The Ohio Support Staff Institute would not have become a reality without the help of numerous individuals and organizations.

Our heartfelt thanks goes out to:
State Library of Ohio
Institute for Museum and Library Services
Academic Library Association of Ohio
for their generous sponsorship and professional expertise.

We would also like to thank:
Kent State University
Ohio Valley Area Libraries
Mid-Eastern Ohio Library Organization
Northeast Ohio Library Association
Ohio Educational Library/Media Association
INFOhio
for their participation and support.

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1st Annual
Ohio Support Staff Institute
O.S.S.I.

August 4 - 7, 2002
Ohio Dominican University
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VII. Evaluation Form (in back pocket)
Sunday August 4th 2002

12:30 p.m. - O.S.S.I. staff arrive

2:30-4:30 p.m. – Check-in and Registration
    Arrival of Institute Participants
    Sansbury Hall front entrance

5:00-6:00 p.m. – Dinner for attendees and staff
    Dining Area of Hamilton Hall

6:30-7:30 p.m. – Icebreaker and Meet-N-Greet program
    Lobby area of Sansbury Hall
    Gaynelle Predmore, Doug Morrison, and Linda Dobb, staff

7:45-9:45 p.m. – Movie “Party Girl”
    Sansbury Hall Lobby area
    Cynthia Hustead, staff

Monday August 5th 2002

7:45-8:45 a.m. – Breakfast
    Dining Area of Hamilton Hall

9:00-11:30 a.m. – Materials Repair 1
    Erskine Hall, Room 201
    Instructor - Bobbi Patridge

9:00-11:30 a.m. – Website Editors
    St. Alberts Lounge, Room 226
    Instructor – Brad Stephens

11:45-12:45 p.m. – Lunch - Dining area of Hamilton Hall

1:00-3:30 p.m. – Excel for Library Use
    St. Alberts Lounge
    Instructor – Melissa Lattanzi

1:00-3:30 p.m. – Genealogical Resources: Online and Print
    Erskine Hall, Room 201
    Instructor – Miriam Kahn
Monday August 5th 2002 continued

4:00-5:00 p.m. – Windows File Management
   St. Alberts Lounge
   Instructor – Margaret Delaney

4:00-5:30 p.m. – Stress Reduction
   Sansbury Hall, Lounge
   Instructors – Therese Rohrer & Jennifer Burton

5:00-6:00 p.m. – Dinner – Dining area of Hamilton Hall

7:00-8:00 p.m. – Tour of Spangler Learning Center Building
   Spangler Library, 1st Floor Lobby
   Facilitators: Mary Ellen George and Laura Evans

7:00-9:00 p.m. – Self-Defense for Women
   Fitzpatrick Hall Lounge
   Instructor – Bruce Woodruff

Tuesday August 6th 2002

7:45-8:45 a.m. – Breakfast – Dining area of Hamilton Hall

9:00-11:30 a.m. – Materials Repair 1 (repeated)
   Erskine Hall, Room 201
   Instructor – Bobbi Patridge

9:00-11:30 a.m. – Effective Web Search Strategies
   St. Alberts Lounge, Room 226
   Instructor – John Burke

11:45-12:45 p.m. – Lunch – Dining area of Hamilton Hall

1:00-3:30 p.m. – Reference Resources: Online and Print
   St. Alberts Lounge, Room 226
   Instructor – Jay Burton

1:00-3:30 p.m. – Government Resources: Print and Online
   Erskine Hall, Room 201
   Instructor – Colleen Parmar

4:00-5:00 p.m. – Windows File Management
   St. Alberts Lounge, Room 226
   Instructor – Margaret Delaney

4:00-5:30 p.m. – MARC Format & Copy Cataloguing
   Erskine Hall, Room 201
   Instructor – Carol Bradsher
5:30-6:30 p.m. – Online Learning Opportunities (Reception and Presentation)  
Sansbury Hall, Colonial Room  
Presenters: John Burke and Cathy Bennett.

7:30-Open – Free Time for Participants

Wednesday August 7th 2002

7:45-8:45 a.m. – Breakfast – Dining area of Hamilton Hall

9:00-11:30 p.m. – Technology Futures, Libraries, & You: Panel Presentation  
Sansbury Hall, Colonial Room  
Presenters: Michael Lucas, Tom Sanville, Terri Fredericka, Carol Lynn Roddy

11:45-1:00 p.m. – Lunch, Hamilton Hall
Bobbie Patridge  
Toledo Lucas County Public Library  
"Materials Repair I"

Bobbie had worked in Book Conservation in the Technical Services Department of the Toledo Lucas County Public Library for 18 years. She has done workshops for the Ohio Library Conference. She has also given seminars for NOLA (Northwestern Ohio Library Association) and for the NORWELD Regional Library system.

