or rejoin FLA in 1999!

Conference revenue for 1999 is projected at $115,200 — $50,000 of that in registrations (the same as last year's projection) and $42,000 from exhibit registrations (down slightly from last year due to a smaller exhibit space).

Some of our revenue is donated by libraries, library support groups, and companies that do business with libraries. They donate to help cover the costs of Library Day, our legislative day in Tallahassee held in March each year, the annual conference, scholarships, and other activities.

On the expense side, we are projecting a very small deficit for 1999. We agreed this year to participate in the American Library Association's Spectrum Scholarship program. Five scholarship winners chose to come to Florida universities, so we will expend $5,000 in 1998 and $5,000 in 1999 on that cost. They each get $2,000 — $1,000 in the Fall term and $1,000 in the Spring. The number of people, and so the amount of money, was more than expected and that will put us over budget next year by around one to two thousand dollars (and only that amount, if all our fund raising and income earning activities go as planned).

So what's the total budget? Can't tell you to the penny until the Board approves it, but it's around a quarter of a million dollars.

Well, this is pretty dull stuff, isn't it? Next time I'll try to have charts, pie graphs – oh, it will be the bees knees! Questions? Call me at (850) 668-6911 or e-mail me at odonnellr@worldnet.att.net. It's your money, folks, so don't hesitate to ask about it!

CALENDAR

November 15-22—15th Annual Miami Book Fair International
Miami-Dade Community College, Wolfson Campus. (305) 237-3258

SOLINET Workshops

For more information about these Solinet workshops contact SOLINET, 1438 W. Peachtree Street NW, Suite 200, Atlanta, GA, 30309-2955, ATTN: Continuing Education & Training. Amy Bernath - Department Manager, 1-800-999-8558, ext. 226 (amy_bernath@solinet.net)

Creative Alternatives in ILL Workflow: 11/10/98 9:00 a.m. Ocaloosa Walton Community College

Everyone Is Getting Crabbier: 12/1/98 9:00 a.m.- 12:00 noon Central Florida Library Cooperative

Fun With OML: 12/2/98 1:00 p.m.-4:00 p.m. Panhandle Library Access Network

OCLC Focus Series: Resource Sharing Forum: 11/9/98 2:00 p.m.-4:00 p.m. Ocaloosa Walton Community College

Project Management: 12/11/98 9:00 a.m.-4:00 p.m. University Of Miami

Time Flies...But Where? 12/1/98 1:00 p.m.-4:00 p.m. Central Florida Library Cooperative

Correction: In the September/October 1998 issue of *Florida Libraries*, the Homepage addresses in the article "Art of Electronic Service" should read http://nervm.nerdc.uf1.edu/~mslwww/ and http://www.uf.lib.uf1.edu.

STONE SOUP COLLABORATION: SEFLIN EXAMPLES

by Elizabeth A. Curry, SEFLIN Executive Director

Introduction

Multitype Library Cooperatives (MLCs) are often described in terms of the products or services offered. This type of description results in a picture that is not completely accurate. It is like the story of the blind men feeling and describing the elephant — it's like a snake (tail), a tree trunk (leg), palm frond (ear). The whole is greater than the sum of its parts. MLCs often undertake automation projects and joint use of technology. MLCs frequently serve as innovators, but there is more to it. MLCs are non-profit organizations that offer the opportunity for libraries to collaborate on projects that will enhance services to library users. MLCs are owned, operated and governed by member libraries for the good of the group. The collaborative philosophy is the key to the success of the MLCs.

The multitype library cooperatives in Florida began 15-20 years ago with the TBLC (Tampa Bay Library Consortium) and then SEFLIN (Southeast Florida Library Information Network) as federal grant demonstration projects. Today six MLCs cover all the counties in the state: CFLC (Central Florida Library Cooperative), NEFLIN (Northeast Florida Library Information Network), PLAN (Panhandle Library Access Network) and SWFLN (Southwest Florida Library Information Network). The libraries have accomplished a great deal by working together through the MLCs.

Now libraries are facing challenges in delivering library services and developing new strategic directions for resource sharing in the next century. Libraries are involved in many different networks, consortia and partnerships. As we undertake more and more complex projects our collaboration skills are also being challenged. This article will look at definitions of levels of working together, discuss research on collaboration success factors and describe SEFLIN examples of collaboration such as: Serials Union List, Document Delivery, Free-Net, SEFLIN's first satellite uplink teleconference, SEFLIN Academy, SunSeekers Leadership Institute and the ACURIL Conference.

Definitions and Advantages

The *Stone Soup Story* by Marcia Brown is a classic folktale with a message about the results of collaboration. Peasants hide their meager resources when they hear that soldiers are coming to the village. The soldiers offered to show the villagers how to make soup from stones. Eventually they convinced the villagers to share their resources. They made soup because people contributed what they had — a carrot, a potato, an onion. The villagers were inspired by the vision of "soup fit for a king" and they worked together to make it a reality. Then all the soldiers and villagers celebrated their success. Libraries have been making stone soup — creating alliances, coalitions, federations, consortia, cooperatives, networks and partnerships of all kinds for many years. To a large degree, cooperation has been intuitive for most librarians. Interdependence has become a fairly common buzzword. Libraries, as well as other organizations, are being challenged to seek more partnerships and cooperative relationships. Yet we also see that the new frontiers of information and technology can be highly competitive —for business, government, education and even libraries.

The underlying assumption of those involved in collaboration is that it will produce results greater than individual activities. In *Collaborative Creativity: Unleashing the Power of Shared Thinking* Jack Ricchiuto describes how creativity is critical for the information age since it is the basis for conflict resolution, improvements and innovation. He asserts that competition promotes conformity and leads to aversion of risk, creating a reactive and controlled culture that stifles development. (Ricchiuto, 1997, p. 38-41). Cooperation, however, enhances creativity and innovation. Ricchiuto debunks the myth that a cooperative approach will result in mediocrity. He proposes that organizations have the opportunity to become more innovative by reinventing a creative collaborative environment (Ricchiuto, 1997, p.95-109). Libraries and MLCs can be at the forefront of this trend.

As we pursue higher levels of collaboration and innovation it is essential that everyone involved in a project have a common understanding of terms. In general conversation we often interchange the terms cooperation, coordination & collaboration. Cooperation, coordination and collaboration represent the development of increasingly closer relationships. It is important to be clear on the various expectations for each level in terms of the authority, accountability, structure, communication, and rewards. Many organizations may be impacted by a project or service; but that does not make it collaborative, unless shared decision making and a variety of other conditions exist. The best definitions I have found are in *Collaboration: What Makes It Work, A Review of Research Literature on Factors Influencing Successful Collaboration* (Mattessich, 1992, p. 39). The distinctions focus on vision, relationships, structure, responsibilities, communication, authority, accountability, resources and rewards.

"Cooperation is characterized by informal relationships that exist without any commonly defined mission, structure or planning effort. Information is shared as needed, and authority is retained by each organization so there is virtually no risk. Resources are separate as are rewards."

"Coordination is characterized by more formal relationships and understanding of compatible missions. Some planning and division of roles are required, and communication channels are established. Authority still rests with individual organizations, but there is increased risk to all participants. Resources are available to participants and rewards are mutually acknowledged."

"Collaboration connotes a more durable and pervasive relationships. Collaborations bring previously separate organizations into a new structure with full commitment to a common mission. Such relationships require comprehensive planning and well defined communication channels operating at many levels. Authority is determined by collaborative structure. Risk is greater because each member of the collaboration contributes its own resources and reputation. Resources are pooled or jointly secured and the products are shared. "

If all the people involved in a project understand the differences between cooperation, coordination and collaboration, misunderstandings can be avoided. If the expectations are clear, the project can be more efficiently and effectively planned and implemented. If you do not know where you are going or what you are trying to achieve, you will not know when you have arrived at your destination or completed your goal.

Success Factors

Success factors may seem like common sense; but the research could be used as an evaluation or checklist to enhance collaborative efforts in libraries and MLCs. Paul W. Mattessich and Barbara R. Monsey reviewed research literature to identify success factors for collaboration. They analyzed eighteen studies of collaboration in health, social science, education and public affairs arenas. They identified nineteen success factors in six categories which are detailed in the book, *Collaboration: What Makes It Work, A Review of Research Literature on Factors Influencing Successful Collaboration*. The six major categories are Environment, Membership, Process/Structure, Communication, Purpose, Resources. The success factors included: (Mattessich, 1992, p. 11-14).

- History of collaboration and experience fosters clear expectations.
- Collaborative group is seen as a leader.
- Political and social climate is favorable for collaboration.
- Members share mutual respect, understanding, trust.
- Group includes appropriate cross section of representatives.
- Participants see collaboration as being in their self interest.

1. Members are willing and able to readily compromise.
2. Members share a stake in process and outcome.
3. Multiple layers of decision making participate.
4. The group is flexible in ways of organizing itself.
5. Partners develop clear roles and policy guidelines.
6. Group can sustain itself in midst of major changes, adaptability.
7. Group members interact often, update one another and communicate openly.
8. Both formal written communication and informal personal networking exists.
9. Goals and plans are clear and realistic.
10. Collaborators have agreed on a shared vision.
11. Collaboration has unique purpose not conflicting with individual partners.
12. Group has sufficient resources for their plan.
13. Person who convenes the group has organizing, facilitation and interpersonal skills respected by partners.

SEFLIN Examples of Collaboration

In 1997-98 SEFLIN libraries have demonstrated a high level of cooperation with major projects such as: implementing the new Free-Net software for Information Providers, implementing our first satellite uplink teleconference, presenting the Energizing Information Services workshop, developing the SEFLIN SunSeekers Leadership Project and hosting the ACURIL Conference.

