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MISSION

The Pacific Northwest Library Association is an organization of people who work in, with, and for libraries. Its mission is to facilitate and encourage communication, networking, and information exchange for the development and support of libraries and librarianship in the Pacific Northwest.

President’s Message

Connie Forst

Small moments.

In the daily life of a library, and a librarian, the hours that pass are made up of many small moments. In our busy world of seeing things by the grand scheme, forward thinking and planning a variety of events, it is often hard to realize and acknowledge those little things that happen to make up the whole.

In my daily life I encounter a variety of ‘things’ that test and try me: the constant ringing of the phone, the voices of patrons greeting us as they walk in, the singing of the children from a morning children’s program, the hum of the computers, the deadlines, the meetings, the stacks that continue to pile up, and the endless amount of paper that threatens to bury me at times. It’s wild and it’s crazy. It’s a form of controlled chaos that keeps me somewhat sane and makes my days fly by with amazing speed. But in amongst all of those daily challenges, I make a point of recognizing that sometimes the biggest pleasures in my day are from those occurrences that would go virtually unnoticed if I wasn’t paying attention. It is seeing the ear to ear smile of a youngster with an armload of books. It is hearing a small but triumphant “yay” from the stacks when someone finds the book they were waiting or looking for. It is the thank you I receive from a patron for just chatting or being there to listen to them when they want to share their review on a title with me. It’s being happy to look out and see the winter beauty that captivates and transforms the Town into a winter wonderland right outside the door. It’s doing one small thing for someone without really thinking about it, and knowing that they appreciate the gesture sometimes even more than words can describe.

Every time a meeting of the PNLA Board occurs it is another event in my life that just leaves me with wonder. I learn so much from my fellow colleagues from across the Pacific Northwest and it just puts things into perspective. I hear about the challenges and struggles they face, and the joys and happy moments that make going to work that much more worthwhile. Brought together by geographic closeness, we face similar issues, problems and concerns, and it amazes me at the significant amount of wealth we have in our staffing. There are so many wonderful things going on! We have so much to be proud of. But one of the best things about the Board, in addition to the tremendous amount of work that occurs at the meeting, is how much we are able to enjoy each other’s company and laugh. I always take home with me special moments filled with laughs and this just tells me that no matter how demanding and challenging our world is, just taking a break to laugh among friends eases some of that stress. It is indeed one of my best PNLA memories that will last with me forever.

As I sit and reflect on the past year I am grateful for so many fortunes that have been brought my way. These include the opportunity to travel and meet new people, to rekindle old friendships, to experience new adventures and to be happy knowing that in some small way I’ve left the world a better place than what it was before.

As I look at the New Year I’m excited by the wealth of things that are going to occur. The 2008 PNLA Conference Planning Committee, under the direction of Kathy Watson, have been busily preparing for an exciting conference line-up. From August 6-9, 2008 the 2008 PNLA Conference “Libraries Go Wild – Beyond the Expected” will be occurring at the Templin’s Resort in Post Falls, Idaho. I can hardly wait for it! Then from October 26-31, 2008, PNLA will be conducting its third PNLA Leadership Institute at Schweitzer Mountain Resort in Sandpoint, Idaho. Mary DeWalt, the Institute Coordinator, has been working on setting up this opportunity for library staff to further enhance their leadership skills and more information about this excellent event will be available shortly. For both events be sure to check out the PNLA website for further information.

If you have any questions about PNLA please do not hesitate to ask. I would love to hear from you and I challenge you to find the time to recognize your own little thing that would go unnoticed. Kent Nerburn wrote, “We dream our lives in grand gestures, but we live our lives in small moments.” I couldn’t sum it up any better. ■
From the Editor
MARY K. BOLIN

This issue has interesting papers on an array of topics, including Karla Swiggum’s exploration Generation “M” and the Web, Shelley Ross’s annual conference presentation on leaves and exchanges as part of a career path, and Stan Steiner’s comparison, with his Korean colleagues, of libraries in the US and Korea. This issue includes the “e-Branch in a Box” article by Gina Persichini, Michael Samuelson, and Lisa Bowman Zeiter that was also published in the Fall Quarterly. I made an error in the author attribution in the Fall issue, and so the article is being published again with the correct author list.

Call For Submissions

All contributors are required to include a short, 100-word biography and mailing address with their submissions. Each contributor receives a complimentary copy of the issue in which his/her article appears.

Submit feature articles of 1,000-6,000 words on any topic in librarianship or a related field.

We are always looking for short, 400-500 word descriptions of great ideas in libraries. If you have a new project or innovative way of delivering service that you think others might learn from, please submit it.

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Please email submissions to mbolin2@unl.edu in rtf or doc format.

Submission Guidelines

Format
Please submit all documents as either a .doc or an .rtf

Font style
PNLA Quarterly publishes in the Verdana font, size 8.

Spacing and punctuation:
• Please use a single space after a period.
• Please use full double dashes (i.e., “–” not “—”)
• Please place punctuation within the quotation marks.
• Please omit http:// when quoting Web site addresses
• Please place titles within text in italics (not underlined).
• Please do not capitalize nouns such as "librarian" unless the word is included in a title.

Spelling
Web site, Internet, email, ILL; please use the spelling conventions of your country.

Citation Style
Please use whatever style you wish, as long as it is used consistently.

Additional Information
Please submit a 100-word biography and postal address with article.
Hyperworlds:
The Merging of Generation “M”, Information and Communication Technologies, Online Safety, and Media Literacy

KARLA SWIGGUM

Internet safety and online literacy in the age of MySpace and the World Wide Web is significant. In the school media center setting, we often receive requests for more education for parents and teachers on what these environments are really like, how they work, and will they be safe for “my child”. Often, from the parent’s point of view, the primary expression is fear; fear that something bad will happen if their child participates in a social networking site, or fear that something bad will happen to them with one wrong click of the mouse. In addition, we often see students who will believe whatever they see in print, assuming that ‘if it’s in print, it must be true’, including any and all material that they read on the World Wide Web. With both of these scenarios, teaching media literacy, the ability to find, evaluate, and use information, is important. Literacy has a whole new meaning in the context of the 21st century. Both online information and social networking environments have contributed to the modern definition of what literacy necessitates. In the 21st century school, media literacy proficiency and safety in online environments are essential skills and should be a part of the curriculum at all levels.

In order to incorporate these central ideas into my teaching practice and also to be able to offer relevant parent informational classes, I have explored this topic using a variety of resources, reviewed below.

Literature Review

Frances Jacobson Harris’ recently published book offers a comprehensive view of the issues surrounding young people and the online world that they have grown up in. Her work pulls together research from many areas including content, behavior, ethics, incorporation of information and communication technologies (ICTs), and issues that teens face in and out of school and libraries with regard to technology.

Several significant journal articles point to the fact that teens are not the same animals than what they were as little as twenty-five years ago in terms of learning both in and out of school. The attributes of the generation born between 1982 and 2000, also referred to as “Generation M” (Millennials) are significantly different than previous generations largely because of technology (Johnson). Because they were born into a world where computers and everything digital was already on the table, they have been referred to as the “digital natives” (Prensky). Consequently, their brains are also wired in a different way. The challenge for educators is to teach in a way that is not native or necessarily comfortable in order to reach the “natives” who take for granted such things as IMs, Blogs, Wikis, and numerous environments and social networking opportunities online. What teens now demand in and out of school in combination with how they learn best is noteworthy and relevant to the 21st century learner and the 21st century school.

Three significant and comprehensive online studies have been incredibly helpful because of their authority as well as their immediacy, availability and relevance to the topic of safety and teen and family use of the Internet and the wired world. The PEW study examines privacy and online social networks specifically as it relates to teens and is part of the Pew Internet and American Life Project, a very comprehensive ongoing research project sponsored by the Pew Research Center. This specific study was conducted in late 2006 through online focus groups and a nationally representative telephone survey of American teens and parents. The Henry J. Kaiser Family Foundation conducts ongoing studies of the family and media and how these two structures relate to one another. Their research is conducted through focus groups and surveys. I will be referencing a variety of the Kaiser studies as it relates to parents and family in relation to the school media center. And, The Media Awareness Network 2003-2005 study, the largest of its kind in Canada, examines the behavior, attitudes, and opinions of the “very wired” youth population in Canada with respect to their use of the Internet. Their data was collected through focus groups, interviews, and surveys. The issues that are raised

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in this study reveal some significant points regarding education and parent involvement. In conjunction with this study, the Media Awareness Network also provides education in the area of media literacy and provides some very solid instruction and counsel towards that end.

I will examine four inter-related issues in this paper: 1. Who is the 21st century learner, Generation M, the “digital native”? 2. What are the definitions of specific online environments and how do they relate to the lives of teens? 3. What are the key points for remaining safe and responsible in these environments? 4. What are the key components of media literacy in 21st century learning and teaching?

These four questions are intimately connected. All of them involve a whole new understanding of literacy. It is no longer the responsibility of the school alone to teach “reading”. In fact literacy in the 21st century is broader and more comprehensive than ever before. It involves a concerted effort on the part of parents, teachers, students, and the media itself. Issues of responsibility, safety, and discernment are all important for successful and healthy living in the age of online information and MySpace. Additionally, the changing nature of the wired world is significant in and of itself. It changes everyday, literally. And although it often seems impossible to keep up with this ever-evolving environment, what is essential is that teachers and parents remain involved and also educate themselves.

