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Arkansas Library Association, 2010

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Arkansas Libraries

Published quarterly by the Arkansas Library Association

Also in this issue:

Cover photo: Located in Russellville, Ross Pendergraft Library is the Arkansas Tech University library.
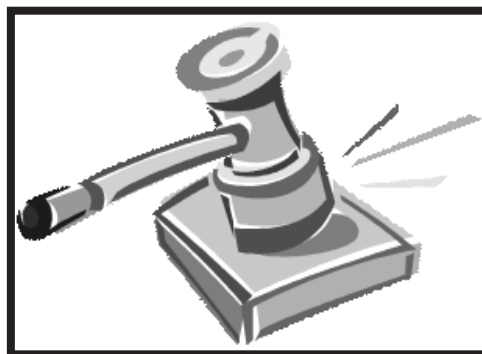
From the ArLA President:

by Connie Zimmer
Arkansas Tech University

As this is being written, it is in the 90s here in Russellville. At our house, this means that our HVAC has decided it wants some attention. I am staying quiet on the couch recuperating from bunion surgery while waiting for the AC repair service. The associate editor's reminder that it is time to write a President's message for the journal came at a good time for me to do this.

The summer months are busy for the Arkansas Library Association. Dwain Gordon is busy working on the Fall Conference making sure it will be a memorable one for our members as well as for SELA members. Conference information is linked on our web site at www.arlib.org. Our ALPS division held their annual conference at Winrock on Petit Jean Mountain on May 10-12. I was invited to attend and speak on the 11th. It was a wonderful conference, and I wish I could have attended every event. With it being finals week at Tech and having surgery scheduled on the 12th, the 11th was the day I was able to attend and represent the Association.

AASL will hold their summer conference on July 25-26 on the Hendrix Campus in Conway. Cathy Toney has planned an excellent conference, and all ArLA members are invited to attend. The theme of the conference is "Librarians Weave Webs of Learning." This conference information is at http://arlib.org/organization/aasl/AASL_Short_Program.pdf.

One conference coming up on July 30 is the "unconference" or the Collaboration unConference to be held on the UAMS campus. George Fowler is working on pulling this event together. As more information becomes available, it will be on the ArLA website, the arlainfotech-l@arlib.org, and the ArLA listserv.

I hope you enjoyed the last journal. Laura Speer has been busy making changes to our format and the previous journal was outstanding as is the current one. Please let Laura know you appreciate her vision and hard work.

Arkansas libraries have been fortunate so far in 2010 as far as natural and man-made disasters causing unforeseen hardship on our libraries. If such events occur in the future, please make the information known to the Association. Also, as Chair of the Arkansas Diamond Reading Committee, I have a relatively small collection of primary level books available for libraries whose children's collections suffer damage.

Enjoy the rest of the summer and keep cool.
Connie

Connie Zimmer, an Associate Professor, is the Coordinator of the Instructional Technology Program at Arkansas Tech University.

Upcoming Events....

ArLA AASL Summer Conference
July 25-26, Hendrix College, Conway
2nd Annual Collaboration Unconference
July 30, UAMS, Little Rock
2010 ArLA/SELA Annual Conference
September 26-28, Peabody Hotel, Little Rock
ArLA ALPS Infobits
November 4, Arkansas State Library, Little Rock

EDITOR'S COLUMN
Random Thoughts....

by Laura Speer
Managing Editor

By the time you read this, school will be out for the school librarians and public librarians will be knee deep in summer reading club activities. Most of the academic librarians have a bit of "down time" between semesters and here at UCA we've had carpet replaced (I can hear the groans from everyone). When you have to have something like that replaced, it's also the perfect time to look at your building and organization and consider how to make it better. The same thing is happening with *Arkansas Libraries*. In case you wonder what we do to get this journal together, here is a brief explanation.

All articles for the issue of the journal are sent to Britt Murphy, associate editor, who reads and edits the articles and then forwards them to me. My job is to build the journal - place the pictures and articles, do the table of contents, and make it readable. I forward it to Brent Nelson, copy editor, who reads it again and points out changes that need to be made. I then send it to Britt and Kathie Buckman, chairman of the Publications Committee, for a final review. When it comes back to me, I make any changes, and at that point it goes to the printing company.

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The Arkansas Library Association READ license plate for the front of your car is now available for purchase. Virginia Perschbacher brought some of the plates to the ArLa board meeting in June. They are $20 and all the proceeds go to fund the two annual library school scholarships. Check out page 5!

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At Torreyson Library at UCA we have sponsored the Passport to Summer Reading Club for children of faculty, staff and students in the UCA community. A faculty member, Dr. Catherine Swift, is bringing her dog, Rugby, a certified R.E.A.D therapy dog, to the library on some Saturdays. Children in grades 1-3, particularly those who are having diffculty reading, have been invited to come in an read to Rugby. Therapy dogs have been used in nursing homes and hospitals for many years. Studies have found that young children also benefit from spending time reading and talking with these specially trained canines.

Do you have library anecdotes you would like to share, a funny picture of someone reading to their pet or a really talented pet who reads...please send them in! We will have a prize for the best picture/anecdote in the Fall issue - remember, send a high quality jpeg. Please send those photos to ArkansasLibraries@gmail.com. Also, I would love to have photos of Arkansas libraries to put on the front page of *Arkansas Libraries,* so get out there with your cameras, please!

If you have any ideas that you'd like us to consider or if you would like to join in the fun, please contact Laura Speer (lauras@uca.edu), Britt Murphy (murphyb@hendrix.edu), or Kathie Buckman (buckman@hsu.edu).

Have a great summer!   Laura

Laura Speer, an advocate for all librarians, is an academic librarian at UCA.

Send in your funny library-related pet photos and anecdotes!

Deadline August 1st!

TRAINING TIPS, TOPICS AND TECHNIQUES
Curing Neophobia –
Helping Your Staff through Change

by Carol Coffey
Central Arkansas Library System

It's been said that the only constant in life is change. Certainly we've experienced that in spades in the library world over the last ten years or so. There is one other constant to go with change, however: you can be sure that for every staff member excited about learning new things, providing new services, or installing new technology, there is at least one staff member fearful of, if not downright hostile to, the change that is occurring. We can't stop changing lest we become completely irrelevant to our patrons. All we can do is try to help these staff members adapt and learn not to fear the new service or technology.

If you're thinking this is not a training issue, I would ask you to reconsider that notion. While many are flexible enough to take whatever is thrown at them and run with it, still others will dig in, comfortable with the way things are. The whole point of training is to make it possible for your staff to do their jobs as easily as possible. So how do we do that when faced with reluctant, or even intransigent, staff members who are completely uninterested in learning new ways of doing things? I have a few thoughts for you. Please keep in mind that these are my ideas based on my experience.

My first suggestion sounds so simple, but too often we forget this very basic rule. Listen to your staff, preferably *before* you implement the new service or install the new technology. To know what they think about the new thing coming their way, you have to tell them about it. Ideally this will happen before the new technology arrives at your loading dock door. Pay attention to what they say as well as to what they don't say. Try to distinguish between genuine concern that a service is the best thing for your library and the general complaining that some people seem to do as a matter of course.

Once you've established what the concerns are, make any reasonable adjustments to your plan before implementation. Obviously, the fact that a staff member doesn't want to do something new can't stop you from offering new services. Making an effort to address their concerns, however, will often be enough to get reluctant staff on board. Involving them in the entire process will go a long way toward gaining more willing cooperation. Remember to keep them informed as well. Speaking as

one who has sometimes neglected to talk to staff about new services, I can testify that new projects always seem to run more smoothly when I work to keep the lines of communication open both ways.

Another suggestion: don't throw new technology at your staff and expect them to just learn it themselves as they go. Most of us learn by doing, but you still need a plan for training on almost any new thing you ask your staff to do, even if the plan is just to turn your staff loose with a help sheet to play with before the new service goes live. It's not usually very helpful to train on new technology when it's not even been unpacked yet, but be sure to allow plenty of time for your staff to go through any organized or informal training sessions and plenty of time for them to use the technology for themselves. This worked well for us when we implemented our OverDrive service. We selected staff from each location to attend live training webinars in a conference call format where they could ask questions and share ideas with each other. Those webinars were recorded and archived and all other staff were expected and given time to watch the archived versions. The OverDrive test site was live for some time before we opened to the public, and the staff was strongly encouraged to play with the site, download books, and ask questions before the launch date. By the time we opened OverDrive up to the public many staff members were comfortable with the service and could answer most basic questions.