SEFLIN libraries have a tradition of working together and collaborating for almost fifteen years. The key point is that SEFLIN enables the libraries to work together. SEFLIN does not act like a vendor that "sells" services, rather SEFLIN empowers libraries in the region to collaborate. SEFLIN is basically a group of 28 partner institutions. The participation of SEFLIN members is integral to the organization. SEFLIN committees have been the foundation of SEFLIN's success. There are currently fourteen committees with over one hundred representatives from member libraries. The SEFLIN Board appoints the members of the committees. The committee roles range from advisory function and informal regional forum to more intensive participation in innovation and peer training. Committees must submit annual reports and plans to the SEFLIN Board. These documents are distributed widely in print and on-line. The SEFLIN web pages and committee listserves have facilitated communication. The SEFLIN organization and staff serve as the coordinators and facilitators for Board and committee projects. SEFLIN staff also provide leadership, but it is based on an understanding of member needs and service orientation.

SEFLIN's early projects focused on access and regional document delivery. The original Fax Network was an experiment with new technology, but the protocols and procedures depended on the ILL Committee's commitment to sharing resources. The daily delivery service was founded in cooperation with the public library systems. All the libraries shared the cost and the commitment to fast delivery of materials in order to create a library without walls. The ILL committee still routinely monitors the turnaround time and protocols. The SEFLIN Serials Union List was also one of the early projects. The Serials Committee established the vision and implemented the standards for quality. The committee members acted as mentors for smaller libraries, conducted training workshops and sent quality reminders to libraries as needed. SEFLIN has coordinated production of the list and contracted with vendors each year — from paper lists, microfiche lists, CD ROM stand alone and CD Network. Now the Serials Committee is looking for Web based access to the SEFLIN Serials Union List. The collaboration in these projects is among the libraries and it is also between SEFLIN staff and members.

The SEFLIN Free-Net is an example of collaboration on many levels. The Free-Net is a type of community networking which pre-dates the World Wide Web but now uses the Web to make community information accessible. The Free-Net is more than a type of technology. It is a philosophy of community outreach and information management. The Free-Net is designed to empower community groups of all types. SEFLIN libraries decided to create a Free-Net in 1993-94. The SEFLIN Board had a vision of a regional resource which libraries of all types could build collaboratively. The Board created community advisory committees and library staff committees. An essential part of the process was working in partnership with community groups to provide local information The SEFLIN staff provided the leadership and coordinated the efforts of the staff from many libraries. SEFLIN staff trained library staff representatives on Library Free-Net Committees. The committee members trained other staff at the local libraries. The committee representatives also coordinated local training of the Free-Net Information Providers and users. SEFLIN published materials that were distributed regionally. SEFLIN staff provided the technical support for centralized services, but member libraries provided local support. The support, implementation, funding and success of the SEFLIN Free-Net belongs to all the SEFLIN libraries. It was a collaborative project that required a high level of innovation, communication, group participation and planning. Such a project was possible because SEFLIN members had a history of collaboration, were flexible and used SEFLIN staff served as facilitators. The result of the Free-Net collaboration has been over 200 Information Providers/community groups providing over 6,000 pages of local information, over 7,000 links to Internet information organized by librarians and over six million hits globally per year.

In 1997 Palm Beach Community College (PBCC) took the lead in developing a collaboration for SEFLIN's first satellite uplink teleconference: Democracy in the Information Age: Who Will Govern the Web? Daniel W. O'Connell, Associate Professor of Political Science at PBCC, initially wanted to use the SEFLIN Free-Net to create an on-line book discussion group that would support a special event program. Library Director, Brian Kelley, proposed the teleconference so that the program could be delivered throughout the SEFLIN region and libraries could increase the visibility of their role in providing access to electronic information services. Palm Beach County Library System and Broward County Libraries contributed funding to supplement the budget allocation of the SEFLIN Board of Directors. Brian Kelley volunteered to coordinate implementation

continued on next page

Stone Soup

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of the uplink and the public relations. SEFLIN staff assisted with the communications to members and arrangements. Staff at local institutions served as hosts and opened their sites to SEFLIN members in the region. Mary Somerville retired director of Miami Dade Public Library and former American Library Association President was invited to be part of the panel with Lawrence K. Grossman, former president of PBS and NBC News, and Justice Ben Overton, Florida Supreme Court Judge. The teleconference was simultaneously downlinked by 40 sites in 14 states. Two months later a one-hour version of the program was broadcast on the local television station, and copies of the tape were placed in each library. This collaborative project depended on the leadership of one institution. It is significant the lead institution invited others to participate. The project was an experiment that enhanced the original concept of a live program, significantly heightened the visibility of libraries, provided information on the requirements of satellite uplinks and positioned SEFLIN libraries for the future.

The SEFLIN Academy is the continuous learning environment of the region. The SEFLIN committees are actively involved in developing the continuing education and training plans for the region. SEFLIN libraries have a wealth of training resources — people and facilities. SEFLIN serves as a way to organize resource sharing of staff expertise in the region. Peer training has been a basic part of SEFLIN's activities since the organization was founded. SEFLIN member libraries share their facilities and host events throughout the region. The rationale has been that it was important for library staff to visit other libraries in the region. The SEFLIN Academy consists of Vendor Showcases, Emerging Technology Series, Internet training, Train the Trainer and other types of events such as Energizing Information Services (a biennial conference sponsored by the SEFLIN Reference Committee). This year through the SEFLIN Library Administration and Management (LAM) Committee identified the need for regional leadership development, mentoring, and staff exchanges. Thus, the SEFLIN SunSeekers Leadership Institute was developed. While some SEFLIN institutions are large enough to host individual leadership seminars, the impact is greater if participants are from diverse backgrounds and locations. The mentoring program could be local, but the regional approach gives unique opportunities for interaction. For smaller institutions the regional leadership institute offered a cost effective way to develop staff. In 1997-98 the directors of SEFLIN libraries nominated participants in the SEFLIN SunSeekers Leadership Institute. The institute included a key note session open to the general membership, mentoring discussions, six seminars, listserv, web site, graduation ceremony, lapel pins and certificates of achievement. The SEFLIN staff provided coordination, local arrangements and several days of training to supplement the national speakers. LAM Committee members defined the needs, researched other programs, approved the SEFLIN curriculum, acted as mentors, and coordinated activities in their home institutions. Plans are now being developed for the first graduating class of SEFLIN SunSeekers to cooperate in arrangements for the next class.

May 17-23, 1998 the SEFLIN libraries collaboratively hosted the ACURIL (Association of Caribbean University Research and Institution Libraries) Conference. The attendance included 300 librarians from 28 countries. Large delegations from the Dominican Republic, Guadelope, Haiti, Jamaica, Puerto Rico and Venezuela attended. Twenty-seven companies and institutions exhibited including the University of South Florida with a joint effort of the library school and Latin American Studies Program. SEFLIN Board President Margaret Elliston, St. Thomas University, welcomed conference guests. ALA President Barbara Ford delivered the keynote address. Barratt Wilkins, State Librarian provided an overview of library cooperation in Florida. Many SEFLIN members also made presentations. All the presentations were simultaneously translated into three languages: English, French and Spanish. This was the first year with an ACURIL Conference Website, which was hosted on the SEFLIN Free-Net. Later in the year the conference proceedings will be published and added to the Website (www.seflin.org/acuril).

There were many reasons that the SEFLIN Board of Directors decided to host the ACURIL event. Sam Boldrick from Miami Dade Public Library was elected president of ACURIL and the conference was to be held in Miami. The theme of the conference was specific to SEFLIN's mission: Shared Resources, Common Goals: Strategies for Cooperation in the New Era. The SEFLIN Board felt that staff from member libraries would benefit from interacting with ACURIL members and SEFLIN libraries could show support for diversity and awareness of global perspective. The conference would involve complex local arrangements and a great deal of staff time. By working together the staff of SEFLIN member libraries could share the work and the benefits. The SEFLIN Board of Directors created a special project group, the ACURIL Committee, to plan the event with the assistance of the SEFLIN staff liaison. During the event 70 volunteers and committee members worked a total of over 1,500 hours. SEFLIN staff made the conference a major priority for the year. SEFLIN member libraries such as University of Miami, Florida International, and Nova Southeastern University hosted tours. A reception was hosted at Miami Dade Public Library in cooperation with Dade County Library Association (DCLA). SIRS Inc. was the major sponsor of the tour and dinner at Broward County Main Library. Many people and institutions worked to make the event a success. Initially, many of us focused on what we were doing to help ACURIL. When the project was completed we realized that we had learned a lot and benefited in many ways. The ACURIL Conference had challenged our collaborative skills and thus helped to developed and refine those skills. It was definitely a "win-win" relationship!

In the coming year SEFLIN will continue applying collaborative techniques to a variety of projects such as: the SEFLIN Youth Services Committee project, a regional joint project for training senior citizens as storytellers in day care centers; the web based Serials Union List project which may include several MLCs in Florida; SOLINET's Monticello project to link five community networks in four states and test Web based calendaring software.

In the *Collaboration Handbook: Creating, Sustaining and Enjoying the Journey* the authors discuss the conclusion of collaborative projects and evaluating the success of collaborative ventures (Winer, 1996, p.133-137). This includes a review of your goals and data collection. However, there is also the creation of rituals and tradition. Recognition of those who participated in the collaborative project is vital to the sense of achievement. Celebrations are a significant part of the process. SEFLIN has found that the rituals of recognition definitely reinforce the benefits of collaboration. In 1997 SEFLIN established a more formal awards program with the Vista Award and Horizon Award. SEFLIN also recognizes collaborative efforts with a wide variety of activities including receptions, certificates, letters of appreciation, articles in the newsletter, lapel pins, plaques and other awards.