Who is the 21st century learner, Generation M, the “digital native”?

Generation M or the Millennials are two current terms to describe this generation. In addition, one of the more popular descriptions has been “digital natives”. (Prensky 8). A digital native has never known anything but the digital world. Therefore, they speak a natural dialect and are metaphorical “natives” to the wired world. By contrast, the rest of us are digital immigrants. Even though most immigrants have adjusted and are in fact quite skilled in the digital world, the fact remains that this language and way of being is not 100% natural to us. It is not our natural language and therefore we retain an accent with one foot is still rooted in the past. Digital natives adapt to change quickly, at hyper speed it seems, because that is what they have always done. That is what the hypertext world has nurtured them to do. The “natives” evolve into all things digital more quickly and with more grace than their “immigrant” parents and teachers.

There are several predominant qualities of digital natives or Generation M, as articulated by librarian Doug Johnson. These include:

General demographics. They were born between 1982 and 2000, are 36% of the population, and will eventually be a larger group that the baby boomers. They are valued by the culture (evidence: “play dates”, NCLB, SAT prep tests) but also sheltered (evidence: helmets, car seats, metal detectors, V-Chips, NetNanny).

In relation to technology: 96% of them have gone online and they spend more time with digital media than with television.

In relation to information: 94% use the web for school research. Gen M is comfortable with a “folksonomy” philosophy versus a taxonomy philosophy. In other words, their interests are grouped according to self-directed dictates with the help of tagging technology versus a traditional taxonomy where someone else determines organization. (I will devote more time to the concept of folksonomy in the Part II of this paper). Gen M also sees information equaling conversation equaling authority. Gen M’s relationship to information is especially significant for libraries and librarians.

In relation to learning styles: Teachers are still vitally important in the lives of Generation M, as are all human connections. Building social skills is a part of school as they are social learners and very social beings in general. 53% of them create content on the Internet. Their minds are shaped by technology and media therefore they read visual images, they use inductive discovery (they learn best through games), they learn by doing, and they shift attention rapidly and expect quick responses (the hypertext mind). But Generation M is also not as highly developed in text literacy as generations before them are.

In relation to values: They are achievement oriented (they want rules, schedules, and agendas because this is how they grew up...they were scheduled from the time they were able to walk and sometimes before). Being smart is cool. They like to work with things that matter and they identify with their parent’s values. They are busy with extra curricular activities. And, they are unaware of the consequences of technology use. (Johnson 1).

Other attributes include the ability to multitask. “Nearly 2/3 of the time young people spend reading, playing computer games or looking at websites, they are also doing something else at the same time such as eating, doing chores, talking on the phone, doing homework, or using other media (Kaiser Studies on Multitasking). The use of multiple media is most common when they are instant messaging (IM), surfing the net, or playing computer games but not as common when watching TV. (Kaiser studies)

Definitions of online social networking environments

With the onset of computers and online communications, a plethora of new terms have arisen in the English lexicon; wikis, blogs, IM, podcasts, and on and on. The term Information and Communication Technologies, or ICTs, has also emerged to more formally describe the general field of online environments and their accompanying devices. (Harris 11) and for purposes of brevity in this paper, I will refer to them as such. ICT’s are social communication and networking spaces where information and communication technology merge. These technologies are the defining characteristic of this particular young adult population. For teens information is nothing without communication. Social interaction among teens is developmentally appropriate and necessary and logically these kinds of environments have great appeal. Below are some brief definitions of some of the most popular ICTs:

Chat Rooms

Chat rooms are exactly what they sound like; places to chat. They are not forums for discourse or argument of any great importance. Just chat, plain and simple. Common in almost all chat rooms is a constant request for ASL (age, sex, location). After some banter back and forth, there might be a request to go into a private chat room. Sometimes, the benefits can be positive. People can meet and form relationships and have a chance to get to know each other through online technology. Chat might resemble any other chat that teens engage in real world environments; gossip, banter, and flirtation. Chat rooms focus is on communication rather than information and communication is often focused around a specific agenda or purpose. People visit them to accomplish something such as discuss mutual points of interest or just to hang out and socialize (on the good side). Most chat rooms are not archived or saved so past conversation is not usually searchable. Occasionally people in a chat room know each other but most often in the bigger public chat rooms, they do not. Thus, one never really knows if the person is who they thought...
In 2005, the Idaho library community gathered to discuss the future. Together, they created the 2020 Vision for Idaho libraries. Within the Vision is a strategy that challenges libraries to create an e-branch—a website through which users can access library services. The staff at the Idaho Commission for Libraries (ICFL) wanted to help make that happen. They began by assessing the situation.

Defining Success

The first step in any such undertaking is to determine what success would look like. What does a “good website” look like? The ICFL staff took that first step by creating a working definition of web presence. The Idaho Commission for Libraries defines web presence as a vital website that provides information about or access to library services. A basic level of web presence for public libraries should meet the following criteria:

- Library name
- Library address, both physical and mailing (including branch information if applicable)
- Library phone number
- Online contact (e-mail address or online contact form)
- Hours of operation
- Library board member names
- Link to the online catalog (if applicable)
- Link to the LiLI Portal (Or, a link to the individual LiLI Databases and the LiLI Unlimited Catalog with the “funded by LiLI” icon/button)
- Description of library services available to patrons
- Current site content indicated by a date when last updated or last reviewed

Armed with a point of reference to evaluate library websites, ICFL set about reviewing them one by one. The first finding was that just 58 percent (60 of 104) of Idaho’s libraries had any kind of web presence. Of the existing websites, many were out of date or lacked any information useful to potential customers. In fact, only five library websites met all the criteria for a web presence.

While the Commission staff wanted to improve the situation, the libraries had yet to specify their needs. What kind of tools would help them to create a web presence? A survey of the community indicated a few key factors. They lacked the HTML and web design skills needed to create websites, they lacked the time to learn those skills and keep up with website maintenance, and they lacked the funding to pay someone to do it. They welcomed a system that was fast, easy, and cheap.

Finding a Tool

ICFL’s web team investigated options for a content management system (CMS) that would serve the needs of Idaho’s public libraries. The desire was a system that would allow for web site management through a web browser interface. A number of options were considered including a home-grown CMS and the Plinkit system that was highly regarded and in use in the neighboring state of Oregon. In the end, ICFL’s staff chose Drupal, an open-source content management system.

Drupal has a number of features that were attractive to the project. The software is compliant with accessibility standards. In addition, it has the ability to run multiple sites with a single installation of the software. Its modular design allows for use of only the features needed. The documentation supporting the software is plentiful and the community of users is vibrant and active meaning that support was readily available for the technical staff working with the system. Among the stronger arguments for moving forward with Drupal was the programming experience of ICFL’s web staff. They were already experienced with using PHP and MySQL; programming tools that are part of the foundation of the Drupal software. From there, they created Idaho’s e-Branch in a Box program.

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[Editor’s note: this article was published in the Fall 2007 PNLA Quarterly with an incorrect author listing. We regret the error and are re-publishing the article with a corrected list of authors.]

continued on page 18
When visiting a library in another city, across the globe, one cannot help but notice the similarities and differences. Three professors turned their observations into research. Two professors were from Chonbuk National University (CNU) located in the city of Jeonju in South Central Korea and the other from Boise State University (BSU) in Idaho, United States. They made interesting findings through patron surveys, staff interviews, and observational visits to both city libraries. Their collaborative research occurred over a three-year period and was partially funded through a grant from CNU. Each researcher had an opportunity to spend time in their counterpart’s city and make use of the public, school and university library systems. Both metropolitan city areas contain between 500,000 and 600,000 people. Both cities are the provincial or state capital. A province in Korea would be a fair comparison to a county in the United States. The total geographic area of South Korea is similar in size comparison to the state of Idaho. When discussing monetary values the researchers used rounded US dollar amounts for Korean won based on the current currency exchange rate of approximately 94 cents to 1000 won. Numbers have been rounded to the nearest hundred.

### On Overview of the Two Library Systems

Boise, the city in Ada County, USA has one main library and four additional libraries all supported through county and city tax dollars. The main library holds approximately 330,000 volumes in their collection. Every school in Boise, public and private, has a library in their building. The number of volumes varies from 7,500 to 25,000 books depending on size. Public school funding comes through tax dollars. Private school funding is tuition based and dependent on raising funds for operations. No certified librarians can be found in the elementary schools, but there are full time paid staff for all school libraries. Certified librarians in Boise are found at the middle through high school levels. You will also find certified librarians at all public library branches. There is an interlibrary loan system in place for neighboring libraries and across county lines.

Jeonju, located in Jeollabuk-Do Province, Korea has one main library with four branch libraries all supported through city tax revenue. This city also has a Provincial main library funded through the national government as part of the local school district. The main city library holds approximately 220,000 volumes in their collection. The provincial library has approximately 227,500 books in their collection. Every school in Jeonju has a library collection of approximately 10,000 volumes. No certified librarians can be found in their elementary through high schools. Of the 387 schools in the entire province there are only 37 paid library positions. Twenty-one of these designated librarians are full time teachers and the remaining sixteen are contract librarians. In most cases teachers and parent volunteers bring students to the library and help process the books. Certified librarians are at all public libraries. There is no interlibrary loan system across the two main libraries, but they are presently negotiating an agreement.