While communicating with your staff about new things coming and training them extensively before the new service is unveiled will help most staff members feel comfortable with new duties and workflows, there is still the problem of what to do about the staff member who steadfastly declines to put effort into learning how to work with the new technology. Occasionally a staff member may sabotage your efforts at providing new services, either overtly, by refusing to learn, or covertly, by grumbling to coworkers or even patrons. These situ-

ations, while relatively rare, must be dealt with quickly to prevent the staff member's bad attitude from spreading through the rest of the staff.

At this point, training via coaching will probably be required. Although it can be tempting to come down hard on the staff member, you may find it useful to give the staff member a chance to talk about what bothers him about the new service. Sympathize with their genuine concerns. Yes, the first few days or weeks with the new service will be hard as everyone learns how to work with the new service. Some people never seem able to remember, however, that difficulties with implementation don't usually translate into continued difficulties with using the new technology. Once the staff member gets past the beginning and sees that fears were not realized, the problem may disappear.

For the truly intransigent staff member, especially one who takes any kind of change or new service as a personal attack by library administration, continued coaching, performance evaluation, and even disciplining, may be in order. While taking genuine concerns into account, you can't allow reluctant staff members to dictate what services your library provides or what technologies you use to provide those services.

To attempt preventing such things from happening in the future, it's important to make it clear from the beginning when hiring new staff that change will come. Your job is to give them opportunities to help direct that change and to keep them informed about what is coming and to train them when the change happens. You also want to make it clear that sometimes change comes quickly, and you may not be able to give them all the answers when they want them. One of my coworkers is fond of saying that working at the library requires a high tolerance for ambiguity. Maybe we should all be putting that line in our job advertisements. It will give them fair notice, and they will never be able to say they weren't warned.

Carol Coffey is Head of Library Services Development for the Central Arkansas Library System in Little Rock.

Neophobia -
the fear of new things or experiences.

Wikipedia contributors, "Neophobia," Wikipedia, The Free Encyclopedia, http://en.wikipedia.org/w/index.php?title=Neophobia&oldid=363171218 (accessed June 7, 2010).

Virginia Perschbacher, Southeast Arkansas College Librarian and ArLA Public Relations Chair, premiered the ArLA license plate at the June Board meeting at Laman Library in North Little Rock. The license plate costs $20 and is available for purchase from the ArLA Office - call (501)860-7585 or e-mail arlib2@sbcglobal.net. Proceeds go to the Scholarship Fund.

Kara Propes (Goth Chick) and Loretta Edwards performed in a skit at the ALPS conference in May at Winrock Int'l on Petit Jean Mtn.

2010 ArLA / SELA Conference
Statehouse Convention Center, Little Rock, AR
September 26 - 28

Call for Poster Sessions

Poster Sessions will be on Monday, September 27th, and will be 50 minutes in length. The Sessions are scheduled for 10 a.m., 11 a.m., 2 p.m., and 3 p.m.

If you are interested in submitting a proposal, please fill out and return a proposal form, which can be found on the ArLA website. Proposals need to be submitted by July 23, 2010 to buckman@hsu.edu. You will be notified by August 2nd.

If you have any questions, please feel free to contact:
Kathie Buckman: 870-230-5307 or buckman@hsu.edu
Linda Evans: 870-230-5315 or evanls@hsu.edu

ArLA /SELA Joint Conference
Statehouse Convention Center, Little Rock
September 26-28
Arkansas & SELA: Getting Back to Natural Things...Learning, Libraries and Literacy

Pre-Conference Tour: Several Central Arkansas Library System Buildings: Main
Library, Arkansas Studies Institute, Cox Building and 3 branches.
Saturday, September 25, 2010
Exhibits, Exhibits and More Exhibits!!
Special Reception at the Arkansas Studies Institute, Sunday, September 26, 2010
William J. Clinton Presidential Center & Library Reception
Monday, September 27, 2010
Basket Auction & Awards

Presenters:

Francisca Goldsmith	*Alison Hawthorne Deming*	*Sally Gardner Reed*
Leslie Burger	*Camila Alire*	*Carrie Gardner*

http://www.arlib.org/2010conference/index.html

PUBLIC AND REFERENCE SERVICES

A Statement of Library Philosophy

by Laura Austin
Pulaski Technical College Libraries

Have you ever tried to put into words why you do what you do, the way that you do it? This past year, our Dean of Libraries asked each librarian to write a teaching philosophy statement. This is a common practice among school teachers and professors, especially those seeking employment, but it is not something many librarians do. Since this was entirely new territory for us, we started where every good librarian starts: research. Once we understood what a teaching philosophy statement typically entails, we each wrote our individual statements. Very basically, it tells what you do, why you do it, how you do it, and why you do it that way. It can be as short as one sentence or as long as several pages. If done thoughtfully and honestly, it is as individual to you as your own fingerprints. Having a written statement of philosophy is great for showing employers or future employers just who you are as a librarian, but the true value of the statement is in the writing process itself.

When I first began writing the statement, I just sat down at a computer and approached it as I would any writing assignment: just get something down. I mean, I know what my job is and why I do it, right? What could be so hard about writing it down? So, I sat down and asked myself, "What do you do?" and I typed: I help patrons. Then, I asked myself, "Why do you do it?" and I typed: Because I like to help people. Drivel! Pure drivel! It isn't specific, it isn't personal, and it isn't a philosophy statement at all. I immediately realized this was going to be a much bigger bear to tackle than I had anticipated. I couldn't even put into words what I do for a living each and every day! I don't know about you, but I don't spend much time sitting around analyzing exactly what I do on a regular basis; I simply do what feels right to get the job done.

So, disappointed in my first attempt, I set the statement aside for a while and just started taking notice of what I do each day. I mentally noted each question I was asked, each problem I encountered. I asked myself,

"What am I doing? Why am I doing it? How did I do it?" with every little thing I did throughout the workday. It was quite an enlightening process. I found that I was not simply giving people information, I was guiding them. As a librarian/teacher, I am a guide through the jungle of information literacy. I pick patrons up where they are lost, and show them the proper path to finding the information that will help them to their final destination.

With an overly dramatic metaphor to beat into submission now, I tackled putting my philosophy into words a little at a time. Overall it took me a couple of weeks of thinking, writing, rewriting, rethinking, and rewriting some more before I came up with a statement I felt truly reflected who I am as a librarian. By the time I was done, I felt a renewed sense of passion for my career choice; I really am doing what I believe I was born to do. Even though I may get discouraged on occasion because it seems like I am talking to brick walls, I am making a little bit of difference in someone's life every day, and that means the world to me.

So, for any of you who may need a little workplace pick-me-up or just want to look at your job from a slightly different perspective, I suggest writing a statement of library philosophy. I think you will be pleasantly surprised at how being able to put into words what you do automatically each day will put things into perspective. You may find that you do a lot of things right, but just as a warning, you might notice some things you could improve upon. Don't worry though; recognizing that there is a problem is the first step to recovery, right?

Laura Austin is the Outreach Librarian at Pulaski Technical College, Ottenheimer Library in North Little Rock.

A Wealth of Resources in Southwest Arkansas:
The Library at Historic Washington State Park

by David Sesser
Henderson State University

Visiting Historic Washington State Park is an experience all Arkansans and visitors to our state should enjoy. A combination of preserved and recreated Antebellum and Reconstruction era buildings capture a time in Arkansas history of both growth and turmoil. The former state capital of the Confederate government during the Civil War, Historic Washington has long been a favorite destination for me and my family. But there is much more to this wonderful state park than the restored buildings and the great interpretive programs the staff deliver. Hidden away in a reconstructed lawyer's office is one of the best kept secrets in Arkansas, the park library.

The park library has a collection of around 1,200 books and periodicals dealing with every aspect of the park. Most of the materials focus on the period the park preserves and interprets, the mid-to-late nineteenth century, and include information on everything from weapons to the African-American experience, and countless subjects in-between. These items help the park staff understand and interpret the daily life of the people who once resided in Washington. For example, a large collection of period cookbooks are available to help employees learn different recipes, not only for food, but also for traditional medicinal treatments. Special attention is paid to the relationships between men and women of the time period.