Brad Stephens  
NOLA Regional Library System  
"Website Editors & Maintaining the Libraries Web Page"

Brad has been the Technology Coordinator for NOLA since 1998 and has worked in the library technology field for the past 12 years. His work involves providing technical solutions and education to libraries in Northeast Ohio, and across the country. Mr. Stephens earned a BS from Youngstown State University and an MLS from Indiana University. He currently holds advanced technical certifications from Microsoft and Cisco Systems and is proficient in a number of technologies and development languages. Some of his recent projects include the development of ListenOhio - a unique service serving 11 libraries that permits them to share and circulate a collection of over 1000 digital audiobooks, and AskUsQuestions.com, a real-time web-based reference program.
Melissa Lattanzi
NOLA Regional Library System
"Excel for Library Use"

Melissa has been with NOLA since 1995. She was the treasurer for three years and has been the Continuing Education Coordinator since 1998. She received her bachelor's degree in accounting from Bowling Green State University. Ms. Lattanzi has over nine years of experience training users of Microsoft products and is certified in several applications. Melissa develops, coordinates and markets over 80 programs a year to 93 members, which include public, school, academic and special libraries. She designs and instructs Microsoft Office classes specifically for libraries. Melissa conducts needs analyses to plan the sessions for the year and evaluate the programs upon conclusion of the workshops. She works cooperatively with other regional library systems and the State Library of Ohio to promote and develop professional development opportunities across the state of Ohio. Melissa just recently completed intense video conferencing training to produce programming.

Miriam Kahn
MBK Consulting
"Genealogical Resources & Records"

MBK CONSULTING, founded by Miriam Kahn in 1991, works with libraries, other cultural institutions, corporations and organizations. Ms Kahn's specialty as a librarian is reference and research, using both print and non-print sources. Ms Kahn teaches research skills using the Internet and World Wide Web sources. Ms Kahn also writes and teaches about preservation and disaster response. She teaches regularly for library consortia and organizations including the Midwest Archives Conference, OHIONET and Kent State University's Graduate School for Library and Information Science, as well as the University of Pittsburgh's School of Information Sciences.

Ms Kahn's professional positions include: Preservation Officer, State Library of Ohio; Coordinator of On-line Services at the University of South Dakota; and Reference Librarian at New York Public Library. Ms Kahn holds an MLS from Queens College and an MA in History from Hunter College.
Margaret Delaney
Ohio Valley Area Libraries Regional Library System, Southern Ohio
"Windows File Management"

Margaret "Doc" Delaney is the Communications Coordinator with the Ohio Valley Area Libraries Regional Library System in Southern Ohio. Margaret has worn many hats during her 13 years at OVAL, one of those at times as an instructor. She appreciates this opportunity to combine her computer skills with the knowledge of each of you as attendees of the 1st Ohio Support Staff Institute.

Therese Rohrer
Healthstrides Wellness Consultants
"Stress Reduction"

Therese graduated from Capital University with a Bachelor of Science degree in Nursing and from Otterbein College with a Master of Science degree in Nursing Administration. She worked in various areas of medical and surgical nursing before focusing on cardiovascular health including interventional cardiology and cardiac rehabilitation. In 1997, using the expertise she gained in cardiovascular risk reduction, disease prevention, nutrition, exercise and stress management, Therese founded Healthstrides Wellness Consultants. Healthstrides brings educational programs, health screenings, and other wellness services to corporate sites and other community groups.
Jennifer Burton, RD, LD, CDE  
The McConnell Heart Health Center  
“Stress Reduction”

Jennifer graduated from Bowling Green State University with a Bachelor of Science degree in Dietetics and completed her Dietetic Internship at Edward Hines VA Hospital in Chicago, Illinois. She attained her Certified Diabetes Educator credentials in 2000. Jennifer has worked as an outpatient dietitian treating patients with diabetes, hypercholesterolemia, hypertension, obesity, eating disorders, and risk reduction. She assisted in the development of the weight management, cardiac rehab and diabetes programs at The McConnell Heart Health Center. Jennifer is currently working with the Diabetes Education Program at The McConnell Heart Health Center and consulting on a private basis.

Officer Bruce Woodruff  
Ohio State University Police Department, Wooster Ohio  
“Self – Defense for Women”

Officer Bruce Woodruff graduated from the University of Akron in 1991 with a B. S. in political science/criminal justice. He has ten years experience in law enforcement, working for the Wooster Police Department, Creston Police Department and currently the Ohio State University Police Department at Wooster.