As mentioned, we found certified librarians at both county/provincial and city libraries. The degree requirements for librarians in both countries parallel each other with varying elective options allowing a focus in a variety of areas from youth services to archival restoration and information retrieval to library management. In Jeonju some staff hold library science degrees while others obtained training (one year) in library science. Both cities have certified librarians assigned to the children’s and adolescent collection, however Jeonju specifically uses younger staff who are mothers to work in the children’s section. Even though Jeonju rotates staff throughout the library the thinking behind using younger mothers in the children’s section has to do with their likely familiarity with the books. Until more recently there has been no specific training toward youth services in Korea, only coursework through

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This project was partially funded by a research grant from Chonbuk National University in Jeonju, South Korea.
optional elective courses. This is a changing field in Korea. The lack of youth service specificity is due to the relatively new attention paid to youth book collections. In Jeonju, the provincial library opened in 1999 with a designated space for a youth book collection. The children's section in the main city library opened after 1989 is a separate but attached building. Putting an emphasis on a children's library is a relatively new concept throughout Korea. In June of 2006 the first National Childrens' and Young Adult Library opened in Seoul. Korea has no national book awards for children's literature. Librarians in Jeonju meet once every month to create recommended reading lists for youth. At present all libraries have sections of their library dedicated to children. Reflecting on why it took so long for Korea, with one of the world's highest literacy rates, to embrace a library section specific to children is interesting. It is not because Koreans do not value books. There is often a library of varying size in nearly every Korean home. Koreans value books. You can find many independent bookstores throughout the cities. Korea also has one other interesting book source. This is an independently owned book rental store. These rental bookshops have sliding shelves tightly stacked two or three deep along the exterior walls. On these shelves are multitudes of books and videos that can be rented. Generally the book collection is focused on the most popular titles, authors or series. It cost 300 won or about 30 US cents per book per day's rent. These rental libraries about the size of an elementary classroom or smaller are located close to schools and in some neighborhood parks. In our youth surveys conducted in both countries we found nearly 75% of the children rely on libraries for reading material. The students in both countries did not distinguish between public, school or these rental libraries in Korea. Other books available to children were given to them as gifts, purchased from bookstores or found in their homes.

Both library systems offer programs for the public. Jeonju offers English, Japanese and Chinese languages, a variety of art classes, computer and reading classes. Children's programming includes storytelling, author appearances, English language, reading skills and art classes. Kindergartens are regular visitors (kindergartens are not mandatory nor part of the public school system in Korea). There are no literature discussion groups for youth or teen groups as in the Boise libraries. In both systems most of the classes are free to the public. Jeonju does have a nominal 5000 won (5 US dollars) per month for the computer class.

Circulation Characteristics and Book Budgets

As we looked more closely at the number of people serviced at the main libraries in each city we discovered some differences. The Jeonju provincial library holds over 227,500 total books with an estimated 80,000 for youth. In 2006 this library serviced 730,000 people. The main Jeonju city library holds 185,000 books with 24,000 for youth and serviced 398,000 patrons. The Boise library holds over 330,000 books with an estimated 110,000 are for youth. In the past year they serviced 1,135,000 people. The researchers noticed differences between Jeonju and Boise when book genre and children's versus young adult books were compared. In Boise, the nonfiction checkout number was 18.4% and fiction was 74.2% of the total. The Jeonju totals were 16.8% and 54.6% respectively. Korean young adult circulation was 18.5 percent of the total youth circulation while the US young adult circulation was only 9.9 percent. One conclusion we discovered is the similarity in both cities that there is a decline in the number of books checked out as children increase in age.

Patrons may check out as many as five books every two weeks with renewing options at the Jeonju Library. In Boise the number is unlimited with similar renewing options. There is a difference in the way overdue books are treated. Both library systems do not allow additional books to be checked out unless prior books are returned, but unlike Boise where fines are collected for overdue books Jeonju actually sends staff to the home to retrieve books. Jeonju has a very low number of overdue or missing books. If a book is lost the patron may replace it or provide the money to purchase the book.

Both libraries also have mobile library systems. Boise goes into neighborhoods with a full load of popular books. In Jeonju the people are brought to the books. Buses are used to transport seniors and handicapped to and from the library. Another use is going to the prison once a month with 100 books.

We inquired about book budgets and found a surprising story. The budget for print materials for one year in the Boise library was $380,000. In the same year Jeonju's print material budget was $400,000 for five libraries. The provincial library budget for books was $100,000, up from $30,000 just a year ago. When we asked the director how he could increase the budget so quickly he responded, "It is the difference between a director who is a book reader and one who is not." He also shared logistics of shuffling money around within the overall budget to accomplish this goal. Jeonju school library book budgets average $2800 whereas the average in the Boise schools for elementary schools is $4,400 and secondary schools is $10,700. Unlike libraries in the US there is no organized public fund raising efforts in Korea. The average book price in Korea is $10.00 while it is $16.00 in the United States. Many library books for young adults in Korea are soft cover while most in the US are cloth-covered hardbacks. In Jeonju the school libraries estimated average number of books per child is 13.6. In Boise the estimated average is 9.6 books per child. As one teacher stated in Korea, "a school library should have at least 20,000 books" (which would be twice their present school collection total). Both locations' average books per child numbers are under the ALA recommended number of at least 20 books per student in a school library.

A Look Inside the Libraries

The Jeonju and Boise Library buildings have three floors. The first floor in Jeonju has a large foyer leading to the main collection room, periodical room, staff offices and displays of artwork from pottery to paintings. The foyer also held an information and first aid station. In the main collection room there is a long reference and checkout station. Opposite the checkout is a bank of computer stations for video and internet useage. Surrounding this area on each side are the rows of bookshelves holding the main collection. By comparison, entering the Boise Library the main circulation station for checkout and returning of library materials is also near the entrance. Close by is an information desk, the new book arrival section, and young adult collection. There is no foyer for artwork displays, but there is an attractive winding staircase going to the upper floors. The first floor houses the entire youth collection, periodicals and newspapers, video and books on tape collections. Also located on the first floor are youth services staff offices, a storytelling well, a small used bookstore, an auditorium for library programs and additional staff offices. The second and third floor houses the adult collection along with administrative offices and small meeting rooms. The most noticeable difference was in the use of space. Boise Library had every space filled with stacks of books, chairs, computer stations, information desks and tables. The Jeonju Library, which opened in 1989, seemed more spacious and expansive, with graceful transitions before entering the collections, study rooms, auditorium, and meeting rooms. Library staff in Jeonju are more centrally located versus throughout the collection.
Looking closer at the floor housing the Jeonju main book collection we found the shelves lined row after row with occasional tables sandwiched in for reading. As in Boise, there was a feeling of overcrowding among the stacks. Both libraries have designated areas for respective collections. The actual children’s book collection spaces in Jeonju were small in comparison. Jeonju public estimated about 24,000 books and about 80,000 in the provincial library compared to about 110,000 in the Boise Library. Young adult and children’s books are blended together in one room in Jeonju public unlike the Boise Library where each collection has a designated section. Between the shelves in the Jeonju libraries were tables and padded cushions for seating. No games, puzzles or objects were available to entertain toddlers or youngsters waiting for siblings or parents to finish their library business as are often found in Boise Library. The stated reason the Jeonju children’s collection was separate from the adults was for noise control.

Climbing the steps to the second and third floors of the main Jeonju library brings the visitor to a circular hallway. On one side are windows allowing natural light coming through a skylight. Around this hallway are study rooms, a computer classroom and additional classrooms. Unlike the Boise library where each floor houses another part of the collection, the second and third floors in Jeonju are primarily study rooms. There is one for women, one for men and one coed room. We found this same pattern of study rooms in the CNU and provincial libraries too. Books are found on separate floors from the study rooms. The Korean education system is test driven so it is no wonder these study rooms are heavily used. Boise public as well as the BSU library has study carrels and tables throughout the libraries. There are a few small group or independent study rooms that can be reserved, but nothing in size comparison to the Jeonju libraries. Elementary and high school libraries in both countries are similar. There is a checkout station, stacks of books, places to sit with tables. The noticeable difference is a designated classroom space with large screen audio and video players found in all Jeonju school libraries. These teaching spaces were funded through allocated money from the Korean Ministry of Education. There are few if any computers in the Jeonju school libraries unlike many school libraries in Boise. Schools in both locations do have designated computer labs for teaching.

Unlike Boise, computers in the Jeonju library are located only at the circulation desk and designated technology area. Technology was very up to date including large size flat computer screens for video viewing and the on-line courses. The university libraries in both locations did offer computers in various locations and wireless service. Wireless was not available throughout the public library in Jeonju and limited to nonexistent in both city school settings.

There are several drop boxes at the Boise library, but none in Jeonju. Both libraries have elevator access and book detection gates at the entrance. The Jeonju Library hours run from 9:00 am to 10:00pm. Each branch is closed for two days a week on a rotation basis so the patrons have access to a library somewhere in the city seven days a week. Boise’s hours are more limited from 10:00 am to 9:00pm with Sunday closures.