The park historian Sarah Wade serves as the librarian. As the Historic Washington Library was designed as a research library, only park employees and special guests currently have access to the collection. Wade is hopeful that the collection will be open to the public one day. The items cannot be checked out or leave the building but they are available most of the time. The reconstructed lawyer's office that houses the library was constructed in the 1960s and originally served as the office for the park historian. Eventually, the park's collection of books continued to grow, and a dedicated structure had to be procured for the exclusive use of the library.

Currently, a formal collections policy does not exist, and items are chosen based on staff recommendations, current research needs, and budgetary constraints.

Textbooks are avoided, and an emphasis is placed on choosing enjoyable yet informative books. While most of the works focus exclusively on life in Arkansas and particularly the Washington area, general knowledge books are part of the collection as well. Primary source works are especially important to the collection; by utilizing resources that were written by some of the very people the park staff is emulating, the public enjoys a richer, more accurate interpretive experience.

The serials collection is quite expansive for a small library and includes periodicals ranging from a focus on Civil War living history to the care of horses, once again in an effort to educate park staff. Recommendations are also solicited for any new additions that might prove to be useful for the park staff. The library currently utilizes the Dewey Decimal system for cataloging its collection. This classification system was chosen in an effort to make the library more user-friendly, as many patrons are unfamiliar with the Library of Congress Classification system. The park also recently purchased the first cataloging software for the library, ResourceMate Plus Multi. This software will allow Wade and other staff members to create records for each item, moving the park one step closer to opening its doors to the public with a circulating collection.

Unique items within the collection include information booklets on each historic building in the park. These booklets include information on both the architectural and archeological aspects of these structures. While the originals are held in the park historian's office, these copies are available for use by other staff members, allowing staff members and visitors to understand the architectural aspects of each structure and to use information about the families that originally inhabited them. A large collection of rare gun books are also held in the collection. These materials offer researchers hard-to-find information about individual firearms and support ongoing research efforts in the on-site B. W. Edwards Weapons Museum to identify and interpret the large number of firearms the park holds.

In addition to these great resources, the library is becoming more active in the local community. The

park will soon have a Wiki that will go live later this year to share information on the history of the area, and volunteers will be needed to write entries for the project. Currently, some research referrals are made by Wade and other staff members, but as they all wear many different hats, it is hard to keep up with such projects. The park staff are hopeful that volunteers will be able to man the library once it is opened to the public, allowing patrons to check out materials.

If the library does not currently offer much to the general public, the staff certainly makes up for it in enthusiasm. Wade expressed her sentiments by sharing her thoughts on the place of libraries in society. They are, according to her, "bastions of Western Civilization." Additional park staff assist with the running of the library. Wade works with Josh Williams, the curator at the park. The former historian at the park, Williams holds a MLIS from Louisiana State University.

Visitors who are interested in what might be in the library's collection should contact the park at historicwashington@arkansas.com with their research requests, and the staff might be able to direct the patron to the needed resource.

Also housed within the park are the Southwest Arkansas Regional Archives. Originally founded in 1978 by the Hempstead County Historical Society which received support from the Arkansas History Commission, Historic Washington State Park, and the Pioneer Washington Restoration Foundation, the archives became part of the Arkansas History Commission in 2005. The archives serve the twelve counties in southwest Arkansas formed from the original Hempstead County: Columbia, Hempstead, Howard, Lafayette, Little River, Miller, Nevada, Ouachita, Pike, Polk, Sevier, and Union.

The Historic Washington State Park Library and the Southwest Arkansas Regional Archives provide a much needed resource for the people of Arkansas to research the history of the state. With their combined resources, the history of the area comes to life each and every day through the work of the staff at the park. To learn more about Historic Washington State Park, visit www.historicwashingtonstatepark.com and the Southwest Arkansas Regional Archives at www.southwestarchives.com.

David Sesser is the Special Collections Curator/E-Resources Coordinator at Huie Library, Henderson State University.

Arkansas Library Association Awards Nominations

The ArLA Awards Committee is accepting nominations for these awards for 2010. Awards will be presented at the AsLA/SELA Conference in September. The nominations deadline is July 30, 2010. Information about each award and nomination forms may be found on the Arkansas Library Association website : http://arlib.org/Guidelines&CriteriaAwards.pdf.

Arkansas Library Association Awards:

LaNelle Compton Prize	**Frances P. Neal Award**
Distinguished Service Award	**Bessie B. Moore Trustee Award**
Retta Patrick Award	**Intellectual Freedom Award**
Lorrie Shuff Paraprofessional Award	**Suzanne Spurrier Academic Librarian Award**

Ann Lightsey Children's Librarian Award

Send nominations to: Barbie James
105 Sue Ann Drive
Forrest City, AR 72335
FAX 870-261-1844, Attn: Barbie
barbie.james@fcsd.grsc.k12.ar.us

ALPS

Team ALPS 2010 Spring Conference

by Sandra Hooper
University of Central Arkansas

Melanie Allen and Lynaire Hartsell
distribute the ALPS T-shirts

The Arkansas Library Paraprofessionals held their spring conference May 10-12 at Winrock International on Petit Jean Mountain. The theme for this year's conference was "Team ALPS." Activities included a BBQ cookout, Team Challenge, sports trivia challenge, basket auction, raffle prizes, poster sessions, door prizes galore, and roundtables along with a play "The Night the Lights Went Out in the Library" which was written by Loretta Edwards and Sandra Hooper. The keynote speaker was Nancy Bolt who is the Project Co-Director of the National Library Support Staff Certification Program.   Special guest speakers were ArLA   President , Connie Zimmer, and Carolyn Ashcraft, State Librarian.

Keynote Speaker - Nancy Bolt

The sessions and presenters included:

New Member
Sandra Hooper and Anna Edwards
Free Means Free
Jon Goodell
Facebook and Twitter
Laura Speer and Amber Wilson
Building Communities
Sarah Mattingly
The Reference Interview
Donna Rusher and Kim Hillison
Making the Move to MLS
Nicole Stroud
Support Staff
Trish Miller
Get Your Game On!
Library Gaming for Young Adults
Adam Webb
Building a Winning Team
Victor Rimmer
Active Shooter
Loretta Edwards
Successful Leadership
Elaine Content and Kareen Turner
Now and Later
Marvin Williams
Office Bullying
Dr. Jim Guinee

Sandra Hooper, Circulation Supervisor at Torreyson Library at UCA, provided this report.

Loretta Edwards, Library Web Services Manager at UAMS, provided the photos.

*Outstanding
Chair Award*

*presented
to
Kim Hillison,
2009 ALPS Chair
by
Kara Propes,
2010 ALPS Chair*

Gift Basket Silent Auction

ArLA/SELA Conference 2010

**Proceeds benefit
the LEAF Foundation**

What is LEAF?

"Education" includes "educating" legislators and/or the general public about issues of importance to the Arkansas Library Association. "Aid" includes assistance to Arkansas libraries hit by disasters, such as tornados, floods, fires. LEAF donated money to the Louisiana and Mississippi Library Associations to assist them in aiding libraries in those states damaged by Katrina.

LEAF monies also assist the Association in areas not budgeted, such as memorial contributions to the American Library Association in memory of employees who were closely allied with chapter activities. A memorial contribution for Judith Krug is the most recent example. Most recently, LEAF made a contribution to the Arkansas Literary Festival to assist with that event since it is so closely related to reading.

LEAF activities are financed through the basket auction at conference each year and through other contributions received during the year from Association members. Please consider providing a basket for the auction....

AROUND ARKANSAS
Here's what's happening.....

by Britt Anne Murphy
Associate Editor

The Arkansas Center for the Book is turning ten this year, and to celebrate, the statewide reading program, If All Arkansas Read the Same Book will encourage Arkansans to read ten of Arkansas author Charlaine Harris' Sookie Stackhouse series over ten months – from March through December of 2010. Many of you may have been introduced to Sookie and her world through HBO's series True Blood, which is in its third season.

In late fall 2010, Charlaine Harris will make an author appearance and do a book-signing in North Little Rock. For more information visit http://arkansasreads2010. blogspot.com/ or call Crystal Long at the State Library (501) 682-2874.