Conclusion

Collaboration unleashes creativity that is needed for an organization to promote innovation and effectively plan for the future. There are levels of developing a relationship from cooperation to coordination and collaboration. Researchers have identified factors that

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Planning for the Future:

Eliminating the Academic Library Reference Desk

by Wendy L. Helmstetter, Rosemary F. Kean, Kathy A. Turner, Celine Alvey
Evans Library, Florida Institute of Technology

Innovative reference models are born of opportunity. As academic librarians are required to respond to an evolving information environment, they must consider organizational approaches sensitive to the heightened service demands driven by increased patron expectations. At the same time, librarians are faced with expanding professional responsibilities and steadily escalating performance levels. Florida Tech's Evans Library responded to changes in the information and technology environment by redefining its role to advance its potential to serve the mission of a technological university.

Many academic libraries have chosen to meet expanding expectations by augmenting their traditional reference service with an information desk. Given the full scope of our intentions and the opportunities that were present, adding an information desk was undesirable because it would have maintained decentralization of library functions. The objective of our process was to provide, in parallel, superior patron-focused primary service and opportunities for librarians to administer enhanced, knowledge-based programs that meet or exceed the research, instructional, and scholarly requirements of the patrons. This was achieved by eliminating the reference desk and restructuring the circulation desk to create a high-level primary Service Desk.

Background Information

Florida Tech's Evans Library resides in a four-story, 68,500-square-foot facility which serves the academic and research needs of students and faculty in the disciplines of engineering, the sciences, aeronautics, business, psychology, and the humanities. Florida Tech is a fully accredited university, and awards bachelor's, master's, and doctoral degrees. Currently, nearly 2,700 students study at the Melbourne campus, and off-campus centers enroll over 1,400. All off-campus students and about 845 on-campus students are enrolled in graduate programs.

It was announced in June of 1997, that the F.W. Olin Foundation would award a $50 million grant to Florida Tech to support engineering and science programs. According to F.W. Olin President Lawrence W. Milas, the university represents a considerable opportunity to advance engineering and science education in the Southeastern United States. Florida Tech was therefore chosen to receive the foundation's most generous grant. A portion of this award has been allocated for two state-of-the-art facilities. Construction has started on the 68,500-square-foot advanced engineering complex for the College of Engineering's Division of Electrical and Computer Sciences and the Division of Engineering Sciences. A 36,285-square-foot life sciences building is also under construction and will be occupied by the Department of Biological Sciences. Included in these buildings will be the latest in multimedia and information technology, advanced computer teaching and research classrooms and laboratories, conference centers, and a Library presence.

Methodology

Over the past three years, the Library has implemented a substantial internal organizational transformation, has enhanced and expanded its programmatic influence, and has established a direct line of reporting to the President. These changes took place under the direction of a new director who joined the library and its 22 staff members in January of 1995. In October of the same year that role and its related responsibilities broadened significantly as the Library Director assumed the position of Associate Vice President for Information Services. By June of 1998, the Library had established its new line of reporting to the President.

In line with this reorganization, librarians' responsibilities broadened to include multiple priorities. They were expected to provide leadership in the planning, development, coordination, and provision of library services and programs. This included traditional and electronic reference service; formal instructional programs; planned mentoring and professional development; Web site design and evolution; electronic access and technological sup-

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could be indicators of success for collaborative ventures. Staff of libraries, consortia and MLCs have intuitively embodied the basics of cooperation, yet with increasingly complex projects they will need to continue refining collaborative skills. SEFLIN examples emphasize that the MLC organization is more than just an office or staff. It is more than a set of products. SEFLIN is a philosophy of cooperation, coordination and collaboration. The active participation of SEFLIN member libraries has been essential to the accomplishments of SEFLIN. The collaboration among member institutions and SEFLIN staff has been critical to success. Creating a vision, planning and agreeing on the goals have been fundamental to the process. Communication is perhaps the single most important factor in successful collaboration. Informal and formal communication is necessary. Communication must be undertaken in many formats and locations. The message must be clear, concise and delivered when, where and how people need it. Communication is an ongoing challenge, not something that can be solved. It takes time to communicate and collaborate, but the payoffs are significant.

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port services; program management for print and electronic serials and document delivery; product evaluation and collection development; copyright compliance and license negotiations; resource allocation; liaison advocacy; Networked Digital Library of Theses and Dissertations; resource sharing and collaborative partnerships; fund-raising; university, local, regional, and national committee participation. To meet these specific challenges, a new service model was launched. The conceptualization process matured over time as discussions were guided and refined in a manner that encouraged alternative perspectives to potential solutions. Physical facility arrangements were considered in conjunction with program analysis and opportunities for staff development.

***Phase 1:* Removing the Conventional Reference Desk**

An integral and primary component of this new service model was that of eliminating the traditional reference desk. During the summer of 1996 Research and Instruction Librarians combined forces with the Patron Access Team (those in charge of circulation functions) to form a unified physical presence. This physical arrangement, and the immediate elimination of the reference desk, provided strengthened opportunities for essential ongoing interactive teaching and learning among the Library's faculty, staff, and student assistants during mutually scheduled times at the Service Desk. Once the reference desk had been removed, successive elements to the model could be introduced so that progress toward the ideal could be realized. The focus always remained that of providing the highest levels of primary service to the patrons, while at the same time, managing to effect crucial expansions to the research, instructional, technological, and scholarly communication programs that are required to advance the interests of a progressive scientific and technical university.

***Phase 2:* Physical Setting Adjustments**

The preliminary phase of establishing the new single point of service centered on reconfiguring the physical area that was originally designed for the sole purpose of providing circulation-related services. It was of utmost importance that modifications to the physical space would facilitate the intended growth of patron interaction and would foster the progression of both reference and circulation processes and transactions.

As a first step, swinging doors that previously segregated those working behind the desk from those seeking assistance in front of the desk were removed. This was done to promote accessibility to the public research area so that Library faculty, staff, and student assistants scheduled at the Service Desk could more easily move about to assist patrons working at the research computers or on the research floor.

The Service Desk was equipped with four computers with interchangeable functionality so that either circulation-related activities or reference assistance could be provided from any of those computers. However, it quickly became apparent that it would be beneficial to designate the specific computer in closest proximity to the Library's public research computers as the reference computer. This assured immediate access to a computer for librarians and provided the greatest convenience for patrons who needed spontaneous electronic reference assistance in a manner that was not compromised by the simultaneous demands for other Service Desk transactions. During times when reference service was not at full capacity, the computer was used in its interchangeable mode for processing circulation and reserve transactions or in support of other special projects that staff or student assistants were working on at the Service Desk.

Phase 3: Staff and Student Assistant Development as a Function of the Model

Core-Skill Training for Service Desk Participants

During the summer of 1996, the Library, as always, adjusted its hours during a typical three-week break period to a schedule of Monday-Friday from 8:00 a.m. to 5:00 p.m. Given that all staff members worked the same schedule for that period of time, an excellent opportunity was provided for offering core-skill training across the entire staff.

Training took place for one hour, two mornings per week, for the duration of the three weeks. Included in the process were explanations of Service Desk policies, hands-on experience, the provision of handouts, and a master policy binder for future consultation regarding all fundamental services with a base of management at the Service Desk. A core-skill checklist was given to each staff member for the purpose of tracking his or her individual progress. If a staff member was unable to attend any of the training sessions, it was expected that the missed session would be made up. The same core-skill training was provided for student assistants but in small groups or individually due to their varying work-study schedules. Following is an alphabetical list of core skills:

- Circulation and reserve service and monetary transactions
- General information and policies
- Interlibrary loan retrieval, return and renewal
- Location of materials and supplies
- Periodical circulation service for faculty
- Photocopy cards and machines
- Research and Instruction assistance, policies, scheduling, referrals
- Scheduling and circulation as back-up for Media Services equipment/facilities
- Telephone fundamentals and transferring calls

Classroom Formalized Training

In January of 1997, weekly formal classroom sessions were implemented. These classes, called Service Desk Sessions, provided in-depth instruction on reference service fundamentals, specific electronic and print resources, and systems basics. Participants attended one of two identical sessions offered each week for the duration of that spring semester. During the initial stage of implementation, classes were designed and conducted by faculty librarians.

As the program progressed over time and staff members became familiar with many of the Library's print and electronic resources, expectations for designing and teaching the in-service sessions broadened to include all staff members. As time progressed, the frequency of the sessions appropriately decreased from weekly to biweekly. Non-faculty staff members became extremely adept at investigating categories of reference resources, planning the in-service sessions with accompanying practice assignments, and presenting the material to other staff members in a formalized teaching situation. The classroom program is ongoing and has addressed the following alphabetical list of topics to date:

- Basic ready reference sources
- Biological Abstracts and life sciences resources
- Boolean logic and nesting search strategies
- Business reference sources
- Catalog search tips
- Chemical Abstracts

Circulation procedures refresher
Database comparisons
Electronic interlibrary loan
Electronic mail, networking fundamentals, and subsequent updates
Engineering Information Village and CompendexWeb with following refreshers
FirstSearch databases with following refreshers
Government resources and subsequent updates
Great reference discoveries
Info Trac's SearchBank Expanded Academic ASAP
LINK (Library Information NetworK
- http://www.lib.fit.edu) basics and updates
Literary criticism sources
Media Services update
Microsoft Word, PowerPoint, and Access
Print and electronic reference sources general updates
PsycLIT and CD-ROM refresher
Reference service and the reference interview
Science Citation Index
Search engine comparisons
Stress management and team building

Teaching tools and strategies used were:

Collaborative learning
Demonstration via network connection and LCD panel
Hands-on searching and/or experiential exercise
Lecture
PowerPoint and/or Web-generated presentations
Videotape

Reference Partnership Program

A partnership program was also established for reference practice and mentoring. Initially, staff members with extensive experience in Evans Library were considered to be Tier I associates, and were partnered with research and instruction librarians for the purpose of training in reference for a scheduled 10 hours over two-week periods of time. Tier II associates (those with less experience in the Library) continued to concentrate their practical experience on acquiring expertise in the area of circulation activities. Tier II associates would eventually be phased-in for reference training.