Concluding Remarks

Learning from each other always has benefits for each party involved. Insights on library usage from Korea, who has one of the highest literacy rates in the world provided some useful discussions about libraries, patron behaviors and beliefs about library functions. A well-established system for children in the United States provided some new ideas for how to service more children. Throughout our investigation we learned dialogue and changes had occurred within the libraries. Discussions on interlibrary loan, increasing book budgets, access to books, programming, use of space and future planning for branch libraries have taken place. We hope this research may have served as a catalyst for continued dialogues and sharing of ideas in the two library systems. We also hope that the information provides some insights and discussion among library staff in other libraries in both Korea and the United States.
Leaves and exchanges do not necessarily have much to do with generational differences. I proposed the topic for this Boom to Echo conference as a recent convert to the idea that “change is as good as rest” and reviewed the literature with an eye to matching the topic to the theme. It was not difficult to find the connection. Wise library directors who are courting new employees, nurturing valued mid-career employees, and perhaps looking for a sabbatical opportunity themselves will find that supporting employee leaves or exchanges pays off.

Whether you are new to the profession, in the middle of your career, or nearing the end of your working life, leaves or exchanges may open new doors, enhance your performance and marketability, or help you find new excitement in libraries. The hassle involved in arranging your leave or exchange, and the hassle for administration to make your leave possible, is worthwhile. The greatest benefits include training, exposure to new ideas and approaches, a renewed enthusiasm for work and, possibly, a realignment of employees to positions.

The literature suggests that our organizations are a mix of at least three, and perhaps four, major generational groups. The broad economic, political, educational, and social environments of our youth may create similarities in professional expectations between age mates. Although there are regional differences and many other ways to split employees into one of three or four groups - type A, yellow, phlegmatic, an entertainer, or an air sign - generational differences are worth considering.

In your library, at the entry level, you may have the variously-named Millennials, Echo-boomers, Generation Y or Why? or some name that describes being more wired, online, or digital than those who came before. Strauss, and Howe (1997) and more recently Strauss, Howe, and Matson (2000) make the case that Millennials are the generation in which we must place our hope for the future. Senior to the Millennials are the GenXers, sandwiched between the large number of Boomers and their slightly less numerous progeny. If you are lucky you may have a few Veterans or Traditionalists who, interestingly, appear to share a number of core beliefs with the youngest generation of employees (Eisner, 2005).

Hill (2002) provides an easy to read summary of some of the challenges the newest working generation may bring. For those looking for more information about the generational impact on society, I recommend Tulgan (2000) and Foot (2001). Given economic pressure, Millennials may be working longer than GenX or the Boomers. Boomers entered the work force at a time when an undergraduate degree was sufficient to make a good start that might lead directly to secure employment and the possibility of early retirement. Younger employees probably spent longer in school and spent more time in temporary or contract work before landing a full-time permanent position. Facing a long work life, they may pin their happiness on taking breaks throughout their career (Stern, 2005). While Generation X and Y were working at temporary positions they may have become somewhat comfortable with trading security and money for new experiences and environments. After landing a full-time position, they might be more interested in volunteer opportunities and chances to learn new technologies (Allen, 2004).

The phrase “work-life balance” began to appear in the 1990s. Did this longing for balance emerge as Veterans faced retirement, Boomers hit middle age, or GenXers finally got those fulltime positions and realized that stability was not all they thought it would be? Certainly Streeter’s (2004) statement that, “to the younger employee, time is more important than money” resonates with a lot of us, regardless of age. Veterans and Boomers who may have a variety of reasons for not relocating may relish an opportunity to take on new challenges by supporting their younger colleagues who are on an exchange or leave. Or it might be that these elders have shed much of their mid-life responsibility and are finally free to pursue exchange opportunities. I suspect we can all benefit from a break from routine, even when that routine is still challenging and enjoyable.

My path is somewhat typical of an X. When I completed my library degree the economy was slow. I enjoyed a series of contract, temporary, and maternity leave positions. After a dozen years in a permanent, challenging, full-time position, I was ready for a break. At the same time,
I could not picture giving up the security that I had come to enjoy. A great opportunity came up that met both needs and promised an interesting and challenging learning curve. In 2006, I took an unpaid leave from my university library to fill a maternity leave at a public library. I had a fantastic year during which I learned many new things. I also returned to my "real job" with a greater awareness of the many things I enjoy about the position and the environment. A number of stars aligned to make my leave possible. The public library took a chance on someone from academia. My own institution moved quickly to release me for the year, although I paid the price by taking some work with me and staying on top of some things throughout the year away. It was a rejuvenating experience of the kind that is worth your consideration.

Training is often touted as a means of both getting more out of workers as well as a way of increasing workplace satisfaction. I would argue that there is no more intensive training program than taking on a different job in a different library. While the administration may bear the cost of training a replacement worker, or job exchange partner, the training costs for the absent employee rest on the other employer. When your own worker returns, they bring with them new ideas, new skills, and a fresh perspective. Moreover, in the case of a job exchange where a new person comes into a workplace, you may bring in someone who can offer unique skills, advice, or encouragement in an area of professional strength.

If one of the issues of generational change in libraries is a concern with a shrinking pool of prospective employees in contrast to a workforce that may be "boomer heavy" (Tulgan, 2000), job exchanges and leaves may increase your library’s ability to attract and keep employees. Pekala (2001) says "while some managers mistakenly view training as a detriment, with the only purpose of preparing employees for transition right out the front door, worker improvement programs actually encourage younger employees to stay with an organization longer." This sentiment is echoed by Dolezalek (2007), who says that the "two generations [X and Y] have a similar tendency to résumé-build and to move on when they feel stalled or unable to get new experience at their current job." (p. 25).

Tulgan (2000) looks at what may help employers keep Generation Xers happy. Among the findings were the four themes of belonging, learning, entrepreneurship, and security. Belonging, as defined by Tulgan, means the feeling that you make significant contributions to a team. Happy employees can access learning opportunities and find themselves supported in the learning endeavor. When Tulgan talks about entrepreneurship, he means opportunities to define problems, develop solutions, and produce results. Security, according to Tulgan, is more than simple job security. It includes enjoying the opportunity to monitor and to some extent manage one’s own success rate, status at work, and return on investment. I think these four themes probably speak to all of us, regardless of our year of birth. How do leaves and exchanges meet these needs?

How important is our sense of belonging? One of my coworkers took an academic leave during which she examined self-reported reasons that so few academic librarians in Canada take advantage of leave provisions in their employment agreement. An interesting dilemma was expressed by librarians who either feared leaving and not being missed, or feared that if they left for a sabbatical the work they left behind could not or would not be carried out. It seemed as though some librarians were worried that they would be missed too much and some were worried they would not be missed at all.

In my case, I found that I dearly missed my colleagues. In my normal state of affairs I am surrounded by peers with whom I can openly debate issues and ideas. In my temporary position I was acting chief and found that role to be somewhat isolating. At the same time, I very much enjoyed the opportunity to meet and work with a new group of enthusiastic library workers and in a new environment. I came to a new sense of belonging quite quickly and I do believe that the more groups one feels attached to, the more robust your feelings of safety in the world. I learned that, should academic libraries lose their interest, public libraries are wonderful places to work and just as challenging and fulfilling in many ways. As acting chief I attended library meetings I would not have attended in my permanent position and was delighted to meet all kinds of interesting library folk from across the province. I expanded my sense of the group to which I belong from just my university peers to academic, public, and regional librarians across the province. I suspect that this experience becomes even richer as sense of belonging expands geographically with international exchanges. In terms of my work being missed, it was. In terms of the library crashing to its knees, it did not. Both lessons were good.

Tulgan found that learning was a crucial factor in keeping employees happy. I doubt there is a greater opportunity for learning than a leave or exchange. While taking a course or even a series of courses is instructional, being immersed in an entirely different workplace affords the opportunity to question every aspect of one’s normal work. My colleague reported a few librarians who were so challenged by their jobs that either they could not prepare for a leave or did not feel they needed a leave. Certainly libraries are challenged by change every day and we are all constantly learning on the job. That said, it is liberating to trade your daily struggle for someone else’s daily struggle. You are still struggling, but it does not feel as visceral, because there is a time limit on your involvement.

It is easy to forget what it is like not to know where the printer is, who will help if you need help, where the supplies are, how printing costs are managed, and so on, until you try to print your first document in a new library. Every aspect of the work environment has the potential to be radically different. Once you have struggled with settling into a new position, you will find yourself much more sympathetic to new employees when you return to your normal job. I had the opportunity to get to know a new library system, new library policies and procedures contract, new employees, new equipment, new ways of splitting up work between people, and different ways of addressing problems and challenges. The first two weeks were very difficult. I left a situation where I was a "go-to" person in terms of where and who and how and what and became the newbie - uncertain of everything. It was a huge learning curve just to be able to function, but I was enormously fortunate in the support I received from the staff. While it was humbling to be so needy, it was also enriching to learn to accept the help so generously offered. By the time I left to return to my normal job, I had learned that running a library is not as hard as I thought, public libraries are fabulous places to work, and that I could remain calm through fires, floods, and whatever else might come my way.