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A press release from the American Library Association informs the public that our own ArLA chapter was the first ALA chapter in the nation to provide support to the Spectrum Presidential Initiative, a one-year campaign to raise $1 million for the Spectrum Scholarship Program.

The Spectrum Scholarship Program is ALA's national effort to recruit underrepresented but critically needed ethnic librarians within the profession. It also serves to bring attention to the larger diversity issues in the future.

Connie Zimmer, 2010 ArLA president, said of the gift, "We are proud to contribute to the Spectrum Scholarship Program. Diversity is a fundamental value of ArLA and its members and is reflected in its commitment to recruiting minorities and people with disabilities to the profession and to the promotion and development of library collections and services for all people."

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For the first time in recent memory, the fall ArLA conference will be hosting poster sessions. Poster sessions are great ways to get your ideas out to the library community in a less intimidating forum than a breakout session, and this year's conference will include a bigger geographic since the Southeaster Library Association will be meeting with us September 26-28 in Little Rock

(the poster sessions will take place throughout the day on Monday, September 27).

If you're interested, fill out the proposal form located at http://www.arlib.org/2010conference/presenters. html, and send it in to Kathie Buckman (buckman@hsu. edu) by June 25.

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Speaking of the 2010 ArLA/SELA Conference, take note that the conference website is now live. You can access the site directly at http://arlib.org/2010conference/ index.html. If you have any questions, concerns or updates to that site, contact Heidi Vix at vixh@hsu.edu.

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Remember the Patriot Act? In the eyes of most librarians, there are some not-so-patriotic provisions in the Patriot Act that were to expire this year, but got extended back in February. Specifically, Section 215, known as the library provision, authorizes the Justice Department to conduct searches of library and bookstore records in the investigation of suspected terrorist activity.

Our nation will have to live with this provision until February 28, 2011 when the surveillance sections will again expire.

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You've probably seen requests from library advocates to contact legislators in regards to the FY 2011 funding for the Library Services and Technology Act (LSTA) and Improving Literacy Through School Libraries (ILTSL). Our legislators do need to hear from us about these important programs, and if you need a little ammunition to throw their way, consult ALA's States Statistics Module.

The Module contains information about libraries'

broadband connectivity from the "2006 Public Libraries and the Internet Study" and allows for the creation of customized reports, which you can then send to your legislators and communities. Also available are state fact sheets with LSTA and ILTSL stats. Find these handy resources at http://tinyurl.com/yg5cpma.

Also, if you'd like to throw some current stats at those in charge of budgets, consult The State of America's Libraries 2010 at http://tinyurl.com/State2010. You won't be surprised to know that library use is accelerating while budgets continue to decline.

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In case this bit of American Library Association news slipped by you last December, Barbara M. Jones is the new director of the ALA Office of Intellectual Freedom, and the new executive director of the Freedom to Read Foundation, a position held by Judith Krug until her death last year. Jones is no stranger to intellectual freedom. She has served as trustee and treasurer for the Freedom to Read Foundation, has conducted IF workshops internationally, and has published several books in the area of intellectual freedom.

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Speaking of intellectual freedom, there seems to be a lack of it in Texas these days, at least amongst those who decide what shall be in Texan textbooks. The Texas State Board of Education has proposed changes to the social studies curriculum standards that emphasize certain viewpoints and eliminate others. Concern was high enough that American Library Association President, Camila Alire, wrote a letter to the board encouraging board members (none of whom are degreed experts in any area of the social sciences) to reconsider making changes, especially since Texas (because of its market share) sets the textbook standards for many other states. A final vote by the fifteen member board will be in May.

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Diane Hughes, 2010 ArLA Scholarship Chair, reminds us that the Arkansas Library Association Scholarship Committee is now accepting applications for the 2010 scholarships to be awarded at annual conference in September. There will be two $1,500 scholarships available to two deserving applicants this year.

The Arkansas Library Association Annual Scholarship will be awarded to an applicant who is pursuing a degree from an American Library Association (ALA) accredited institution. The Arkansas Library Association School Library Media Specialist (SLMS) Scholarship will be awarded to an applicant who is pursuing a degree from The National Council for Accreditation of Teacher Education (NCATE) accredited institution.

Application forms are online at http://arlib.org/scholarships/index.php.

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The Arkansas Department of Education, the Arkansas State Library, and the Arkansas Reading Association have announced the Simon and Diamond Book Awards for 2009-2010. Almost 64,000 ballots were cast, and voters chose No Talking by Andrew Clements as the winner of this year's Charlie May Simon Children's Book Award. Diary of a Fly by Doreen Cronin and illustrated by Harry Bliss was voted the winner of this year's Arkansas Diamond Primary Book Award. More information can be found on the State Library's website: http://www.asl.lib.ar.us/.

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Arkansas will have some good representation on the board of the library service network, AMIGOS. Bill Parton, Director of Arkansas Tech University's Ross Pendergraft Library, and Art Lichtenstien, Director of University of Central Arkansas' Torreyson Library, were recently elected to the AMIGOS Board for three-year terms.

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Heidi Vix, Huie Library's Systems and Electronic Resources Librarian, was recently awarded a Henderson State University Faculty Service Award. This prestigious award is given annually to five outstanding faculty members who have demonstrated their worth to Henderson through service and leadership. Congratulations, Heidi!

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 A reminder to Arkansas librarians: please submit news items to me for the next Arkansas Libraries issue! Births, deaths, new hires, retirements, funding, new buildings, and news that affects Arkansas libraries would be perfect fits for this column. Just jot me an email at murphyb@hendrix.edu, and you'll most likely see it published in our journal.

Britt Anne Murphy is a public services librarian at Hendrix College.

RDA and FRBR: A Brave New World in Cataloging
A guide to understanding the fundamental changes in cataloging

by Dr. Jud H. Copeland
University of Central Arkansas

RDA (Resource Description and Access) is the new cataloging standard that will replace the Anglo-American Cataloguing Rules, 2nd edition, in late 2010. Recent texts in the field of cataloging highlight the fact that the traditional use of "main entry" will be eliminated and that the ISBD order of areas, data elements and punctuation will not be required.[i] However, in a fundamental way, RDA goes beyond earlier cataloging codes in that it provides guidelines on cataloging digital resources and a stronger emphasis on helping users find, identify, select, and obtain the information they want. RDA also supports clustering of bibliographic records to show relationships between works and their creators.[ii] This important new feature makes users more aware of a work's different editions, translations, or physical formats. It is an exciting development in the field of cataloging.

In reference to this fundamental change, Howarth and Weihs note:

> *The cataloging community is clearly at a crossroad, navigating the transition from forty years of creating bibliographic records using the Anglo-American Cataloguing Rules within a print-dominant environment to a proposed new content standard that reaches beyond the library domain to a world of digital objects and multipurpose metadata.*[iii]

But what will the new code mean for catalogers, librarians and school library media specialists? For some time now, professionals in the field have been hearing about this new standard and the momentous changes in cataloging practices and procedures that it may require in libraries. However, few professionals seem to have a clear understanding of what the new RDA standard is or what it will really mean for our libraries and the way we catalog once it is implemented. The intent of this paper is to clarify some of the mystery and confusion surrounding RDA and enable catalogers, librarians and school library media specialists to make the transition from AACR2 to RDA without undue angst and fear.