Throughout the inceptive stages of the mentoring program, qualified reference librarians were responsible for executing practical training based on the individual experience of the reference associates with whom they were paired. It was expected that much of the learning would result from patron-generated inquiries. Genuine reference queries were of utmost significance, but the following list was also provided as an outline of the areas for consideration as scheduled reference time permitted:

Individual introductory tours of the entire reference floor
Examination and review of ready reference sources
Discussion of sources in the general reference collection
Discussion and review of subject-specific reference sources
Examination of electronic resources and practice techniques for information retrieval

As corresponding aspects of the service model progressed, the reference-mentoring program changed accordingly. At the conclusion of the first stage of the mentoring program, partnerships were redefined. Tier I associates who had concluded the semester of reference mentoring, moved from one-on-one mentoring partnerships into small mentoring teams. The focus for the teams shifted from the previously established outline, to that of team-based practice assignments that were provided in conjunction with ongoing classroom training sessions. Tier II associates, who had not yet experienced the reference mentoring partnerships, were then provided with that opportunity.

Simultaneously, by October of 1997, less ambitious but ongoing schedules for reference mentoring seemed appropriate given the progress that had been made. Schedules were adjusted to that of devoting one hour every other week to the formal class setting, with an hour during alternate weeks for working with mentoring teams on the assignments that were developed for the previous class. In addition, at this point the formal schedule for reference coverage had been adjusted to include the routine scheduling of reference associates.

Phase 4: New Roles as a Function of the Model

Service Desk Coordinator

Standard Service Desk schedules were established by merging independently produced Patron Access and Reference schedules. The merged schedule depicts librarian and staff coverage at the Service Desk for each day of the week. Student assistant schedules for coverage at the Service Desk were established separately and posted at the Service Desk for the convenience of everyone.

With fluctuations in service demands both at the Service Desk proper and on the research floor, it was determined that it would be beneficial to establish the role of Service Desk Coordinator for the purpose of monitoring the fluctuation of service needs. Since peak times could not be established as a constant, the Service Desk Coordinator could adjust for Service Desk coverage as appropriate. The Coordinator would be a Patron Access staff member on duty at the Service Desk and would have the authority to dispatch and call back student assistants and staff as the needs required. During very quiet periods, the Coordinator could find it beneficial to have some student assistants shelve reference materials, shelve materials on other floors, or work on special projects. In the same vein, if a reference librarian were designated to be on call from an office rather than being stationed at the Service Desk, the Coordinator could seek the librarian's immediate assistance. Silent pagers were purchased so that the Service Desk Coordinator could page student assistants, staff, or librarians without disturbing patrons.

Reference and Research Liaison Librarian

During the spring semester of 1998, a staff position was redesigned to become that of Reference and Research Liaison Librarian. The transition was based on the crucial need for such support, and the role was appropriately placed with a staff member with several years of reference experience in the Evans Library. An office for this role was established with a direct and unobstructed view to the Service Desk. In addition to other activities, this individual is responsible for providing direct reference and research assistance, including scheduled and individualized reference and research consultations, as well as for making appropriate referrals to faculty librarians. This individual is also responsible for training, supervising, and working one-on-one with the Library's student assistants and staff members on basic reference skills and activities including assisting with defining parameters of conduct and effective communication techniques for providing reference assistance at various service points.

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Volunteering—Doing What Helps Most?

Report by Claudia West, Library Assistant—Youth Services, Cape Coral—Lee County Public Library

ALA Annual Conference provides countless opportunities to learn, to exchange information, and to network. On one of those days it also offers the opportunity for conference-goers to give back to the libraries of the host community. As with other volunteer work, both the organization being helped and the volunteer benefit.

As a first-time conference attendee, and a librarian whose degree still had wet ink, everything about the conference was virgin ground to me. What better way was there for me to get my feet wet than by getting my hands dirty helping the local libraries. I didn't know what to expect, and perhaps some other potential volunteers don't either. So, this is a brief account of my volunteer experiences at the ALA annual conference.

On arriving at the appointed meeting place at the Washington Convention Center, I signed in and was given a volunteer tee shirt and a packet of information. The packet contained the name and location of the site to which I was assigned. Soon I was munching on the fruit and breakfast breads that were provided, and chatting with a librarian from Hawaii. Meanwhile, ALA president, Barbara Ford, was walking through the room, speaking to many of the individual volunteers. She gave me one of her "Global Reach, Local Touch" pins, and thanked me for volunteering. Not bad for my first half-hour at ALA!

After some introductory remarks from Barbara Ford, the volunteers were divided into groups. There were about eight of us in my group, headed for the Benning Branch of the District of Columbia Public Library. My group leader, a branch librarian with the District of Columbia Public Library, led us to the minibus that would transport us to our destination. Along the way he told us about the neighborhoods we passed through, and pointed out kiosks that the District of Columbia Library operates in areas that lack a nearby branch library.

Shortly, our bus deposited us at the Benning Branch Library, where the branch librarian enthusiastically welcomed us, offering us ice water and soft drinks to counteract the heat of the day. Since my job is in Youth Services, I was happy to accept the assignment of shelf reading their picture book collection. By doing so I got a "hands-on" feel for the breadth, depth and condition of the collection in comparison to the one at my home library.

I was somewhat disappointed to learn that all the branch libraries in the District of Columbia system were closed that day of the week, so there were no patrons present. At the same time, I felt useful; knowing I was performing a necessary task that staff often lacked time to do. While I was there, I learned about their summer reading program, and noted one method they employ to discourage the practice of young children being left unattended. It was a simple, but positively worded sign that read: "We love children, so please watch yours."

My knowledge of what other volunteers did is minimal, since I was one of the first volunteers to be assigned a task. There was nothing at all glamorous about the job I did. In fact, it is a job that I rarely find time to do at the library where I work! But, isn't that the point of volunteering—to do whatever will help most?

Before I knew it, it was 12:30, and our bus was waiting to return us to the Convention Center. On the bus I felt a camaraderie with my fellow volunteers. The ice was broken, and I knew my first ALA Conference was off to a great start.

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Conclusion

Three years have been devoted to planning and implementing this organizational transformation. One apparent and significant outcome has been that of heightened responsibilities across the Library. That outcome was considered to be an essential element in the Library's preparation for meeting present and future challenges and for providing the best possible service in support of Florida Tech's mission. However, this is a dynamic process for Library faculty and staff. Responsive management of this service model is essential. The Associate Vice President for Information Services has established a Service Team for the purpose of administering the model and submitting ongoing reports and proposals for her review. As new challenges arise, modifications to the model are expected.

Wendy Helmstetter has been a librarian at Florida Tech for nearly five years. She has served on the Library's Service Team since its inception and has primary responsibilities for managing the reference aspect of the Service Model.

Rosemary Kean has been a librarian at Florida Tech for 18 years. As supervisor of the Library's Patron Access Team, she is the primary manager of the Library's Service Model.

Kathy Turner has been a librarian at Florida Tech for 10 years. As director of instructional programs she serves on the Library's Service Team and has primary responsibilities for planning, coordinating and implementing all formal instructional sessions.

Celine Alvey has been the director of Florida Tech's Library for nearly four years. In her capacity as library director and associate vice president for information services, she has provided the administrative leadership for all library services and programs.

STUDENT VOICES

The Advent of the Virtual Meeting

by Laura Slavin

Imagine ALA President Elect Ann K. Symone sitting at her home computer typing remarks to Library School students who attend the University of South Florida. These students are not all in the same room viewing Ms. Symon's remarks together, but they are at computers all over the state of Florida including Tampa, Fort Lauderdale, and even Jacksonville. After Ms. Symon completes her remarks, students participate in a real-time question and answer session, with the future President of ALA responding from a computer thousands of miles away. This virtual meeting, held by the ALA Student Chapter at USF, became a reality on May 23, 1998. This was the second virtual meeting held by the student chapter to give distance education students a better opportunity to participate in chapter events and meetings. These meetings are excellent examples in the use of affordable technology to conduct committee business.

Providing affordable access was the primary goal of both meetings. By meeting online, students saved the expense of taking time off from work and driving to Tampa. Also, students used what they call A Multi-Object Oriented (MOO) environment that is accessible through Telnet. Students have the option of logging on to a graphical integrated interface, if they have access to computers with Windows 95 or NT and a Java enabled web browser. Students can also log on to the MOO using only Telnet. This type of log in is very "low tech" with no graphics. Participants can read the text of the meeting and participate in the online discussion by typing in text on the keyboard. Using this low-end technology, all a participant needs is a computer with Telnet access, even if their computer is running on DOS only.

The other advantage of using a MOO is that it provides a structured environment for meeting. The ALA-USF Student Chapter meetings were held at Diversity University MOO. This MOO is dedicated to use of the technology of multi-object oriented environments for educational purposes. The online, virtual environment is programmed to represent an actual university with classrooms, a quad, and even a library. Within the library, Isabel Danforth (known as "Ringer" online) created a series of rooms to provide professional development opportunities for librarians in remote areas. She is also a founder of the Librarian's Online Support Team (L.O.S.T.). It was with the help of L.O.S.T. that the ALA-USF Student Chapter can meet online.

There are many advantages to meeting online, but after the experience of conducting two meetings online, I am even more convinced than ever that members must meet in person often. Without a personal interaction, members lose the sense of teamwork and community that allows for excitement and creativity. However, we hope to continue holding virtual meetings along with our regular meetings and events taking place on campus. Many students find it difficult to drive four or five hours to come to a meeting in Tampa. Several students mentioned that they had a "real" understanding about the mission of the American Library Association because of Ann Symon's remarks at our second meeting. Ann Symons, logging on from Alaska, spoke about intellectual freedom. I am certain that students logged off the computer thinking about the freedom that technology can offer to site-bound librarians.