What about entrepreneurship - defining problems, finding solutions, and producing results? Putting yourself into a new environment offers wonderful opportunities to bring a fresh perspective and to take away a new outlook. There is also some security in being a temporary employee - you will not be living down a bad decision for the rest of your career, for example. You bring an outsider’s perspective to problems which may be similar to ones you have previously faced down. Without knowing as much about the players and the history of the place, you may be able to propose solutions which have been overlooked by those who have lived with the problem for too long. While you might imagine that the new person’s ideas are scrutinized critically, I think it is possible that you start out with a clean slate and might, in fact, find that your 

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Database Coverage of Core Journals in Pharmacy

A. NAGARAJA

Introduction

Users face difficulties when an electronic database does not cover all the journals in their field. Pharmacy is an interdisciplinary field in the medical sciences. Because of its multidisciplinary nature, there are many electronic databases that cover articles in pharmacy, but none that covers all journals of interest in pharmacy.

Purpose and scope

This study analyzes the coverage of drug and pharmacy journal coverage in electronic databases used by the Rajiv Gandhi University of Health Sciences (RGUHS) of Karnataka and its affiliated colleges through HELINET (Health Science Library and Information Network). The main objective of the study was to determine the electronic database coverage of core journals in the field of pharmacy and to identify databases which were most useful for pharmacy.

Literature Review

Several authors have examined electronic resources on drugs and pharmacy. Barillot (1997, p. 45-49) recommends first searching Medline or Toxline, and then, for completeness, Embase. Clauson (2007) concludes that drug information databases vary in their ability to answer questions across a range of categories. Ranked according to composite score, Clinical Pharmacology, Micromedex, Lexi-Comp Online, and Facts & Comparisons 4.0 were the top ranked online information databases. Additionally, the databases that require a subscription out-performed the free databases. According to Taurville (1975, p.1153-8) International Pharmaceutical Abstracts was effective and the Iowa Drug Information Service appeared to have the highest overall relative utility for obtaining clinical information. Results of a survey conducted by Stone (1998, p. 523-527) shows that standard data bases like Embase/Excerpta Medica, Medline, and International Pharmaceutical Abstracts were the first choice for the health professionals and for many others because of their extensive coverage of authoritative journals. A study by Fishman (1996, p. 402-408) reveals that IPA and Medline offer advantages depending on the topic the pharmacy researcher needs to explore. Medline, Embase, Iowa Drug Information Service, and International Pharmaceutical Abstracts were found to be most useful for pharmacy.

Methodology

Five electronic databases were studies: Medline, Embase, Iowa Drug Information Service (IDIS), International Pharmaceutical Abstracts (IPA), and Science Citation Index Expanded (SCIE). The list of core journals (N=108) in the field of pharmacy were taken from the RGUHS web site and put into an Excel spreadsheet. Lists of journals covered in the databases were taken from the database websites. The journal database searches were done during July 2007. The ISSNs of core journals subscribed by RGUHS were matched with the journals downloaded from individual databases to confirm journal identity, except in the case of IDIS, which does not list ISSN.

Results and Discussion

Some journals were indexed by all databases, while some were indexed by one, two, three, or four of the databases. Details of coverage are included in Tables 1, 2 and 3.

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Table 1. Electronic Database coverage of core journals in pharmacy subscribed by RGUHS

<table>
<thead>
<tr>
<th>Database</th>
<th>Journals covered</th>
<th>Percent coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Iowa Drug Information Service(IDIS)</td>
<td>19</td>
<td>17.59</td>
</tr>
<tr>
<td>2 International Pharmaceutical Abstracts (IPA)</td>
<td>24</td>
<td>22.22</td>
</tr>
<tr>
<td>3 Medline</td>
<td>67</td>
<td>62.03</td>
</tr>
<tr>
<td>4 Science Citation Index Expanded(SCIE)</td>
<td>75</td>
<td>69.44</td>
</tr>
<tr>
<td>5 Embase</td>
<td>89</td>
<td>82.40</td>
</tr>
</tbody>
</table>

Table 1 indicates that 82.40 percent of journals in the RGUHS pharmacy collection were covered by Embase. SCIE covered 69.44 percent, followed Medline at 62.03 percent, IPA at 22.22 percent, and IDIS 17.59 percent. The databases IPA and IDIS were covered only few titles subscribed by RGUHS. Embase, SCIE and Medline databases were covered more than 50 percent of the journals. Figure 1 represents the electronic database coverage of pharmacy core journals subscribed by RGUHS.

Table 2. Distribution of Journals in Databases

<table>
<thead>
<tr>
<th>No. of Databases</th>
<th>No. of Journals Covered</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 One</td>
<td>22</td>
</tr>
<tr>
<td>2 Two</td>
<td>18</td>
</tr>
<tr>
<td>3 Three</td>
<td>33</td>
</tr>
<tr>
<td>4 Four</td>
<td>18</td>
</tr>
<tr>
<td>5 Five</td>
<td>09</td>
</tr>
</tbody>
</table>

Table 2 shows that 22 titles were covered by only one database. Most unique journals were covered by Embase, with 14 titles, followed by SCIE with 5, and Medline with 3.18. Eighteen titles were covered by two databases, 33 titles by three, 18 by four, and 9 titles by all five databases in the study. Some titles were repeated in one or more databases.

Table 3 - Percentage Coverage of Combination of Multiple Databases

<table>
<thead>
<tr>
<th>Embase + SCIE</th>
<th>% Coverage</th>
<th>Embase + Medline</th>
<th>% Coverage</th>
<th>Medline + IPA</th>
<th>% Coverage</th>
</tr>
</thead>
<tbody>
<tr>
<td>87</td>
<td>88.88%</td>
<td>93</td>
<td>86.11%</td>
<td>89</td>
<td>82.40%</td>
</tr>
<tr>
<td>Embase + IDIS</td>
<td>% Coverage</td>
<td>Medline + SCIE</td>
<td>% Coverage</td>
<td>Medline + IPA</td>
<td>% Coverage</td>
</tr>
<tr>
<td>91</td>
<td>84.25%</td>
<td>84</td>
<td>77.77%</td>
<td>71</td>
<td>65.74%</td>
</tr>
<tr>
<td>Medline + IDIS</td>
<td>% Coverage</td>
<td>SCIE + IPA</td>
<td>% Coverage</td>
<td>SCIE + IDIS</td>
<td>% Coverage</td>
</tr>
<tr>
<td>70</td>
<td>64.81%</td>
<td>77</td>
<td>71.29%</td>
<td>76</td>
<td>70.37%</td>
</tr>
</tbody>
</table>

Table 3 shows combined searching. Combination searches of Embase and SCIE covered 88.88 percent of journals, Embase and Medline covered 86.11 percent, while Embase and IDIS covered 84.25 percent. Medline and SCIE covered 77.77 percent, Medline and IPA covered 65.74 percent, Medline and IDIS covered 64.81 percent, SCIE and IPA covered 71.29, while SCIE and IDIS covered 70.37 percent. Single database searches do not cover all core pharmacy titles.

Conclusion

Embase, Medline, and SCIE were most useful for finding drug and pharmacy information. It is necessary to search multiple databases to find information in these areas. Searching multiple databases increases the percentage of coverage of core journals. An institution’s list of core journals may vary, and this will influence what databases a library acquires. A list of core journals can be compiled by surveying researchers in the field, and by looking at the journal’s impact factor.

References


say they are. This is one of the situations that give ICTs a bad name because it has been linked with some incidences of predatory personalities or pedophiles.

Recent statistical data on the use of chat rooms reveals that they are not as popular as they used to be. The 2005 Young Canadians in a Wired World study shows that “chat rooms ranked last out of preferred ways to socialize online. When asked what they would do online if given some free time on the Net, only 6% of girls chose visiting chat rooms, compared with 62% who chose talking to friends on instant messaging” (Young Canadians in a Wired World 2).

**Personal websites**

The web is made up of millions of personal websites ranging from elementary kids posting sites about their family, town, school, or pets to local groups of people posting information on any number of topics of expertise (or not). Depending on how sophisticated the site’s creator is, coding techniques are designed into the site, which help search engine crawlers find them, and make sure that they are linked through more highly trafficked sites.

Blogs (or weblogs) and online diaries

A blog is like a personal website containing thoughts and ideas usually written by one person. Blogs are updated often with new entries posting at the top of the page. Usually the blog has some sort of content theme and has sidebars linking to readers to similar blogs, other websites, or photos and/or slideshows. Like-minded bloggers usually stick together and share similar viewpoints by posting interactions and responses to other bloggers comments. Teen blog creation and use is often similar to a diary, covering a wide span of personal ramblings, gossip, and daily life interspersed with more goal oriented or focused topics and issues. Blog functions include writing, reading, linking, and commenting. MySpace and FaceBook are one type of blog where users create their own personal profile and build buddy lists who they can communicate with. There is a privacy feature in both MySpace and FaceBook that allows the user to be seen only by chosen friends. But, this feature has to be programmed by the user. If not, anyone can view the user’s profile. At the present time blogs are not designed for targeted searching on the major search engines. Rather, they are meant to be followed by the users and readers themselves. But, anyone can use them if they have access to the Internet. Most blogs are public and will appear on the World Wide Web if certain links are followed.

**Message boards**

Message boards are topical discussion boards found on countless websites. They are not linked together under any one server and are not easily searched unless one knows the URL of the website. The biggest use of message boards is in University and college campuses. Blackboard is one such example.

**Electronic discussion lists**

Electronic discussion lists or Listserves is another form of collaborative online forum where users must subscribe in order to participate and messages are delivered by e-mail. Discussion is most often topical. Generally these consist of smaller communities of people. Some of them make their lists public and searchable (LM-NET is one such example; a listserv for school library media specialists). But for the most part, they are not easily searchable and they are more private. Consequently they are less likely to be frequented by teens because of accessibility and topical issues.