Most experienced catalogers indicate that a shift in cataloging rules is much needed, but it is not welcomed by all constituencies.[iv] Blogs and listservs such as *Planet Cataloging*[v] or *RDA-L*[vi] within the global cataloging community are actively engaged in discussions about RDA and functional requirements. These discussions have become portals for venting frustrations brought on by the imminent change in well-established cataloging traditions and procedures. Some of the main questions being asked are: "How do we use RDA?" and "How do we implement it in our library?" and "Are the vendors creating new systems that use it?" Yet the most challenging aspect of this transition may be learning the complexity of the FRBR entity-relationship model in which information resources are classified as Works, Expressions, Manifestations and Items (often referred to as WEMI).[vii]

The principal goal of RDA is to facilitate resource access through library catalogs in a more consistent and powerful way than is currently possible with AACR2. However, in order to understand this new rule concept, one should first examine *Functional Requirements for Bibliographic Records* (FRBR), the conceptual reference model underpinning RDA. This particular set of concepts was published through the International Federation of Library Institutions and Associations (IFLA). After reviewing a number of alternatives, IFLA decided that a new standard designed for the digital environment was more appropriate. Their vision included guidelines and instructions that would cover description and access for all digital and analog resources, resulting in records that could be used in a variety of digital environments (the Internet and Web OPACs). The FRBR theoretical model forms the backbone of the RDA.[viii]

The FRBR Conceptual Model
Barbara Tillett notes that the IFLA Group considers FRBR as a set of axioms that can underlie a catalog code without defining exactly how it should work. "The FRBR model represents, as far as possible, a *generalized* view of the bibliographic universe;

it is intended to be independent of any particular cataloging code or implementation of the concepts it represents."[ix]   In effect, the FRBR conceptual model resulted from the global cataloguing community's initiative to address "a constantly changing information environment and the emergence of new forms of information resources and increasing density of networked information systems."   The new principles supporting the model are built on the cataloging traditions of Cutter, Ranganathan, and Lubetzky.[xi]

The FRBR model includes a set of entities, relationships and attributes . (Figure 1)

Figure 1

FRBR's Entity-Relationship Model

- Entities
- Relationships
- Attributes (data elements)
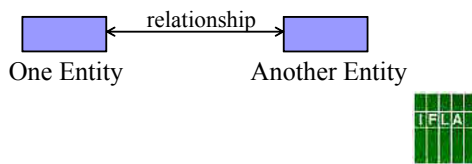
vii

The **entities** defined in the above model are charted in three groups. In Group 1, there are the products of intellectual or artistic endeavor: In this context, **Work** is defined as the intellectual or artistic creation as an abstract entity. **Expression** is the realization of a work in a particular form, e.g. a particular language or notation. **Manifestation** is the physical embodiment of an expression of a work. The manifestation level is the one represented in bibliographic records. **Item** is a single exemplar of a manifestation; it is what you might think of as a copy. (Figure 2)

FRBR Entities

Group 1: Products of intellectual & artistic endeavor
- □ **Work**
- □ **Expression**
- □ **Manifestation**
- □ **Item**

Using the above model as the basis for Group 1 entities, RDA will include the FRBR terminology when appropriate (for example, use of the names of bibliographic entities: "work", "expression", "manifestation", and "item"), will use the FRBR attributes as the basis for specific data elements to be included in bibliographic descriptions, will address FRBR relationships, and will use the FRBR user tasks (Find, Identify, Select, Obtain) as the basis for defining a set of mandatory data elements. RDA will also use FRAD (*Functional Requirements for Authority Data*) as the basis for instructions on authority control.[xiii]

This set of entities, relationships and attributes in turn are linked to specific user tasks that bibliographic records are intended to fulfill. The premise underpinning these objectives is to serve the convenience of the users of the catalog.   Essentially, based on this premise, FRBR maps the above attributes and relationships to specific user tasks:

- •to *find* entities that correspond to the user's stated research criteria
- •to *identify* an entity
- •to *select* an entity that is appropriate to the user's needs
- •to acquire or *obtain* access to the entity described[xv]

In the next step in the FRBR model, the user tasks are plotted into tables with the entities, attributes, and relationships. It is noted in FRBR that resources can exist as a unit or as aggregates of units or as components of a unit. The primary relationships, as FRBR calls them, among the Group 1 entities link the Group 1 entities in a hierarchy:

a *work* is "realized through" an *expression*, an *expression* is "embodied in" a *manifestation*, and a *manifestation* is exemplified by an *item*. (Figure 3)
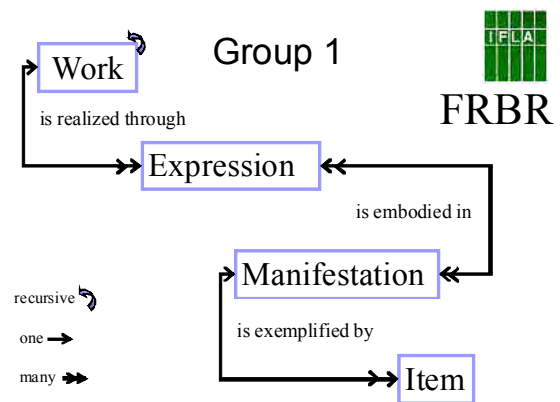
Using the FRBR conceptual model as its structural basis, the RDA code becomes a content standard, not a display standard nor a metadata schema. RDA is basically a set of guidelines that indicates how to describe a resource and it focuses on the items of information (or attributes) that a user is most likely to need to know. The RDA code also encourages the description of relationships between related resources and between resources and persons or bodies that contributed to creation of that particular resource. Although RDA is not an actual display standard, the possibilities of new display options in cataloging systems is quite intriguing.[xvi]

In Group 2, one finds the entities responsible for the intellectual or artistic content, the physical production, etc. In particular, there are also relationships that present the "role" of the Group 2 entities, person or *corporate body*, to the Group 1 entities. FRBR describes these relationships as:

a "created by" relationship that links a *person* or a *corporate body* to a *work*, that is, the *corporate body* plays the role of creator with respect to the work;
a "realized by" relationship to link to the *expression*; "produced by" for links to the *manifestation*; and "owned by" for links to the *item*.
(Figure 4)

Figure 4
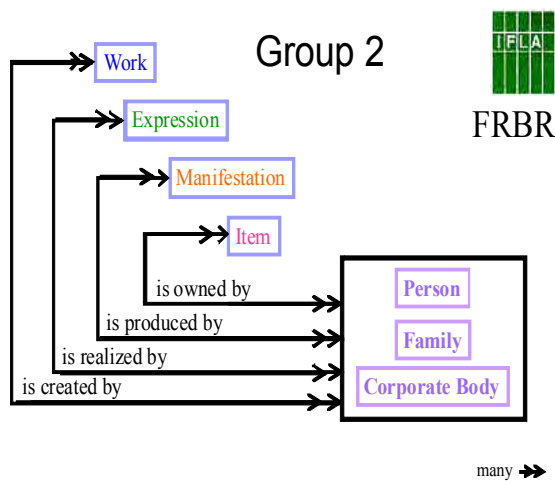
Group 2

The Group 3 entities encompass concepts, objects, events and places, and there is simply the "subject relationship" to the work (Figure 5).

Figure 5

Group 3
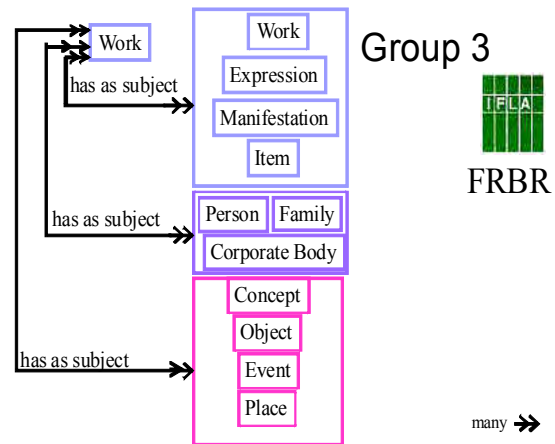
In sum, the FRBR model identifies and defines bibliographic entities, their attributes and the relationships between them. However, FRBR does more than simply list the entities, attributes and relationships. As noted, an important feature of the model is that it relates the data recorded in bibliographic and authority records to the needs of the users of those records. It does this by mapping the data elements to the specific user tasks they assist.

At this point, one might wonder how the FRBR entities are mapped on the client side of an OPAC display. In particular, how does the user navigate through the record using the new terminology as search indices? It is important to examine the record from the perspective of a cataloger who has applied the FRBR vocabulary to a bibliographic record. An example from the Library of Congress' Voyager integrated library system provides a "FRBR-ized" display of all the Group 1 entities. The following record which is a translated version of William Shakespeare's *Hamlet,* indicates where the entity hierarchy is evident. (Figures 6 and 7)
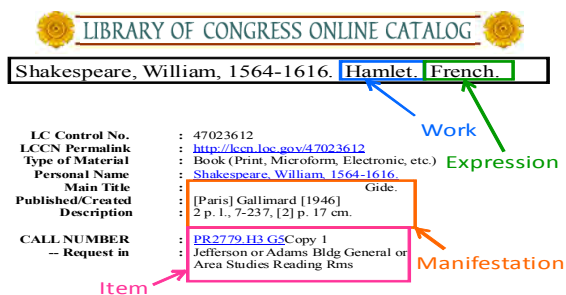
Figure 6

The librarian's mission should be, not like up to now, a mere handling of the book as an object, but rather a know how (mise au point) of the book as a vital function. - Mission del Bibliotecario. Jose ORTEGA Y GASSET (1883-1955)

Figure 7

When we browse under Shakespeare in the online catalog, we should group the various works together and let the user select which work s/he wants. Then we should group the various expressions together that we have of that particular work; this is similar to what we already do with uniform titles. With AACR2, we provide a uniform title that includes the name of the creator of the work and a preferred title for the work. We also include expression-level information in the uniform title to indicate that this particular description is for a French translation of *Hamlet*. The OPAC display also shows us the specific manifestation in terms of the body of the bibliographic description and also the individual items that we hold in our collections with location information.