To view the archives of the University of South Florida Student Chapter Virtual Meetings, visit:

1st virtual meeting :
http://purl.oclc.org/NET/1slavin/virtual1.htm
1st virtual meeting minutes:
http://moo.du.org:8888/99anonview/5808

2nd virtual meeting :
http://purl.oclc.org/NET/1slavin/virtual12.htm
2nd virtual meeting minutes:
http://moo.du.org ;8888/99anon/anonview/8333

For further information on Diversity University (DU) MOO and the Librarian's Online Support Team (L.O.S.T.) visit:

DU MOO:
http://www.du.org
L.O.S.T.:
http://admin.gnacademy.org:8001/-lost/

Edited by Graduate Student, Lyssa Oberkreser and Faculty Advisor, Derrie Perez of the University of South Florida School of Library and Information Science. Students and graduates interested in submitting an article for the Jan/Feb, 1999 issue should send material by October1, 1998, to loberkre@luna.cas.usf.edu.

THEN & NOW

comments from presidents past...

by Elliot Hardaway

I cannot remember whether our conference had a formal theme the year I was president. The informal theme was "Need." Throughout the conference it seemed that the words most frequently spoken were "I need" or "we need." Florida's librarians were attempting to cope with the demands of the State's increasing population. Nevertheless, they had antique buildings, almost no trained staff, and few funds.

Fortunately, at that conference there were many "Friends" and Trustees who were working hard at the grass roots level. They were trying to bring the needs of Florida's libraries to the attention of their women's clubs, service organizations and government agencies. Two individuals I particularly remember were Tom Dreier of St. Petersburg and Quintilla Bruton of Plant City. I witnessed their devoted efforts to improve Florida libraries in every way. I also remember well the human dynamo, Verna Nistendirk, who tirelessly traveled up and down the State, helping to promote the cause of libraries and coordinating the efforts of the many people involved.

Those were good days. We believed in our cause and felt we were making progress. We can all be proud of Florida's libraries now.

Education Express

Y.A. Librarianship: *A Challenging Responsibility*

by Jerry Falgowski, Young Adult Librarian, Selby Public Library

Attracting the Teens: Discerning their Needs

Is the Young Adult section in your library attractive to teenagers? Is this your opinion or theirs? I am still asking myself these questions. Believe it or not I was a teenager too; everybody was, and it does not matter if it were fourteen or forty years ago. You can open your family album and check. Have you always been as perfect as everyone expected you to be? I was not, and I do not expect perfection from my young patrons. Teenagers want to create things in their own way. Progress and change in our life is the result, whether we want it or not. Therefore, the Y.A. section in the library has to be designed in different and interesting ways. The old picture of a librarian with heavy glasses and card catalogue has changed. Living in a computer era, at the beginning of the 21st Century, we must create a new image of libraries and librarians for the next generation.

Transformation

When I began my present job and I first went to the Y.A. alcove I saw a dark, messy, and gloomy place, looking like some kind of scary story. My goal was to design a special area for teenagers in the library where they could:
-find interesting books (all in one place);
-meet with each other in the library (socialize);
-have their own quiet space to do school assignments using library sources;
-find information about literary contests and what is going on around town;
-learn computer skills (Internet); and,
-find interesting books for pleasure reading.

Some carefully designed projects helped me to transform the Y.A. Alcove. First, I marked all Young Adult books with neon pink Y.A. stickers so that the books could be recognizable by teenagers and shelving staff. Second, as an experiment, I separated the Y.A. nonfiction collection and relocated it to the same area where the fiction and paperback Y.A. Collections are housed. Nonfiction books are displayed one on each shelf to show new titles or titles recommended by librarians. These are our offers, tempting but not too pushy; like in a book store where you can buy or not, this is your personal choice. Statistical reports show that circulation of Y.A. nonfiction books doubled after this change. At this age teens are building their value systems, and do not always know what they want to read on the weekend, especially nonfiction books. Sometimes they check out a book because of an interesting cover, and I hope maybe it will be the beginning of a new adventure or a step to solving some personal problems. I check and display new books almost every day, and displayed books seem to be in circulation more frequently. After a few changes the same area now looks lighter, bigger and more friendly.

A big pink Y.A. sign hangs above the alcove, where James Bond with Captain Packard, in natural human size, can watch our visitors. On the walls a motto, "Be fun, be cool, be smart" and on the glass windows are posters from ALA of Mel Gibson, Shaz O'Neall, Michelle Pfeiffer and Kristie Yamaguchi with their favorite books. There is also a clock with the sign "Time to Read" and a designated place for artistic works by teenage artists. I also have a regular bulletin board for teenagers with all the news about what is happening around town, a place for poetry presentation, and a display of Newbury Award Books or Recommended Books for Teenagers. I have displayed a selection of print materials on the table like: Titanic, Teen Pregnancy or Drug Abuse, selected bibliographies and bookmarks with Quick Picks and recommended Best Books from ALA. On the wall, I have designed big printed posters (with markers attached to them) to create a graffiti place. I replace them every week on the same day. One of them, similar to the Internet, is named "Teen-e-mail" where messages can be left for their friends who will come tomorrow. I have found out that two teenagers were corresponding with each other for a while before they decided to meet. Another poster, titled "What would you like to find in our new library? ," gives me ideas about their needs and interests. The third poster is printed according to calendar events. For example, an Easter Poster titled "Time for the Rhyme" is on display, with the first simple rhyme "Mr. Bunny is so funny . . ." This form of communication with teenagers is more open, honest and fun, but it is also more work for the librarians to check every day to be sure that they use proper language. As you can see there are some indirect control and supervision, but it does not disturb their personal freedom.

The term "personal freedom" can be used in many different ways, but from my teaching experience, for teenagers it just means "no adults." I have tried to use this idea for my Y.A. programs, for example "Paperback Attack." Every Thursday evening during Summertime, they have the opportunity to meet with their friends, exchange some paperbacks and check out some books from the library. I also put out two boxes of discarded books to take out. Supervision was not necessary. It was a good experience to support my theory that teenagers are as good as they are busy, and as bad as we allow them to be bored. My next project is to create an Internet Club for teenagers who will help library staff find some information. They can create their own young adult web page set up by a professional librarian. As you can see, money is not necessary to do something for our young patrons—just some creativity, good relations with library friends who can provide financial support, and library administration who will accept your projects and your design ideas for young adults.

Keeping the Teens: Meeting their Needs

The library could be an excellent choice for young adults to spend sometime after school. We do not have to teach them, but we do have to offer some interesting sources of information in print or electronic devices, which they can use for a school project or personal use. We have to promote the value of knowledge and build the habit that the library is the best place to find it. Teens are our next generation of adult patrons: businesspeople, doctors, lawyers-library supporters who will keep our job creative and evolving. Though sometimes difficult, this is best time to shape their personal preferences. Some teens are shy and afraid to ask because they are embarrassed to look helpless; some try to hide behind aggressive appearances, but these are just images. Most need something that they cannot find at school or at home-peace and a quiet library room for their silent thoughts. Did you find this article controversial? That is good. It has to be for it to be in the best interest of our young patrons. Teenagers thrive on controversy, confrontations, and differences. Stimulate their brain cells, do not let them to be bored, and they will start to come to your library more frequently.
P.S. If you have some ideas about your way of working with teenagers in your library, please write about it, because I will be glad to use some of them in my place.

Swain, Adrian. *The Time Of My Life: Memoirs of a Government Agent from Pearl Harbor to the GoldenTriangle*. Tampa: Axelrod Publishing, 1995. 597 pp. Trade paperback. Indexed. Not illustrated, $16.95.

Adrian Swain's long life is the American Dream viewed through a kaleidoscope. The normal parts — his small town upbringing, Air Corps training, marriage and family — violently contrast with being shot down over France, living in exotic and dangerous places around the world, carrying military and government secrets, covering his children with a mattress when North Vietnamese shelled their village.

The author gently described, without lingering, his early years in Pennsylvania. His widowed mother and three siblings must move repeatedly for reasons the boy never fully understands. Their continual uprooting fails to shake the strength of family unity and a mother's commitment to quality education and a bottomless faith in God and hard work. Swain observes, "Perhaps I learned the valuable lesson that life is full of change and it is necessary to accept and adapt to these changes, painful though they may be at times." Swain goes through life not only accepting change, but craving it.

The meat of Swain's story starts in 1944, when he pilots bombing missions over Germany. His military adventures are presented in photographic but unemotional detail, sandwiched between history lessons that show perspective on his own contributions.

A restless spirit with no clear direction, Swain completes college and re-enlists for the Korean conflict. Later he settles in Sarasota with a fine wife and family, and builds a thriving real estate business. This respite, however, challenges his need for excitement. With his wife's unflagging support, he joins the FBI for a brief but an influential start to a lifetime in intelligence operations for various government agencies.

His story warms up when his wife, Phyllis, and their four children accompany him on missions in the Far East. They are an integral part of his personal development, sharing his perils in exotic, primitive and dangerous locations. Excerpts from letters and Phyllis' diary humanize and diffuse the history lectures. We grow to admire this family as a unit, and marvel at their ability to survive both physically and emotionally.

Swain's final career years combating drug traffic in Thailand and Burma are the stuff of movie dramas. He acknowledges futility but he struggles on for a worthy cause. Eventually the fight must pass to a younger generation, and Swain returns to Florida to renew family ties and settle down.

Decades of friendships are lovingly recorded throughout the book, and the Afterward describes where these people are now. The too-brief mention of his wife's death from lung cancer in 1987 invokes both tears and smiles.