**Peer to peer file sharing**

Users who share the same network can access files on each other’s hard drives without the use of a central server. File sharing provides an excellent environment for collaborative work if used positively. However, this has received a fair amount of media and legal attention due to it being used to exchange copyrighted media and software (particularly music and movie files) and for the exchange of pornography.

**E-mail**

Electronic mail is one of the earliest services of the Internet and has its roots back in the 1960s. As one of my students said, “email….gees…that’s SO old fashioned!” Nonetheless, email remains one of the most private forms of online communication and is still probably the most common ICT.

**Instant Messaging (IM)**

Users type back and forth to each other while both are online or on a cell phone. The content of unsaved instant messaging cannot be searched or retrieved later. But, “IM does allow the placement of information ‘breadcrumbs’” (Harris 46). The user can hierarchically sort buddy lists, show who is currently online, send and receive “away messages”, and act as a sort of announcement center. Language is abbreviated and there the use of IM jargon looks like a foreign language to the untrained eye (for example: POS=Parent Over Shoulder). Users can have several conversations going at a time. IM has huge appeal to teens as it appeals to all of the attributes listed in Part 1.

**Wikis**

Wiki, meaning quick in Hawaiian, is a technology that enables documents to be written collaboratively in simple markup language on a web browser. A wiki is made up of a number of pages called “wiki pages” which are all connected through hyperlinks. Wiki’s are essentially databases for creating, browsing, and searching information. Wiki’s are extremely easy to create and update. Free subscriptions are offered from different companies and these pages can be created without even registering any user accounts. Sometimes a log in is required and there are some that require keys or passcodes to get into. Wiki pages are easily correctable and editable and can be done by anyone who is accessing the wiki. A prominent feature of a wiki is a link that shows recent changes to the pages. So, even though wikis are very open to anyone, they do provide a way to verify recent additions to the pages and can be easily corrected if necessary. Wiki’s hold many possibilities as applications for school projects. The most popular wiki is Wikipedia and has been both a source of both joy and dismay by many in education.

**A few more definitions relevant to Generation M, learning, and libraries**

**Folksonomy**

Folksonomies are an Internet based method of categorizing information and interests via the use of tagging technology. A user can tag content based on his or her particular interest using language that makes sense to them. Part of the appeal of the tag categorization is that it is also social and allows the user to immediately find related content based on what others in the community have tagged and deemed worthy. It has

a certain "subversiveness: when faced with the choice of the search tools that Web sites provide, folksonomies can be seen as a rejection of the search engine status quo in favor of tools that are created by the community" (Wikipedia).

What is significant here in relation to the attributes of Generation M is that it is reflective of the way that this generation is shaping the world of the future and information. A folksonic philosophy reflects the desire for a social environment, open collaborative space, and the age-old youthful desire to change the world and take it to a new place. Every generation, particularly those who are experiencing major shifts in technology, does this. This one is certainly no exception. Here is how one blog entry, created by a Gen M group, explains "folksonomy":

"Taxonomy goodbye, Folksonomy hello! The difference between the two is usually explained with variations around the word 'formality'. Taxonomies imply standards of information for the purpose of searching, retrieving ... essentially the science of classification; very boring! Folksonomy is similar but has only one standard, open-ended categorization.... What you end up doing is tagging and categorizing without being restricted. Since "great minds" think alike, people of your "greatness" would be lead to your information rather effectively" (brainpath).

Open Source

Overall, open source is a set of principles and practices that help promote open access to information and knowledge. Open source most commonly refers to two areas, both related to libraries: the creation of open source codes in software and the open source movement in scholarly journals. In both communities, the open source principal believes that users collaborate and contribute to the development and design which can then be used for free. It allows for concurrent input versus centralized development. Both software development and scholarly journal access follow the ideal that the community is involved in decision making and therefore are not controlled by a centralized corporation. Essentially, open source believes that all knowledge and information should be free and not controlled by who has the money.

Safety in the online world

"Teenagers look to ICTs to help them accomplish two key, age-old functions of adolescence: personal identity formulation and connection to others” (Harris 51). Other qualities that teens seek include: the ability to focus on "me, myself, and I" via environments like blogs and online diaries, a sense of control when they can contribute and create content, an ability to keep parents at bay, a sense of having it all and having it all at once (multitasking), being able to 'get there' without going anywhere, a sense of community, a sense of belonging, a sense of privacy and intimacy, socializing opportunities, using jargon unique to their generation, collaborating with others, being able to share files, and gaming. The many qualities that current modern technologies offer make a perfect pairing for teens and it is completely understandable why they are fixated on being participants in online environments.

But, worlds always collide when it comes to parent rules and teens. One of the primary jobs of parents and teachers is to "protect". Adults teach youth where the pitfalls are, what healthy choices are, and provide guidance towards being responsible contributing member of society. Much of our ability to do so comes from the context of our own lives; we learned about the world and what is right and wrong, safe and unsafe because we have been there. We have made mistakes and learned along the way. We survived, and we pass along knowledge tempered by experience. However, this is where things get complicated in the age of the Internet due in large part to the experiential gap between the digital natives versus the digital immigrants. We (the immigrants) do not always know what is safe because we have not really been there ourselves and there are so many unknowns. All we know is that it is still our job to protect.

Adults tend to fall into a one of two camps; the condemn the ICTs completely or the ICT world is the great panacea. Rather than polarize, it is wiser to view the modern world as merely "different"; understanding that there are some things that are better and some things that are worse. With that in mind, Harris recommends following the perspective of Bonnie Nardi and Vicki O'Day in their 1999 book entitled Information Ecologies: Using Technology with Heart. They tell us to "situate information (and communication) technology within ecologies of human activity. If a healthy, diverse system of users and functions is present, then we can be assured of a productive and beneficial outcome” (Harris 51).

That said it is also wise to remember that one of the attributes of Generation M is that they are often unaware of the consequences of technology use and need to be reminded and "taught" some basic exercises in precaution.

A 2007 PEW study on teens and their use of online social networking sites presented this statistical snapshot on how they use them and how they handle privacy in those environments:

* 55% of online teens have profiles online; 45% of online teens do not have profiles online.
* Among those who have profiles, 66% of them say that their profile is not visible to all Internet users. They limit access to their profiles in some way.
* Among those whose profiles can be accessed by anyone online, 46% say they give at least a little and sometimes a good deal of false information on their profiles. Teens post fake information to protect themselves, but also to be playful or silly.
* Most teens are using the networks to stay in touch with people they already know, either friends that they see a lot (91% of social networking teens have done this) or friends that they rarely see in person (82%).
* 49% of social network users say that they use the networks to make new friends.
* 32% of online teens have been contacted by strangers online—this could be any kind of online contact, not necessarily contact through social network sites.
* 21% of teens who have been contacted by strangers online say they felt scared or uncomfortable because of the online encounter (that translates to 7% of all online teens).

It is clear that it is important for parents to be educated about online social networks so that they know when and how their children are making good choices versus irresponsible and dangerous choices just as they do in non-cyber environments. Nancy Willard expresses three areas of concern in regard to safety and involvement of online communications technologies:

* Some teens do not make good choices. They often do not have the brain development to make consistently responsible choices particularly when their actions are disassociated with consequences and peer group consensus makes it "okay" to act in such a manner. In an attempt to explore their own personal identities, they often post provocative and intimate information that crosses over the safe and appropriate line. In addition, they are also often unaware what is public when posting. Crossing that line is dangerous because without face
to face contact, the teen may be communicating with a cyber bully, a sexual predator, hate groups, gangs, or any number of other negative groupings.

Many parents and educators are simply not paying attention and/or are unaware of the technology and how it works. They often fail to understand that these are public places where teens can be at risk, and/or engage in inappropriate activity. Some parents make the assumption that since the computer is being used in the home there is no inherent risk or no bad behavior going on.

* Spaces where teens are not making good choices are places where dangerous people are drawn to. Those include sexual predators, child pornographers, hate groups, recruiters, and others. Some teens are vulnerable to this kind of come on as they strive to “find love in all the wrong places”. (Willard).

Several risks are inherent in any kind of a social networking environment and include: Unsafe disclosure of personal information (contact information, sexually suggestive information, pictures, personal emotional information, personal financial information etc); Addiction to time online (a behavioral addiction that results in loss of performance in school or friendship circles); Risky sexual behavior including posting sexually suggestive photos; Cyberbullying; Dangerous communities which results in a shared belief that inappropriate and potentially harmful thoughts and activities are okay; and Cyber threats. Overall "many teens appear to have no understanding that what they post in these communities is public, potentially permanent, and accessible to anyone in the world” (Willard 19).

Overall, both educators and parents need to understand that online communication and social networking sites represent a fundamental shift in the manner in which kids communicate with one another and with the world. This shift presents a new wrinkle in parenting and educating. Both parents and educators must take an active and honest interest in how this shift is manifesting itself in the online behavior of their children. For teens, telling them not to do something or go somewhere is like telling them to go there as soon as you are out of the room. Instead, a better approach might be to focus on the underlying issues of violence, disrespect, hatred, harassment, and harm that can occur. Adolescents are ready and willing for these types of discussions in the context of their own lives, online or otherwise. The best advice for parents and educators: stay informed, create an environment that is both realistic (sensitive to the needs of teens for privacy and independence) and proactive (self-protection) (Harris 109).