Barbara Tillett notes:

> You see, FRBR is not so very different from what we do now. The point of using the FRBR model is to help clarify concepts that have been very muddy in our rules in the past and to clarify things that we typically ended up learning through experience. Using the FRBR language in the rules and identifying the specific elements or attributes of each entity *should* make concepts clearer to the next generation of catalogers.[xvii]

ORGANIZATION & STRUCTURE: RDA VERSUS AACR2
The above example (Figure 7) provides the user with an idea of how FRBR vocabulary is applied to a record. The broader shift from AACR2 vocabulary to the new RDA terms can be seen in the following chart:

AACR2 Terms	RDA Terms
Heading	Access point
Added entry	Access point
Authorized heading	Preferred access point
See references	Variant access point
Main entry	
Uniform title	Preferred title
Authority control	

Yet there are other fundamental changes in organization and structure that should be noted in the shift from AACR2 to RDA. The AACR2 Rules arrange chapters by the type of information resource and then by type of main or added access points. In AACR2's Part I, chapters 2-12 each focus on a separate format and address only the description of the resources. According to Miksa, the AACR2 code is weak on access points, even though Part II focuses on the choice and formation of personal, corporate body and title access points and addresses main and added access points. This has always been "a sore point for many catalogers, especially in the digital environment". [xviii] Catalogers have to look all over Part II for access point provisions (for example, title access points are mentioned in chapter 21 only – and then more as a default provision and with little sense of direction). Most importantly, AACR2 is not based on the idea of a work. Rather, it is very much based on the unit record system (that is, the *item*).

Furthermore, RDA has a vastly different structure from AACR2. As outlined in the "RDA Scope and Structure" the new rules are divided into ten sections.[xix] Sections 1-4 cover elements corresponding to the entity *attributes* as defined in FRBR and FRAD and sections 5-10 cover elements corresponding to the *relationships* as defined in FRBR and FRAD." Furthermore the choice of what type of record to create, once based on the format, is shifted to what "type of description" the record should represent – comprehensive, analytical or multi-level (that is, both comprehensive and analytical). In cataloging terminology an entry is "analytical" if it includes a description or analysis of the sub-parts of the resource being cataloged. In other words, with the RDA, the variety of resource formats represented in a library catalog is not in question. The question now centers more heavily on the scope of the representation. This shift in focus enables the catalog to accommodate the interpretation and/or depiction of relationships between resources more readily within a dynamic library environment. Current catalogs mostly operate on the premise that one record represents one resource. With RDA, it is now possible to create records that may represent more than one resource, should the cataloger choose to do so, or to group and display single-item records in order to show more clearly how they are related.

The idea that seasoned catalogers may have to re-learn the fundamentals of library cataloging and that bibliographic control systems will require re-engineering is a daunting task. Nonetheless, one should consider some of the areas of potential new research that may arise as a result of the FRBR model and the RDA code.[xx]

CONCLUSION

In summary, RDA is a content standard intended for the digital environment.

 It continues some of the traditions from its Anglo-American cataloging roots and IFLA's international descriptive standards. It focuses on the user-oriented conceptual models of FRBR and FRAD and their user tasks, elements, relationships, attributes, and the new vocabulary from those models. Throughout all of this is the increased awareness of how small the world has become with Internet capabilities and how important it is to share bibliographic information globally and also help reduce global costs. Our bibliographic and authority information is being used worldwide and also across different information communities.[xxi]

Although the changes in RDA are significant, RDA is nevertheless founded on the strengths of its predecessor, AACR. The move to RDA is an important and necessary step in building better catalogues and information retrieval systems for the future. These are exciting times in the area of resource description and access. But how can one prepare for the implementation of RDA? One of the major ways in which you can prepare for RDA is to become familiar with the principles underlying RDA, and the models and the user tasks associated with them.

Information about the *Statement of International Cataloguing Principles* can be found at: http://www.ifla.org/publications/statement-of-international-cataloguing-principles

With regard to FRBR, a good starting point is the brochure created by Barbara Tillett. http://www.loc.gov/cds/FRBR.html

The final report on FRBR, containing more detail, can be found at: http://www.ifla.org/publications/functional-requirements-for-bibliographic-records

NOTES AND REFERENCES

[i] Refer to Intner, S., & Weihs, J. (2007). 4th ed. *Standard cataloging for school and public libraries.* Westport, CT: Libraries Unlimited; and Chan, L.M. (2007). 3rd ed. *Cataloging and classification: An introduction.* Scarecrow Press: Lanham, MD.

[ii] Joint Steering Committee for the Development of Resource Description and Access. (2009). *Resource description and access.* Retrieved March 20, 2010, from www.rdaonline.org/constituencyreview/.

[iii] Howarth, L., & Weihs, J. (2007). Making the link: AACR to RDA: Part I: Setting the stage. *Cataloging and Classification Quarterly,* 45(2), 3-18.

[iv] Miksa, Shawn (2009). Resource Description and Access (RDA) and New Research Potentials. *Bulletin of the American Society for Information Science and Technology,* 35 (5), 47.

[v] Planet Cataloging (web log): http://planetcataloging.org/.

[vi] RDA-L (listserv): www.collectionscanada.gc.ca/jsc/rdadiscuss.html.

[vii] Miksa, p. 47.

[viii] International Federation of Library Institutions and Associations, IFLA Study Group on the Functional Requirements for Bibliographic Records. (1998). *Functional requirements for bibliographic records: Final report.* Retrieved March 31, 2010, from http://archive.ifla.org/VII/s13/frbr/frbr_2008.pdf.

[ix] Denton, W. (2007). FRBR and the history of cataloging. In A. G. Taylor (Ed.), *Understanding FRBR: What it is and how it will affect our retrieval tools* (p. 51). Westport, CT: Libraries Unlimited.
[x] Miksa, p. 47.

xi See Cutter, Charles A. 1904. *Rules for a dictionary catalog*, 4th ed. Washington, DC: Government Printing Office; Ranganathan, S. R. 1963. *The five laws of library science*, 2nd ed. With amendments. Bombay, India: Asia Publishing House; and Svenonius, E., and McGarry, D. (Eds.), 2001. *Seymour Lubetzky: Writings on the classical art of cataloging*. Englewood, CO: Libraries Unlimited.

xii Based on the Entity-Relationship model, one might further note that an *entity* is something that can be described; *attributes* are the features of the entity that characterize it; and *relationships* are expressed between entities.

xiii FRBR is built on previous work and it is now a basis for other projects. Foremost are two other IFLA projects, Functional Requirements for Authority Data (FRAD) and Functional Requirements for Subject Authority Records (FRSAR), which will work closely with FRBR and support its implementation. Another related project is IFLA's *Guidelines for Online Public Access Catalogue (OPAC) Displays* which indicates that the four FRBR user tasks are also the four functions of an OPAC. One of its guidelines is that catalogs should display a "FRBRized" view of search results.

xiv IFLA Meeting of Experts on an International Cataloguing Code, "Statement of International Cataloguing Principles," April 2007 draft, p. 1 available at: http://www.nl.go.kr/icc/down/070412_2.pdf

xv One can see the evolution of these tasks from Cutter's "Objects" and from the purposes of a catalog as indicated in the Paris Principles. The reader is referred to Cutter, C. A. (1904) Rules for a dictionary catalog, 4th ed. Washington, DC: Government Printing Office and the International Conference on Cataloguing Principles: "Statement of Principles," p. 179 in Carpenter, M., and E. Svenonius, eds. (1985) *Foundations of cataloging: A sourcebook*. Littleton, CO: Libraries Unlimited.

xvi Miksa, p. 47.

xviiRefer to transcript of presentation by Barbara Tillett on "Resource Description and Access Overview: History, Principles, and Conceptual Models" at Danish Bibliographic Center on November 21, 2008, p. 11.

xvii Miksa, p. 48.

xix Joint Steering Committee for the Development of Resource Description and Access. (2009). RDA scope and structure *Resource*. Retrieved March 20, 2010, from http://www.rda-jsc.org/rda.html

xx The reader is again referred to: Miksa, Shawn (2009). Resource Description and Access (RDA) and New Research Potentials. *Bulletin of the American Society for Information Science and Technology*, 35 (5), 47–51.

xxi Tillett, transcript, p. 21.