Swain's title is appropriate, since we learn about the strife and times of our nation during the mid-twentieth century as we follow one man's journey through it. The addition of his family's travails infuse what could otherwise have been a sterile time line of events, to make this trip even more colorful.

Reviewed by Antoinette Graham. She works for the Hawthorne Branch Library (Alachua County Library District), and is completing her M.L.S. degree at the University of South Florida. She is the author of several books, mostly novels for young adults.

Griffin "Grif," Geoerge,*The Mostly Mullet Cookbook*, Pineapple Press, 1998 (ISBN 1-56164-147-2). black & white illus. 112 pages. $7.95 paper.

Consider the mullet, eaten smoky and salty in a hundred waterfront dives or fried to death as a companion to leaden hush puppies in as many beachfront fish houses. It is easy to catch, not in danger of extinction, and found all over the world. Why doesn't it have the cachet of mahi-mahi? Maybe being half a Depression poverty supper of mullet and grits did not help. "Grif" Griffin wants to change that with this little cookbook. It should do the trick.

He begins with a description of mullet-fishing and fishers he knows. He also points out that mullets are awash in the Omega-3 oil that is good for what ails us. He devotes a short but useful chapter to how to find fresh mullet in a store, how to prepare it, and how to keep all that oil from tasting "fishy."

Then come the recipes, modified from, as he says "when we knew not the risks of lard." There is a simple "Dixie Fried" mullet that reminds us that the faster the cooking, the less the grease. Frying is played theme and variations including a pan-fried mullet with pine nuts. Besides decorative ketchup and mayonnaise sauces, there is a sweet and sour lemon relish that could go with more than fried fish. There are even a couple of recipes for hushpuppies which will produce hot balls of taste, not diving weights.

Griffin takes on baked, broiled, and grilled mullet in separate chapters with similar enthusiasm. His microwave recipes and microwave advice are dependable. Since not all mullet is smoked to encourage more beer drinking, Griffin provides several detailed recipes for the ambitious backyard chef. He also tells you what to do with the mullet you have smoked yourself—or picked up at the fish market. To serve a mixed group of mullet and non-mullet eaters, there is a short but tasty selection of recipes for other seafood.

The recipes are good, the directions are clear, the writing is lively, and the price is reasonable. Any Florida library—and any library near anywhere mullets are fished—can use a copy or two for the cookery section. It would also be a good present for a mullet fisher—or a cook who knows one.

Reviewed by Kathleen Stipek, an Adult Services librarian and the ILL guru for the Alachua County Library District. She plans to add some of these recipes to her repertoire.

Floridiana With A Twist

Happy Birthday, Papa!

By Nancy M. Pike

1999 is the centennial of Ernest Hemingway's birth. Since Florida long ago adopted him as a native son due to his residency in Key West, we will be actively celebrating this centennial around the State. For example, the Florida Center for the Book, with a grant from the Lila Wallace/Readers' Digest Fund, will be sponsoring several forums and book discussion series in Florida locations. So what can you do in your library to heighten interest in this Nobel Prize winning author and his work?

Here are some ideas you might be able to use. Start with that staple of library marketing, the book display. You probably own most of the many books by and about Hemingway-and you will want to include other formats such as videos and audio tapes. A tape of Hemingway reading his own work is still available from Caedmon if you don't already have it. The Hemingway Museum, 200 N. Oak Park Avenue, Oak Park, Illinois, offers posters, books and videos. (Web site is listed below.)

A speaker or panel of Hemingway aficionados will add flavor to your program schedule. Perhaps the local American literature teacher or professor would be willing to share an opinion of this writer's life and work, or you might find a speaker who will discuss one of Hemingway's fascinating wives. An associated book discussion series could be arranged with a local scholar serving as the leader. Consider the American Library Association's "Let's Talk About It" prepared discussion program series, which includes one or two of Hemingway's works. You might even be able to work out a special Speakers Bureau program with the Florida Humanities Council. (Call David Reddy at 813-272-3473.)

You could liven up your summer with a Hemingway birthday party in July. Encourage people to present a gift in his memory by making a contribution to the library. For a multimedia experience, borrow a video from the State Library AV catalog. You can easily reserve either films or videos for your selected date by calling their automated telephone booking service.

Check out the following web sites for more Hemingway ideas: The Michigan Hemingway Society has an annual conference in Petosky, Michigan each October. http://www.freeway.net/community/civic/hemingway (The International Hemingway Society sponsors a conference every two years. The next one is in Bimini in January of 2000. Membership is $25 and includes the *Hemingway Review* and a newsletter. Contact Allen Josephs, Dept of English and Foreign Languages, University of West Florida, Pensacola, FL 32514)

Hemingway Days Festival in Key West features the famous Hemingway look-alike contest: http://www.hemingwaydays.com

The Papa Page presents biographical data, locations, pictures, links to other sites, and a basic bibliography at http://www.ee.mcgill.ca/-nverever/hem/hem.html

The Ernest Hemingway Foundation of Oak Park, IIIinois, operates a museum that focuses on his first 20 years and their influence on the rest of his life and work. http://oprf.com/Hemingway Here you can take a photographic tour of his birthplace home, which is being restored in time for the centennial year. This site also links to other web sites, including the Cafe Deux Magots in Paris.

The Hemingway Home page gets about 450 visitors a day and offers a couple of Hemingway listservs. http://rio. atlantic.net/~gagne/hem/hem.html.

Read a downloadable version of the book *Hemingway's Reading* by biographer Michael Reynolds at the JFK Library: http://www.cs.umb.edu/jfklibrary/hemingway_menu.html

Finally, ever wondered where Hemingway was buried? Take a look at the grave at The Hemingway Site. The author shares photos and his thoughts after a visit to Ketchum, Idaho. http://www.ipa.net/~ bebop/1hem.html

ΣLA News

"Gift-Giving" This Holiday Season

Nominations can now be submitted for an outstanding supporter or advocate for an FLA. Award. It's a great way to express your appreciation and admiration! And this year, for the first time, all nominees will receive certificates of nomination; all winners will be featured in an article in the July/August issue of Florida Libraries and on the FLA. Website. You'll find an opportunity to thank that special person in one of these official categories.

Trustees and Friends Award. Presented to a Trustee or Friend of the Library for outstanding service or achievement during the past year or cumulative years of activity. The overall accomplishments of the nominee should have aided in developing and strengthening the image of the library as a public service agency. 1998 Winner: Floyd Heckert, Bartow Public Library.

Library Service Enhancement Award. Presented to a civic or service group or other community organization in recognition of its support role in helping establish, promote, or expand a library or library service during the year. A library board, Friends of the Library group, or women's club operating a community library would NOT be eligible for this award. 1998 Winner: None submitted.

Outstanding Citizen Award. Presented to a citizen in recognition of distinguished activities that advance the stature of libraries within the State of Florida. This award may be based on assistance, promotion, contributions, endowment, publicity, or any support resulting in outstanding improvement to a library or to the Florida Library Association. 1998 Winner: Sandra Rose Friedman, Flagler County Public Library.

Corporate Award. Honors a business that has demonstrated support for libraries and/or library service. This support could be in the form of financial aid, cooperative programming, public relations, assistance in establishing a new facility, renovating a current facility, or any other method of recognized corporate endeavor. The award will be given for activity in the previous year and can be supported by previous activity. 1998 Winner: None submitted.

The F.L.A. Citations & Awards Committee wants to receive your nominations now! While the winners won't be announced until the Annual Conference in May, its not too early to submit entries—especially while you're think-

continued on next page

ing about and searching for "that perfect present." The final deadline is March 1. For more information, contact Frances Kolonia, Chair; FLA Citations & Awards Committee, c/o Friends of the Ocala Public Library, 15 S.E. Osceola Avenue, Ocala, FL 34471-2150.

LIBRARY NEWS

FOLUSA Inaugurates Contest, Readers to Choose Best Books

The Friends of Libraries U.S.A. (FOLUSA) Reader's Choice Award is a new national contest that will give readers the opportunity to choose which books published in 1998 they enjoyed reading the most. They will have the opportunity to nominate books in several categories, both fiction and non-fiction. The ballot has been made available to libraries and Friends and can be reproduced. Contact FOLUSA at 215-790-1674, E-mail folusa@libertynet.org, or visit http://www.folusa.com for an electronic version of the ballot.

1999 John Cotton Dana Library Public Relations Awards Contest

If you've done an outstanding job of making your community more aware of your library, the John Cotton Dana Public Relations Awards Contest can tell the world about your efforts.

To request an information packet, which contains contest entry forms; rules and regulations; questions and answers about the awards; a sample of the judges' evaluation form; names of the contest judges; and a list of previous winners; please write to the John Cotton Dana Public Relations Awards Contest, American Library Association/LAMA, 50 East Huron Street, Chicago, IL 60611, or visit the web site at http://www.ala.org/lama/awards/jcd/index.html The Deadline for entries is January 12, 1999.

Federal Agency Gives $6.5 Million to Support Library Projects

The federal Institute of Museum and Library Services, an independent agency created by the Museum and Library Services Act of 1996, has announced nearly $6.5-million in National Leadership grants to 41 colleges, universities, and other organizations.

The awards range from $17,335 to $325,513 to support library projects in education research, preservation or digitization, and library-museum partnerships. Florida recipients include:

The Florida Resources and Environmental Analysis Center at Florida State University, in Tallahassee, for a two-year project to develop a course to train librarians to use new technologies to market library services: $240,782.