Additionally, the establishment of rules is important even though the nature of the adolescent is to defy the rules. The 2005 Canadian study found that “while rules are less effective with older students, they still have an impact. In homes where there is a rule about no visiting certain sites, one-third (33%) of Grade 10 and 11 students visited the sites, while in homes where there is no rule, nearly one-half (49%) of students in Grades 10 and 11 visited them” (Young Canadians in a Wired World 6).

Art Wolinsky offers a worthy piece of advice as he sums up his article about safety on the Internet. His counsel is to place the risk in perspective...“there are hundreds if not thousands of examples of kids doing wonderful things when contacting strangers on the Internet (example) partnering with teachers, three students undertook a successful quest to identify and contact 10 Japanese “children” from a 50-year-old photo and a few facts. They had to contact and deal with people all over the globe. The inter and intrapersonal and problem-solving skills they acquired equipped them well for their life in the 21st Century” (Wolinsky 21).

There are numerous online safety guides are available. (See appendix for a selected list).

Media Literacy

Traditionally, the definition of literacy has been the ability to read by decoding, comprehending, and communicating in print. In the age of digital worlds and the information explosion, literacy takes on a broader view and is referred to as media or digital literacy. Its component skills have also expanded considerably.

Jane Tallim defines media literacy as the ability to sift through and analyze messages that inform, entertain, and sell to us every day. Critical thinking, asking pertinent questions, and noticing what is and is not included in the information are all important skills as are vigilance and asking questions about motivation, money, values, and ownership. Maureen Baron comments that to be literate today goes beyond decoding, comprehending, and communicating in writing. To be literate today means one must also be literate in media and print, numerals, and technology. And Wally Bowen declares that media literacy seeks "to empower citizens and to transform their passive relationship to media into an active, critical engagement-capable of challenging the traditions and structures of a privatized, commercial media culture, and finding new avenues of citizen speech and discourse" (Media Awareness Network, Tallim, Baron, Bowen).

When looking at literacy as the progression from learning to decode to the lofty aspiration of changing the world, one can see that literacy is not so different from what it has always been. To be literate is the greatest gift that we can both receive and then offer back to the world in order to change it. What makes it different in the 21st century is the setting. No longer is literacy something that is only available to the privileged or to those fortunate enough to live in countries that offer free public education and free access to the books in libraries. Computers have indeed presented the possibility of making the world a more equitable place. Anyone, anywhere in the world who has a computer and an Internet connection can now both access and contribute to the world of knowledge and information. This is extremely exciting and tremendously positive overall and makes media literacy an even more pressing and important skill. The key challenge is to make sure that digital citizens are well-informed citizens in both information understanding and in their ability to evaluate and analyze what they are seeing. To be literate now means navigating and evaluating a world that is exploding with information and new technological advances everyday.

Media literacy faces Internet users of all ages. Education must also recognize that the world is awash in information and therefore justify its focus on media literacy in all areas of its curriculum. Five core concepts and five key questions for media literacy education have been developed by the Center for Media Literacy. They are:

- All media messages are constructed
- The question: who created the message?
- Media messages are constructed using a creative language with its own rules.
- The question: what techniques are used to attract my attention?
- Different people experience the same messages differently.
- The question: How might different people understand this message differently from me?
- Media have embedded values and points of view.
- The question: What lifestyles, values, and points of view are represented in or omitted from this message?
- Media messages are constructed to gain profit and/or power.
- Why was this message sent or created?

( see appendix for a selected list).

Other programs and proponents agree with the basic concepts presented by the Media Awareness Network. Harris articulates the need to learn how to “see” content and offers some salient advice for libraries and schools:

1. Identify the evaluation criteria for online content by looking for evidence of authority, currency, documentation, and bias;
2. Teach the students to evaluate websites by deconstructing the source. For example, use of the “who’s linking” features on search engines, breaking apart a website to understand where it comes from.
3. Developing critical evaluation skills that examine purpose and authorship.

She also recommends that in the education setting, students develop evaluation rubrics to suit their own tasks and projects with “to make thinking about evaluation automatic, a habit of mind that is deeply ingrained into the process of information and use in any context” (Harris 114-124).

Health related web sites are one example of where Internet users of all ages can get into serious trouble if they are not practiced in online digital media literacy. Many teens access the Internet for health related information because the Internet provides ease and anonymity on sensitive topics. A 2001 study by the Henry J. Kaiser Family Foundation found that in adolescents 15-24 years of age, 75% used the Internet at least one time to access health information and 39% of those individuals changed their personal behavior because of health information found on the Internet. Topics most frequently searched were cancer, diabetes, STDs, diet, fitness, exercise, and sexual behaviors. Females also frequently searched for information on birth control, physical and sexual abuse, and violence. Another study by Kaiser in 2003 analyzed 68 health related searches by adolescents. Out of those 68 searches, only 69% located the correct information and useful answers. Additionally, the adolescents paid little or no attention to the source of the information. In the majority of the 68 searches, once an answer was found it was assumed to be correct. (Kaiser studies).

Conclusion
The 21st Century is full of possibilities and opportunities like never before. The future is in the hands of the young but shaped by the generations before. Each generation has a lot to teach the other. The question remains, how can the immigrants help protect the natives from environments that might be potentially harmful? Art Wolinski said it best, I think. He says, “It is not our job to protect them by isolating them. It is our job to teach them how to deal with information and with people. Armed with the right information, they can protect themselves and forge a bright future” (Wolinski 21).

Libraries are so central to that process. The library philosophy and library bill of rights insures that our facilities, programs, and community outreach venues remain sanctuaries of democracy: information is open to all and the pursuit of knowledge is central.

Appendix: Materials available for use in parent education on Information and Communications Technologies

Guides to Internet Safety
http://www.fbi.gov/publications/pguide/pguide.htm
An excellent and concise brochure on Internet safety.

GetNetWise
http://www.getnetwise.org/
http://www.getnetwise.org/
Coordinated by the Internet Education Foundation. Internet resources for parents in one virtual location. Includes Internet safety guidelines, information about products that monitor Internet use, steps for reporting online crimes, and a guide to online educational content for children.

SafeKids.com
http://www.safekids.com
http://www.safekids.com
Loads of information on Internet safety and risks. Includes family and child contracts for responsible Internet use.

SafeTeens.com
http://www.safeteens.com
http://www.safeteens.com
Clearly speaks to teens about safety in chat rooms, instant messaging, email, P2P, newsgroups, forums, bulletin boards, and basic rules of safety online.

What is Right and What is Wrong? Who Can We Help Young People Use Information and Communication Technologies in an Ethical Manner? One of many documents published by The Responsible Netizen Project, University of Oregon http://responsiblenetizen.org/documents/whatisright.doc

WiredSafety, a division of Wired Kids.
WiredSafety provides help, information, and education to Internet and mobile device users of all ages. They help victims of cyber abuse ranging from online fraud, cyber stalking and child safety, to hacking and malicious code attacks. They also help parents with issues, such as MySpace and cyberbullying
(http://www.wiredsafety.org/)

Works Cited
Harris, Frances Jacobson. I Found It on the Internet, Coming of Age Online. Chicago: ALA, 2005.
Lesson #1. Preparation is Key. The project held on to a mantra of "fast, easy, and cheap." That meant that the user’s training experience had to model this theme. Doing so involved creating a basic template for each library’s website ahead of training. Users were able to walk in to training and work on their site immediately. In order for workshop participants to add content during the workshop, they needed to know what content they would add. There would be no time during the workshop to draft any prose. ICFL staff developed pre-workshop homework allowing participants to create content ahead of time and focus on design and technical functionality at the workshop. But how would they get that content into the system? Copying and pasting was logical, but experience showed that many computer labs blocked portable storage devices. Staff went to considerable effort before the training to resolve access issues with the various computer labs ahead of time. As a back-up, participants were encouraged to send their content to ICFL ahead of the workshop, so their documents could be placed in a temporary online storage space accessible during the workshop. For all the administrative preparation that went into the workshops, staff still had to learn how to use the software. After all, they would be presenting the training.

Lesson #2. Jumping in Works. Staff who were delivering the training had an experience quite similar to that of the end user. That is, they learned how to use the system just prior to teaching it. Trainers were admittedly nervous up front, but as soon as they started using the system, they realized how easy it was. The ability to share this ‘newbie’ experience with the workshop participants was a positive aspect in delivering the training. The trainers could really relate to the situation of those being trained.

Lesson #3. It Takes a Village. ICFL decided to deliver the training in teams. There were 2-3 trainers per session, plus an additional person available to assist during hands-on activities. Participants at the workshops had varying skills levels. While trainers were aware, thanks to the earlier needs assessment, that library staff lacked the skills, the situation went beyond HTML skills. Workshops were adjusted to include basic computer skills at the beginning of each

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**Lessons Learned**

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**The Library Experience**

The technical staff was sold on the software. But how about library staff who are less comfortable with technology? Garden City Public Library Director, Lisa Zeiter, tells of her experience. The Garden City Library had a website. It was created by a former staff member. When the staff member left the library, all the passwords and access to that site went with her. Current staff could not access the page to make changes or even delete it. So the page remained accessible to the public, yet static. Content became outdated quickly.