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WEBMASTER'S CORNER
Renewing *Your* **Membership Online**

by Ron Russ
Arkansas State University - Beebe

Every once in a while, I've been asked questions about the ArLA website that lead to an article. This particular column is no exception. One question I get every once in a while is "How do I renew my ArLA membership online?" While this would have been a better question to answer for the Spring 2010 edition of *Arkansas Libraries*, I guess it is better late than never. To answer this, I'll use some illustrations, in order to clarify.

In short, you can do this by logging into the member area (figure 2) of the website and click on Pay Dues (figure 2). Then, enter the year that you wish to pay for and the amount and click on Pay Now. From there, it will take you to the PayPal website (with our name at the top of the screen). Some may think that you have to have a PayPal account in order to use this payment method, but you don't. If you do have an account, it is a little easier though, but it will work without it.

If you have a PayPal account, login on the right hand side, and you should see your information come up on the screen. If you do not have a PayPal account, manually enter the information asked for and click on Agree and Continue. Then, you will go back to the

ArLA Website and see the amount listed on the screen that you agreed to pay. Click on Submit order, and then you're done.

Of course, if you'd rather print up the membership form and mail it in, you have that option as well. Just click on the membership form link on the main page, fill in the information, and print. Anyway, I hope this sheds some light on how to do this. If you have any questions about the website, feel free to contact me at rsruss@asub.edu or if you have questions about your membership, please contact the Association office at 501-860-7585 or email arlib2@sbcglobal.net.
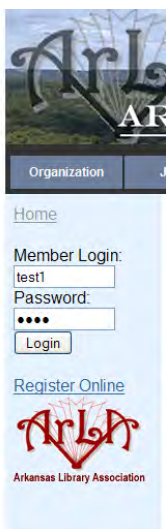

Ron Russ is an Assistant Librarian at ASU-Beebe. He serves as both the ArLA Webmaster and the ALA Councilor for Arkansas.

Figure 1   Figure 2

Looking for a Job???? *Check this out....*

http://arlib.org/job-line/

Arkansas Library Association
Annual Scholarship
2010
Statement of Policy

The Arkansas Library Association invites applications for its annual scholarship for graduate study in librarianship.

To be eligible for the scholarship, applicants must meet the following conditions:

1. Applicants must be a legal resident of Arkansas and hold or be completing work toward a bachelor's degree from an accredited college or university and be a non-library school graduate.

2. Applicants must be currently accepted and enrolled in an American Library Association accredited program leading to a master's degree in library science. An applicant who is a current graduate student must submit to the ArLA Scholarship Committee an official transcript from an ALA accredited library school. An applicant just beginning their program of study must submit proof of enrollment in an ALA accredited library school.

3. Applications will be considered from persons already employed in libraries provided that they have been accepted and are currently enrolled in an ALA accredited program in library science.

4. To apply for the scholarship, applicants must submit an ArLA Scholarship application form, a letter of application, a resume, and at least three letters of reference from individuals qualified to address the academic and professional potential of the candidate.

5. Awards are made without regard to race, sex, age, religion, or ethnic background. The basis of selection of recipients shall be:
> 1) applicant's interest in librarianship as a profession,
> 2) academic record
> 3) references

6. Recipients must: 1) be a legal resident of the State of Arkansas, and 2) within one year of completing their graduate program, accept or maintain professional employment in a library or in a library-related position in Arkansas, and 3) after accepting or maintaining such employment, continue to work in a library or in a library-related position in Arkansas for at least one year, and 4) maintain membership in the Arkansas Library Association during the one year period of required employment in a library or library related position in Arkansas.

7. Recipients will be required to sign a promissory note agreeing to repay the Arkansas Library Association the amount of the scholarship unless the conditions set out herein are completed. Upon graduation and employment, recipients must provide the Arkansas Library Association with an official transcript showing the completion of their prescribed course of graduate studies and an official letter from their workplace verifying their employment in a library or library related position in Arkansas.

8. The Scholarship Committee of the Arkansas Library Association reserves the right to make no award.

9. Application forms may be obtained online at the Arkansas Library Association website (http://www.arlib.org); or by calling the ArLA Office at 501-860-7585.

A completed ArLA Scholarship application form, a letter of application from the applicant, an official transcript, a resume and three letters of reference must be received by the ArLA Scholarship Committee postmarked no later than August 10, 2010 to be eligible for consideration.

ArLA Scholarship applications should be mailed to:
ArLA Scholarship Committee
c/o Arkansas Library Association
Barbara Martin, Executive Administrator
P.O. Box 958
Benton, AR 72018-0958

Application Form
ARKANSAS LIBRARY ASSOCIATION
Annual Scholarship
For Graduate Study in Library Science

Date_____

Full Name_____

Present Address_____Telephone_____

Permanent Address_____Telephone_____

College (s) attended_____

Degree(s) obtained_____

Graduate school planning to attend_____

(To qualify for the scholarship, this must be an ALA accredited school.)

Date of acceptance to graduate school_____

WORK EXPERIENCE
Position Street, City, State Dates

1._____

Reason for leaving_____

2._____

Reason for leaving_____

3._____

Reason for leaving_____

REFERENCES
Name Street, City, State Telephone

1._____

2._____

3._____

On a separate sheet, please add further pertinent information which should include a
statement of career goals and what you feel you can give to the Arkansas library
profession. List honors and awards, relevant committees on which you may have served,
and send a transcript of your college hours. Please do not exceed two pages handwritten
or typed double-spaced.

I have read the Statement of Policy concerning the granting of this scholarship, and I
agree to abide by its stipulations.

_____
Signature of Applicant   Revised 4/2010

Arkansas Library Association
School Library Media Specialist Scholarship
2010
Statement of Policy

The Arkansas Library Association invites applications for its first annual scholarship for graduate studies in school library media.

To be eligible for the scholarship, applicants must meet the following conditions:

1. Applicants must be a legal resident of Arkansas and have completed a bachelor's degree from an accredited college or university, have initial licensure in a teaching field, and be a non-library school graduate.

2. Applicants must be currently accepted and enrolled in a National Council for Accreditation for Teacher Education (NCATE) accredited program leading to a degree as a school library media specialist. An applicant who is a current student must submit to the Arkansas Library Association (ArLA) Scholarship Committee an official transcript from an NCATE accredited school.

3. Applications will be considered from persons already employed in a school library provided that they have been accepted and are currently enrolled in a NCATE accredited program leading to a master's degree in school library media.

4. To apply for the scholarship, applicants must submit an AASL Scholarship application form, a letter of application, a resume, and at least three letters of reference from individuals qualified to address the academic and professional potential of the candidate.

5. The basis of selection of recipients shall be:
   1) applicant's interest in school library
      media as a profession
   2) academic record
   3) references.
   Awards are made without regard to race, sex, age, religion, or ethnic background.
6. Recipients must: 1) be a legal resident of the State of Arkansas, and 2) a licensed teacher in the State of Arkansas and 3) be within one year of completing their studies, accept or maintain professional employment as a school library media specialist or in a school library media specialist-related position in Arkansas, and 4) after accepting or maintaining such employment, continue to work as a school library media specialist or in a school library media specialist-related position in Arkansas for at least one year, and 5) maintain membership in the Arkansas Library Association during the one year period of required employment in a school library or school library-related position in Arkansas.

7. Recipients will be required to sign a promissory note agreeing to repay the Arkansas Library Association the amount of the scholarship unless the conditions set out herein are completed. Upon graduation and employment, recipients must provide the Arkansas Association of School Librarians/Arkansas Library Association with an official transcript showing the completion of their prescribed course of studies and an official letter from their workplace verifying their employment in a school library or school library related position in Arkansas.