The Florida Center for Library Automation at the University of Florida, in Gainesville, for a two-year project to create a virtual library of Florida ecological information, in partnership with the Florida Museum of Natural History and the libraries of the University of Florida, Florida International University, and Florida Atlantic University: $235,803. For more information about Institute of Museum and Library Services see their web page at http://www.imls.fed.us

Orange County Opens New Branch

For its new branch on East Colonial Drive in Orlando, the Orange County Library System has leased space with a literary history. The library will open a branch at the Colonial Promenade shopping center in space formerly occupied by Barnes & Noble Booksellers.

John Martin, the system's head of branch libraries, said the new Herndon Branch Library will fill about 13,000 square feet, making it one of the largest of Orange County's 25 satellite libraries. Unlike many library systems that prefer building freestanding branches, Orange County's system has long favored placing its branches in shopping centers.

CyberGate, Inc. Recognized as a Distinguished Community Partner

The Southeast Florida Library Information Network (SEFLIN) recognized CyberGate, Inc. by awarding them a 1997/98 Horizon Award. This award is given to community and/or business leaders who have contributed to the resource-sharing initiatives of the SEFLIN member libraries. CyberGate has partnered with SEFLIN for three years in providing Internet access via the Free-Net to the residents of Southeast Florida. Jeffrey Rubenstein, CyberGate COO, accepted the award on July 8, presented by William Miller, Library Director at the Florida Atlantic University and member of the SEFLIN Board of Directors.

Rawlings Performance

"Meet" Marjorie Kinnan Rawlings at her Cross Creek home from 1928-1947 as she discusses her life and writings. Learn about Florida Cracker characters like Quincey Dover and Uncle Benny, or hear about her experiences with alligators and rattlesnakes. Most important of all, you will be able to understand why she won a Pulitzer Prize and became one of Florida's most revered writers.

Karen De Vos, a retired teacher and school librarian, has given talks about the author in English classes and has spoken at conferences for teachers and librarians. She has visited the Rawlings' home at Cross Creek Florida, many times and studied materials by and about Rawlings which are housed in the special collections library at the University of Florida in Gainesville. Prompted by the 100th anniversary of the author's birth, she has written a script depicting the writer's life at her Cross Creek home. Handouts, including a bibliography of Rawlings' works, her "Utterly Deadly Pecan Pie" recipe, as well as a copy of the first page of her original manuscript of THE YEARLING, are available at the conclusion of the program.

For further information contact: Karen De Vos (October - May) 3004 Sungold Drive Las Vegas, NV 89134 (702) 363-1294; (June - September) 262 N. 74th Street, South Haven, MI, 49090, (616) 637-3058

Historic American Engineering Record Available On-line

Beginning Sept. 28, more than 9,000 photographs, 260 architectural drawings and 80,000 pages of written history from the Historic American Buildings Survey/Historic American Engineering Record (HABS/HAER) Collections will be on-line from the Library's American Memory Web site at http://www.loc.gov Also available are the catalog records for the survey that contain approximately 183,000 photographs, 52,000 drawings and 115,000 pages of history, which will continue to be digitized over the years.

Application Window to Open December 1, 1998, For Second Year of E-Rate Funding

The Federal Communications Commission (FCC) has established December 1, 1998 as the new opening date to file applications for the 1999 / 2000 E-Rate funding period. This action allows schools and libraries to obtain E-Rate funding commitments for the first funding period, and assess their future technology needs in light of those first commitments, before filing applications for the second funding period. The additional time provided by the December 1, 1998 opening date will also give new applicants the opportunity to apply the benefits of lessons learned by the SLC in the first year of the program. The SLC plans to make available such guidance soon after funding commitment decision letters for the first funding period have been released. Questions about the E-Rate? Contact Mark Flynn mflynn@stafla.dlis.state.fl.us or Charlie Parker cparker@mail.dos.state.fl.us, State Library of Florida, (850) 487-2651,SUNCOM 277-2651.

Geographic Online Survey

National Geographic Online is conducting an Internet survey on geography and migration that will be conducting in the fall. Libraries can play a key role in National Geographic's outreach efforts to state residents who lack Internet access or know-how. Survey 2000:

Charting Communities and Change is available September 17 through November 27, 1998. National Geographic Online will conduct a survey on migration and modern society in an unprecedented effort to gather original scientific data on the Internet. NGS also needs volunteer sponsors to publicize their survey and host events that offer Internet access to people who would otherwise not participate in the survey. For more information contact: Sean Markey, Special Projects Coordinator, National Geographic Online, 202-857-7545.

ALA NEWS

National Photo Contest

A picture is worth a thousand words—and even a grand prize—in the *Beyond Words: Celebrating America's Libraries* photo contest sponsored by the American Library Association (ALA) and the Library of Congress. A cooperative project that will help mark the Library of Congress's bicentennial in 2000, the contest aims to capture through photography the spirit of libraries and the many ways that libraries shape lives. The project is being underwritten by Ingram Library Services.

A poster tip sheet with rules, entry forms, sample publicity materials and suggestions is available from the ALA Public Information Office, 1-800-545-2433, ext. 5044/5041, fax: (312) 944-8520, E-mail: pio@ala.org. The tip sheet is also available at http://www.ala.org/celebrating/photo

National awards will be given in three divisions: professional, amateur, and youth (ages 6-17). Prizes are $1,000 for first place; $500 for second; $250 for third; and $150 for honorable mention. The Grand Prize is $1,500 and a visit to Washington, including a special tour of the Library of Congress during its bicentennial year. An ALA President's Prize of $500 and a Librarian of Congress Prize of $500 also will be awarded.

Customer Service Excellence Meeting

Customer Service Excellence," the LAMA 1998 Institute of the Year, will be presented on Friday, December 4, 1998, in Philadelphia, PA, cosponsored by PALINET. The deadline for registration is November 20.The full-day workshop will address broad concepts of customer service philosophy, the attributes of library customers and the application of marketing principles to customer service in an information service environment. Attendees will learn strategies for maximizing customer service through the use of teams, problem solving techniques, and enhanced internal and external communication. Implications for organizational structures and services in an increasingly technological environment will be explored. The workshop will feature a combination of lecture and both general and group discussion. Registration fees are $125 for LAMA and PALINET members and $175 for non-members. Registrants will have the option to order Customer Service Excellence: A Concise Guide for Librarians at a 20% discount. To register, contact Beatrice Calvin, LAMA/ALA, 50 E. Huron Street, Chicago, IL 60611. Telephone: (800) 545-2433, ext. 5036. Fax: (312) 280-5033. E-mail: baclvin@ala.org For more information about the institute, visit LAMA's web site at: http://www.ala.org/lama/events/institutes/customer/customer.html To schedule a presentation of the Institute of the Year, contact Elizabeth Dreazen, LAMA Deputy Executive Director, at (800) 545-2433, ext. 5030 or edreazen@ala.org .

LAMA/YBP Award

Students in ALA-accredited library and information studies programs are invited to submit articles in the second annual Student Writing and Development Award competition sponsored by LAMA and YBP, Inc. (formerly Yankee Book Peddler). The deadline for entries is March 31. The topic for the 1999 competition is technology's impact on leadership, encompassing such issues as competition and new opportunities. The LAMA president will notify the selected applicant by May 1, 1999. The winning article will be published in the fall 1999 issue of Library Administration and Management, (LA&M), the LAMA magazine. The award recipient will receive a travel grant of up to $1,000 funded by YBP, Inc., to attend the 1999 ALA Annual Conference in New Orleans. For more information, article guidelines, criteria and an application form, consult the LAMA Web page at www.ala.org/lama/awards or call LAMA Publications Assistant Beatrice Calvin at (800) 545-2433, ext. 5036.

PLA National Conference

The deadline for the program proposals to the PLA National Conference 2000 is fast approaching. Program proposals on issues of interest to public librarians and staff, trustees, and friends are welcome. Have too big an idea for an hour and ten-minute program? Then develop a preconference proposal! Proposal forms may be downloaded from the PLA Website: http://www.pla.org/conf00/propose.htm or you may get a copy from PLA by calling 800/545-2433, ext. 5PLA. Forms should be sent to Claudia Sumler, Director, Camden County Library, Vorhees, New Jersey, 08043. Phone: 609-772-1636 x3338, Fax: 609-772-6105; E-mail: claudia@camden.lib.nj.us Deadline is October 30, 1998.

Shirley Olofson Memorial Award

ALA's New Members Round Table is accepting applications for the Shirley Olofson Memorial Award and the 3M/NMRT Professional Development Grant. All current members of ALA/NMRT are encouraged to apply. The award, which is intended to help defray costs to attend the ALA Annual Conference, will be presented in the form of a check for $500 at the NMRT President's Program during the 1999 Annual Conference in New Orleans. Applicants must be members of ALA and NMRT; active within the library profession; show promise or activity in the area of professional development; have valid financial need; and have attended no more than five ALA annual conferences. The recipient of the Shirley Olofson Memorial Award is required to attend at least one NMRT Executive Board meeting during ALA's Annual Conference, as well as the President's Program at which this award is presented. Contact: Dora Ho, Shirley Olofson Award Committee Chair North Hollywood Regional Branch Los Angeles Public Library, 5211 Tujunga Ave., North Hollywood, CA 91601. Fax: (818) 756-9135 Phone: (818) 766-7186. E-mail: ap520@lapl.org

3M/NMRT Grant

The purpose of the 3M/NMRT Professional Development Grant is to encourage professional development and participation by new ALA members in national ALA and NMRT activities. All ALA/NMRT members within their first ten years of membership are eligible for the grant. 3M's Safety and Security Systems Division sponsor the grant. The 1999 grant will help finance attendance at the ALA Annual Conference, which will be held in New Orleans, LA. It covers round trip airfare, lodging, conference registration fees and some incidental expenses. Contact: Marilyn Grush, 3M/NMRT Professional Development Grant Committee Chair Rogene Dr. #101, Baltimore, MD 21209. Fax: (410) 706-0067. E-mail: mgrush@hshsl.umaryland.edu The application deadline for both scholarships is December 15, 1998. Further details and applications are available on the NMRT Homepage (http://www.ala.org/nmrt/) and from the committee chairs noted above.