When asked why she chose to participate in the e-Branch program, Zeiter explained that they had no IT staff and no time. ICFL was offering to provide the space to host the site and IT support. “Plus,” she explained, “They told us it would be easy.” She goes on to say, “e-Branch was a snap!” Two staff members went to the training, passed out the login and password to administrative staff, and no training was required. “We love it,” they shared. Not only is the system easy to use, it can be placed in a temporary online storage space accessible during the workshop. But how would they get that content into the system? Copying and pasting was logical, but experience showed that many computer labs blocked portable storage devices. Staff went to considerable effort before the training to resolve access issues with the various computer labs ahead of time. As a back-up, participants were encouraged to send their content to ICFL ahead of the workshop, so their documents could be placed in a temporary online storage space accessible during the workshop. For all the administrative preparation that went into the workshops, staff still had to learn how to use the software. After all, they would be presenting the training.

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e-Branch in a Box:... cont.

session. Participants needed reviews on copying and pasting, navigating among multiple windows, and some document formatting functions. Having a team of trainers available during hands-on exercises helped, but pairing participants with others with higher skills levels was also an advantage. Beyond the workshops, the library 'village' went into action. Some found they had a real knack for working with the system and they volunteered themselves to work one-on-one with their peers in neighboring libraries. Their skills and desire to work with the system was a real advantage, but also led ICFL to another lesson.

Lesson #4. Beware of Scope Creep. The basic pre-loaded e-Branch site incorporated the minimum requirements that defined web presence in Idaho, but the template and the Drupal system had a lot of room for enhancements. The Commission’s web staff quickly found that many of the participants in the program were wanting more enhancements than previously anticipated. So much was possible, but enabling features and assisting libraries with implementing those features quickly exceeded the web team’s ability to provide reasonable support and accomplish the rest of their responsibilities. The web team identified their abilities and limits. What functions could be supported and supported well? How would requests for additional functionality be handled? Were system upgrades and maintenance being sacrificed in order to assist with special enhancements for individual users? These questions are currently being addressed, and progress has been made by incorporating some change management processes and planning for the long-term maintenance of the program.

Lesson #5. It's a Long-Term Commitment. When the program began, the purpose was to help libraries create a viable, sustainable web presence. While just a few libraries met the minimal criteria in the beginning, about half are there at the time of this writing. The focus, to date, has been on public libraries, but school libraries have similar struggles with websites. The currently participating libraries continue to need training as they experience staff turnover or simply want to learn about advanced features. The program is no one-night-stand. It is not even a fling. e-Branch in a Box is a long-haul relationship that includes planning, support, counseling, and long-term care. And, the good news for Idaho Libraries, is that the Idaho Commission for Libraries is in it for the long-haul.

Keeping Library Staff Fresh... cont.

ideas received a generous reading. Your temporary workmates do not have the history with you that the colleagues you have left behind have accumulated. To some extent you have an opportunity to remake yourself.

Stepping as I did from an academic, middle-of-the-ranks position to an acting chair at a public library, I had to make the change from irreverent debater to blinders-on cheerleader. It was easier than I could ever have imagined. Returning to your permanent position you bring a wealth of new experience and understanding with you. It seems to me that one of the most rewarding aspects of taking leaves or arranging exchanges is that you alone get to determine what and where your experience will be. Working within the guidelines set out by your institution you get to set your course, pursue it, enjoy it, and take from it what you will.

The last theme developed by Tulgan was security. One of the comments my colleague Leona Jacobs collected was the fear that if you took a leave your employer might find that they did not miss you. It is sad not to believe that your work is valued by those around you, or in and of itself. On the other hand, if it is true that the work you do would not be missed in either the short or long term, shouldn’t you be seeing to your future by exploring more meaningful work? Remembering that Tulgan suggested security includes managing one’s own success rate, status at work, and return on investment, leaves and exchanges should offer you a chance to see how much you are missed, how meaningful your position really is, to yourself and others, and offer you an opportunity to manage your success.

From the employer’s point of view, I think it is a good thing for long term employees to prepare for a leave. Both the employer and the employee must determine what the employee is uniquely responsible for; what shared responsibility the employee contributes, and where opportunities for stabilizing the work place may arise. If you have an employee who takes such singular responsibility for the wellbeing of the organization that you cannot release them on leave, you really have a house of cards problem. As a supervisor you should be grateful for an opportunity to test drive an employee’s extended absence in preparation for the real thing. As Kogan (2001) pointed out, post-Boomer generations “... want flexible schedules, independence, professional growth, mentors, interesting work, and time off.” A savvy employer can provide these things by honoring opportunities for leaves and exchanges. In the case of an exchange, you may also get a chance to attract a new employee or broaden your idea of who might be suitable for a position.

It is increasingly important to plan ahead in expectation that younger employees will be demanding these opportunities or leaving in search of them. “Generation Y is like Generation X on steroids,” says Penny de Valk, managing director of the Ceridian HR Consultancy. “They want to know what the deal is every day. You’re talking about people who start asking about sabbaticals in their first job interview.” (quoted by Stern, 2005). Stern quotes Carl Gillard, CEO of the Association of Graduate Recruiters, who says:

[g]raduates look for employers who will develop them as individuals. That means allowing room for sabbaticals, career breaks and so on. There is a Catch-22 for employers here. You have to give people these development opportunities - which make them more attractive to other employers - but if you don’t offer these opportunities they will leave you anyway.

If you, as a manager, actively engage in behaviors that support employee leave taking you may be able to improve the flexibility of your workplace by anticipating and experiencing the regular departure of people. You may enhance workplace satisfaction and improve your retention as a result.

Some organizations have the financing of leaves written into their employee agreement. Employees determine when they would like to take a leave and a portion of their salary is set aside to finance their leave. They know how many years they need to put in to qualify for a leave and if they have a good experience they can start planning for the next one right continued
away. Your organization might benefit from looking into such a scheme in order to develop a workplace that is attractive to younger employees. If we are facing a shortage of good candidates, this is a cost-effective and forward-looking way to compete. Gaskell and Morrill (2001) looked at travel, sabbatical, and study leave policies in college libraries and would be a good place to start drafting a policy if you do not already have one.

As an employee, it helps to consider what you are asking of your employer. The most important factor in making a leave work is administrative support. Powell and Mainiero (1997) revealed that managers appear to be influenced by the potential for work disruption when making decisions about granting permission for alternative work arrangements. While the reported logic behind decisions varied, four clusters of decision makers emerged. One group was persuaded by the kind of work arrangement, one group by the reason for the request, one group by the criticality of the employee’s position, and the last group by the complexity of the decision. Perceived complexity included “person is a supervisor,” for example. When making your pitch for a leave or exchange, cover all of these bases with your boss, whether there is an established policy or not. Your employer must support your leave or exchange if it is to be successful. They will be dealing with paperwork, human resources, and any number of other issues while you are preparing and once you are gone.

For those who are thinking of taking a leave, it has never been easier. Williamson (1988) shows that taking a leave used to involve letter writing, calling the government for information, and waiting for the mailman. Twenty years later, with resources like listservs, email, chat, Facebook, and the like, there is no longer any excuse for not finding someone to swap jobs with. Further, issues such as passports, flights, visas, and vaccination information are easily found online. Williamson nevertheless discusses a number of issues that are as important now as they were then. If you are going out of the country you will need a passport. Working abroad may require a visa, and the right visa for the time you intend to spend abroad. You should consider insurance, including health insurance, dental insurance, and medical/dental insurance. Pension contributions may be an issue with considerable cost implications. From the employer’s point of view, Williamson (p.2) points out that “[t]he institution which values the opportunity to support an exchange will see advantages in shifting in-house personnel, allowing their own people to develop new skills while taking advantage of the special expertise of the overseas visitor.”

Start planning your leave by carefully considering what you can manage. Are you comfortable setting off to parts unknown on your own or would you like your exchange partner to join you in your workplace and then you will join them in theirs? Can you leave the country or do you need to find an exchange in your own city or region? Is your organization large enough that you can transfer between branches or even between positions within a single branch? Could you negotiate to cover a colleague’s leave while your position is filled by the temporary employee? Can you afford to take a considerable reduction in pay, and what about benefits? Are you willing to swap your home, your car, and your job? Can you afford a leave without pay during which you will do volunteer work or take a job for more or less money? If your employer is willing to either do without you or replace you in a non-exchange situation, there are often maternity leave positions, special project opportunities, or grant funded term positions which would benefit from an experienced worker who is interested in new experiences.

There is a variety of resources for setting up leaves and exchanges. The Chartered Institute of Library and Information Professionals hosts Libex, an international library and information job exchange site at http://www.libex.org.uk/index.html, which facilitates exchanges with the United Kingdom.

Katherine Thomas has a wonderful variety of links and resources, including links to international home sharing organizations and the like, which can be found at http://www.irlx.com/features/jobswaps.htm. A good source that she mentions is the ALA International Relations Round Table. Their web pages (http://www.ala.org/ala/irrt/irrt.cfm) include links to international organizations, credentials, grants, and a variety of other good things.

In terms of making connections and finding exchange partners or potential leaves, the next generation of librarians created NextGen resources at http://www.lisjobs.com/nextgen/toc.htm. Finding like-minded individuals around the world has never been easier. The literature has a number of first-person that will help create a list of things to consider, organizations to contact, and problems to anticipate.

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