8. The Scholarship Committee of the Arkansas Library Association in consultation with the Arkansas Association of School Librarians reserves the right to make no award.

9. Application forms may be obtained online at the Arkansas Library Association website (http://www.arlib.org); or by calling the ArLA Office at 501-860-7585. Completed forms must be returned by August 10, 2010.

ArLA Scholarship applications should be mailed to:
ArLA Scholarship Committee
c/o Arkansas Library Association
Barbara Martin, Executive Administrator
P.O. Box 958
Benton, AR 72018-0958

Application Form
ARKANSAS LIBRARY ASSOCIATION
SLMS Scholarship
For Graduate Study in School Library Media

Date_____

Full Name_____

Present Address_____Telephone_____

Permanent Address_____Telephone_____

College (s) attended_____

Degree(s) obtained_____

Graduate school planning to attend_____

(To qualify for the scholarship, this must be an NCATE accredited school.)

Date of acceptance to graduate school_____

WORK EXPERIENCE
Position Street, City, State Dates

1._____

Reason for leaving_____

2._____

Reason for leaving_____

3._____

Reason for leaving_____

REFERENCES
Name Street, City, State Telephone

1._____

2._____

3._____

On a separate sheet, please add further pertinent information which should include a statement of career goals and what you feel you can give to the Arkansas library profession. List honors and awards, relevant committees on which you may have served, and send a transcript of your college hours. Please do not exceed two pages handwritten or typed double-spaced.

I have read the Statement of Policy concerning the granting of this scholarship, and I agree to abide by its stipulations.

_____
Signature of Applicant   Revised 4/2010

WHAT'S UP? DOCS.

Nuclear Power Plant Information

by Karen Russ
Ottenheimer Library, UALR

ACCESSING MATERIALS ABOUT NUCLEAR POWER PLANTS, PARTICULARLY THOSE IN ARKANSAS

Russellville, Arkansas is home to two nuclear power plants, Arkansas Nuclear One and Arkansas Nuclear Two. As would be expected in any area with a nuclear power plant nearby, people are concerned about the safety and purpose of the facility. Where does one turn for such information? Because the Nuclear Regulatory Commission (NRC) oversees the plants nationwide, federal depositories come to mind. And that is an option for general information about nuclear power in the United States. But there is an alternative if one is looking for information on a specific plant: the Local Public Document Room, or LPDR, affiliated with the plant.

I've heard of such collections over my years in the field, but never knew very much so I decided it was time to explore the issue. Thankfully, that was an easy task. The LPDR for Arkansas One and Arkansas Two is at Arkansas Tech University's Pendergraft Library. Because their federal documents librarian, Frances Hager, is a good friend, I decided to interview her about the collection and the program overall. Additional questions can be answered by contacting Frances at (479) 964-0561 or fhager@atu.edu.

KAREN RUSS: Let's start with the obvious. What is a Local Public Documents Room?

FRANCES HAGER: The LPDR is a location housing a collection of materials describing the plant and the federal regulations and guidelines that oversee its functions. The goal is to help the public find and obtain Nuclear Regulatory Commission materials about nuclear plants around the nation.

KAREN: Why is the LPDR at Arkansas Tech rather than part of the actual facility outside Russellville?

FRANCES: Due to the high security level at the plants, the general public is not allowed to visit the facilities. Therefore, a place was needed where the public could go to obtain documentation about the nuclear power plant. Libraries near nuclear power plants became the logical place for the plant to deposit information about their facility.

KAREN: Obviously, Arkansas Tech University was close by, making it an easy place to deposit the materials. What can you tell me about the agreement between your library and the Nuclear Regulatory Commission?

FRANCES: In 1977, Arkansas Tech University and its library, Tomlinson Library, became the Local Public Document Room for Arkansas Nuclear One and Two. The Nuclear Regulatory Commission actually paid the library to house the material, paying a set amount per linear foot.

KAREN: Now that is different. Those familiar with depository library programs at various levels know that the host library agrees to take the material, and absorb the cost of maintaining and providing access to it.

FRANCES: Yes, this program is different. They furnished cabinets for the microfiche. And in 1993, the NRC furnished a modem, so the library could search the Nuclear Documents System (NUDOCS), an online, citation-only database, started in 1978. At this time we also received an extensive microfiche collection of materials referenced in the NUDOCS database. This microfiche covered all nuclear plants in the United States. This allowed us to discard many of our paper documents, since they were duplicated in the microfiche collection, saving space.

KAREN: This sounds like a wide variety of materials. What types of documents are part of the collection?

FRANCES: Included in the files are licensing reports, correspondence about the power plants, Safety Analysis Reports, and Environmental Reports, among many other things. At our Reference Desk is the Arkansas Nuclear One Emergency Plan, which is updated periodically. When the plants' two reactors were up for renewal, we were the repository for the Entergy License Renewal Application documents.

KAREN: Has this been a frequently used collection?

FRANCES: Over the years we have not had too many visitors ask to use the materials. In the Tomlinson Library, the materials were housed in the basement, so someone wanting to use the materials would have to request access. We were required to keep a record of all persons using the collection.

When the library moved to the new Pendergraft Library building in 1999, the materials were housed on the second floor of the building in the compact shelving area, and are more publicly accessible.

KAREN: I understand that the terrorist attacks in 2001 led to some changes in how materials were accessed. Can you share that information?

FRANCES: After September 11, 2001, we were requested to remove the Safety Analysis Reports from the public area of the library, due to the information contained in them, including details of plant operations. We complied. They are now shelved in my office.

KAREN: Has this program, like so many others affiliated with government agencies, seen significant changes as more government information is available via the Internet?

FRANCES: Yes. In 1999, with the launching of the Agencywide Documents Access and Management System (ADAMS) database, the need for the Local Public Document Room program no longer existed. (ADAMS, which provides full-text of many of the materials in the NUDOCS database, is accessible at http: ://www.nrc.gov/reading-rm/adams.html). All participating document rooms were given the choice of returning all the materials or keeping them. We chose to keep our collection. The materials are now covered by the Federal Depository Library Program, so therefore, are now considered United States documents.

KAREN: In conclusion, I cannot say that this collection will be of great interest to everyone in Arkansas, but there are always times, after reading a piece like this, that one says, "I wish I'd known this back when such and such patron asked about that". Hopefully this will prevent one of those moments for someone in the future. Frances, thank you for your time and this information.

Government Information
@ your library™

Karen Russ is the Government Documents Librarian at the University of Arkansas at Little Rock.

?

How many U.S. Gov't Doc Depositories are in the state?

Arkansas has 14 - *the Ark State Library is a regional depository. There are 13 other selective depository libraries.*
http://catalog.gpo.gov/fdlpdir/FDLPdir.jsp

More *Team ALPS* fun....
Spring 2010 conference
## Winrock International on Petit Jean Mountain

Auction basket, Game Night, was very popular . All proceeds of the basket auction go to the ALPS scholarships fund.

IceBreaker at the Boathouse at Winrock - yummy BBQ and great discussion.

Presenter, Jon Goodell of UAMS, presented a well-received session on Open-source technologies.

Dr. Jim Guinee of UCA presents a great program about office bullying.
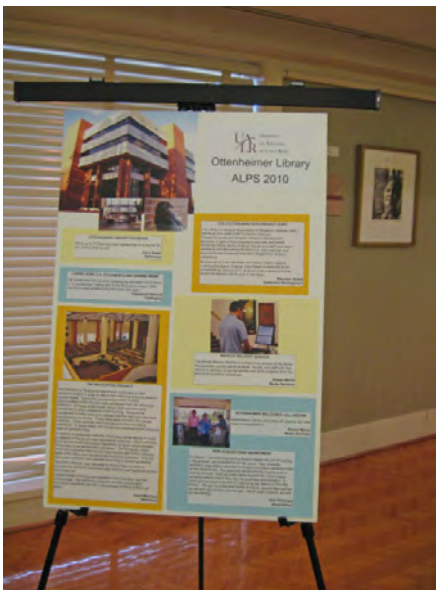
Ottenheimer Library (UALR) is highlighted on this display presented at the Poster session.

Having time to get to know other members of ALPS is also a great part of this conference.