PLA's Allie Beth Martin Award Nominations Due Dec. 1

Do you know a librarian with an extraordinary range and depth of knowledge about books and library materials - fiction, nonfiction, reference books, children's books, video, or serials? Does that person have an outstanding ability to share that knowledge - through booktalks, presentations to community or professional groups, or written reviews? The Public Library Association's Allie Beth Martin Award honors such a person every year. The Award provides recognition and a $3,000 honorarium, which are presented at the PLA President's Reception at the summer ALA conference. Nominate a deserving colleague today! The deadline for nominations is December 1, 1998. Nomination forms are available

from the PLA office in Chicago or on the PLA web site at http://www.pla.org/awards/index.html

CONFERENCES

Friends & Trustees Workshops

The 1999 Friends & Trustees Workshop series on the needs and interests of Friends, board members and library supporters will be held February 15 - 26, 1999. For more information on the regional workshops call Sandy Newell at the State Library at 850-487-2651 or e-mail at snewell@mail.dos.state.fl.us

Library Services to Youth of Hispanic Heritage Youth Conference

The University of South Florida will host the Fourth National Institute for Hispanic Library Education, School of Library and Information Science will be held March 12-14, 1999. The focus will be on innovative service delivery, sensitivity to cultural diversity, development of collections, and education of staff to provide excellent services to youth of Hispanic Heritage. Featured speakers will be Dr. Isabel Schon and Pat Mora. Institute concurrent sessions will include bilingual literature, developing Spanish collections for children, programming for pre-school to high school students, internet resources for serving Spanish-speaking youth, developing ties with community resources, curriculum focus for schools on Hispanic youth, community college programs, Spanish-language subject headings for youth, and outreach strategies for Hispanic populations. For more information on the Institute visit http://www.cas.usf.edu/lis/hispanic , or contact Kathleen de la Pena McCook, at kmccook@chuma.cas.usf.edu

Ninth Annual Florida Rural Development Conference

The Ninth Annual Florida Rural Development Conference will be November 30, December 1 - 2 (Monday - Wednesday) in Gainesville. The conference agenda is shaping up to include state and national speakers addressing legislative topics, new job creation tools, "Community of the Year" awards, and the annual Florida State Rural Development Council FSRDC meeting. It will focus on welfare-to-work initiatives, with post-conference ecotourism site visits and a grant writing workshop. For more information about the conference agenda and registration call Michele Miller at 401/316-4522. The State Library will have a resource table at the conference promoting public libraries. The web page for the Rural Development Conference and Agriculture Web site is http://www.floridabusiness.com For more information about the conference: http://gnv.ifas.ufl.edu/~F2F/ , phone: (352) 392-1869; cmy@gnv.ifas.ufl.edu

PEOPLE

TBLC Hires Bibliographic Services Coordinator

Ellen Cannon has accepted the position of Bibliographic Services Coordinator at the TBLC. Ellen joined TBLC in October. Ellen brings to the position her experience at Florida Southern College in Lakeland and Uncle Remus Public Library in Georgia. She has trained in the Dynix Library Automated System and is ardent about bibliographic quality and the importance of the database in the automated system. All this and Ellen knows the history of Authority Control and SUNLINE!

Lee Cty. Library System Director

Dorothy M. Schirtzinger retired as Director of the Lee County Library System September 30, 1998, after serving Lee County libraries for 18 years. Under her innovative leadership the Lee County Library System has evolved from 8 libraries, a staff of 23, and a budget of $500,000 to the present 11 libraries, a Talking Books Library, a Bookmobile, a staff of 170, and a budget of $11 million. An open house recognizing Ms. Schirtzinger's retirement was held October 18. Her peers in the library world recognized Schirtzinger as Library Journal's 1996 Librarian of the Year, the highest professional honor a librarian can receive. She was previously the recipient of the 1995 Jean K. Gates Distinguished Alumna Award from the University of South Florida. In 1993 she received, on behalf of the Lee County Library System, the first Intellectual Freedom Award granted by the Florida Library Association. The United States Congress awarded her a Certificate of Special Recognition in 1997 for her outstanding and invaluable community service. Schirtzinger has been an effective, articulate, and stalwart advocate for public libraries on the local, state, and national levels, has successfully resisted attempts at censorship of library materials, and has imbued the community with a commitment to open and free access to information for all library users. Schirtzinger has served the interests of libraries as a member of the Florida State Advisory Council on Libraries, the Florida Library Network Council, the OCLC Advisory Committee on Public Libraries, the Florida Library Association Legislative Committee, and was instrumental in the formation of the Southwest Florida Library Network. Ms. Schirtzinger is a dedicated and caring humanitarian who has freely given of her expertise, insight, and enthusiasm to staff, volunteers, and Friends of the Library.

Miami Dade PL Names New Director

Raymond Santiago is the new director of the Miami-Dade Public Library, following a national search to replace outgoing Library Director Mary Somerville, who retired in July. Santiago has served as one of the system's four assistant directors since 1991, in charge of collection development, the operation and management of the Main Library, implementation of the library's automated system, and the successful negotiations of a $7 million final settlement for collections lost during Hurricane Andrew. He is the first Hispanic American to be appointed director of the system. Over the past 20 years, Santiago has held administrative and public service positions with the Tampa-Hillsborough County Public Library and the Pasco County Library, both in Florida, and the Chicago Pubic Library. He serves as an adjunct faculty member of the School of Library and Information Science, University of South Florida. Santiago's wife, Crystal, a librarian at Coral Gables Senior High School, was recently named Media Specialist of the Year by the Dade County Media Specialists Association.

New FSU Faculty

The FSU School of Information Studies welcomes three new faculty: Drs. Chatman, Burnett and Ng. Professor Elfreda Chatman holds degrees from Case Western Reserve University and the Ph.D. from the University of California at Berkeley. She researches and publishes in the areas of cultural studies of communication, ethnographic studies of information use, information theory, and social studies of information. She is professionally active in the American Library Association, the Association for Library and Information Science Education, the American Society for Information Science, and a number of regional and state professional organizations. Assistant Professor Gary Burnett currently teaches in the areas of technologies for information services and electronic media production, and does research in the fields of subject analysis, information graphics, learning resources and Web development. He holds advanced degrees from Rutgers with a Ph.D. from Princeton University. Kwong Bor (K.B.) Ng, Assistant Professor, specializes in information retrieval algorithms, network technologies, signal detection theory and machine learning methods in information retrieval, cataloging and classification in an electronic environment, knowledge representation and database design. Originally from Hong Kong, both his MS and Ph.D. work were done at Rutgers University.

Michele Newberry Honored As Distinguished Alumni

The School of Information Studies at FSU is proud to recognize Michele Newberry as the 1998 Distinguished Alumni. Michele was nominated for the award by fellow alumni and professional colleagues for her work in library automation and library consortia as well as her

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Florida Libraries
FLORIDA LIBRARY ASSOCIATION
1133 W. Morse Blvd., Suite 201
Winter Park, FL 32789
VOICE: (407) 647-8839
FAX: (407) 629-2502
Website: http://www.flalib.org

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leadership in national, regional and state professional organizations and associations.

A 1974 graduate of the Florida State University School of Library Science, Michele was the first training coordinator at SOLINET (Southeastern Library Network), later working as project systems analyst for the same organization. She is currently the Assistant Director for library service at the Florida Center for Library Automation in Gainesville, Florida.

Michele has served as the President of the Library and Information Technology Association (LITA) as well as being a two-term member of LITA's Board of Directors. She was a six-year member of the OCLC User's Council, and has served on the Board of Directors of the Southeastern Library Association (SELA) and the Florida Library Association (FLA). The Legislature of the State of Florida recognized her accomplishments with its Outstanding Achievement and Performance Award for State University System faculty. She is also the recipient of the Award of Merit from the Executive Director of SOLINET. Newberry has written and published in the area of library automation, and has made numerous presentations at workshops and training sessions for fellow professionals at the national, regional, state and local levels.

New Appointments

City Manager Michael Roberto has appointed Dr. Arlita Hallam, Director of the Clearwater Public Library System, Quality of Life Administrator. In this new position, Dr. Hallam will be responsible for the Library, Marine, and Parks and Recreation Departments as well as special events. Her responsibilities include acting as a liaison between the City Manager's Office and departments to communicate plans and establish objectives toward the city's goal "One City. One Future." She will be hiring a new Library Director, Harbormaster, and Parks and Recreation Director in the immediate future.

Jana Fine, Youth Services Librarian with the Clearwater Public Library System, has been elected as the new Vice-President Elect of the Young Adult Library Services Association (YALSA). Throughout her 21 years in Clearwater, she has worked extensively with area teens, presenting programs both at the library and throughout the public school system to take literature and authors out of the library into the classes. Jana formed a Youth Advisory Council (YACS) for local youth, further developed and expanded the talents of a puppeteer group (The Dascaloja Puppeteers), that perform year round for special youth programs, and has written and contributed to numerous articles on teens and library use in national magazines.

Florida Librarian on ACRL Board

The Association of College and Research Libraries (ACRL), a division of the American Library Association (ALA), has elected five directors-at-large to its Board of Directors.

The officers assumed the positions at the conclusion of the ALA Annual Conference, June 25-July 2, in Washington, D.C. Among the new board members are William E. Brown, Jr., associate professor and head, Archives and Special Collections at University of Miami Library, Coral Gables.

Communities in Schools of Broward County Inc., a community and education partnership, has appointed Sheldon Steiner, Marlene Lee of the Broward County Libraries, Mary Woods, Ovid Lewis and Ray Fleites to its Board of Directors.