Bruce has also worked in corporate security for Newell-Rubbermaid in Wooster.

He is certified by the Ohio Peace Officers' Training Academy to teach firearms, self-defense, and defensive driving and has attended other classes and seminars in the law enforcement field.

He possesses a substitute teaching certificate for grades K-12, and enjoys working in this capacity during his spare time. He is the father of three boys ages 6, 12, and 14; and is an avid golfer.
John J. Burke  
University of Cincinnati  
"Effective Web Search Strategies" and "Online Learning Opportunities"

John J. Burke is an Associate Librarian and the Systems/Public Services Librarian for the University of Cincinnati - Raymond Walters College Library. He also directs and teaches courses in RWC's Library Technology associate degree program. John earned his MSLS from the University of Tennessee and a BA in history from Michigan State University. He is the author of "Intronet: A Beginner's Guide to Searching the Internet" (Neal-Schuman Publishers, 1999) and the "Neal-Schuman Library Technology Companion" (2001).

Jay Burton  
State Library of Ohio  
"References Resources: Online and Print"

Jay Burton is currently head of Library Programs & Development at the State Library of Ohio. He is originally from Utah where he taught elementary school and worked in various public libraries and for the Utah State Library Division. In addition to his work with the State Library of Ohio he also works part-time as a reference librarian at the Columbus Metropolitan Library. His interests include vegetable gardening, raising chickens, homing pigeons and beekeeping.
**Coleen Parmer**  
**Bowling Green State University**  
"Government Resources"

Coleen Parmer has been working with documents for 25 years and is Head of Jerome Library's Government Documents Department at Bowling Green State University. She is active in Ohio GODORT and has given presentations at state and national conferences. She has written several articles and taught the Government Documents course for the Kent State University School of Library and Information Science. Every semester, she teaches sessions on government information to students of Bowling Green State University through a variety of history and political science courses.

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**Carol Bradsher**  
"MARC Format & Copy Cataloging"

Carol Bradsher is a library consultant with twenty years of experience as a guerilla cataloger. She emphasizes a practical approach to cataloging, stressing excellence rather than perfection. She conducts cataloging workshops around the state, and has taught cataloging at the college and graduate level.
Cathy Bennett
Belmont Technical College
“Online Learning Opportunities”

Cathy Bennett is Director of the Learning Resource Center at Belmont Technical College in St. Clairsville, Ohio and coordinator of the College's Information Services/Library Paraprofessional degree program. This library degree is a major area of study within the Information Technology Associate in Applied Science cluster of degree programs and is designed specifically for library employees desiring to attend college on a part-time basis. Courses are delivered over the World Wide Web.

Cathy has a Bachelor of Science degree in English Education from Kent State University and a Masters of Library and Information Science from the University of South Carolina.

Tom Sanville
OhioLINK
“Technology Futures, Libraries and You”

Tom has been Executive Director of OhioLINK since July 1992. OhioLINK now serves 79 member and participating institutions with a union catalog equipped with a statewide patron-initiated borrowing system, 100 reference and research databases, an electronic journal center (which currently aggregates over 4000 titles from the collections of a growing number of publishers), and Digital Media Center.

Tom has been active in the formation and development of the International Coalition of Library Consortia (ICOLC).

Tom was formerly Vice President of Marketing for the Online Computer Library Center (OCLC), Inc., Dublin, Ohio, where he worked for 10 years and participated in the expansion of OCLC's services and OCLC's membership base.

Tom has a B.S. from the Georgia Institute of Technology and an MBA from the University of Michigan. Prior to working for OCLC he spent seven years in the soft drink industry including marketing positions with The Coca-Cola Company.
Michael S. Lucas
State Library of Ohio

Michael S. Lucas has served as State Librarian of Ohio since April 1996. An employee of the State Library since 1978, Mr. Lucas was the Deputy State Librarian for Library Services and bore responsibility for planning and directing the operations of the Research Services, Automated Loan Services and Technical Services Departments. In accepting his appointment Mr. Lucas said, "It is an honor to be chosen by the State Library Board to lead the State Library during this, the most exciting and challenging time ever seen by the Ohio library community. During the next several years, Ohio's libraries have the opportunity to develop a model of library service and cooperation that can be copied, and envied, by every other state in this country and by every country around the world. It is our challenge to make the State Library of Ohio a relevant participant and partner in this new library paradigm. With hard work, perseverance, foresight, and fortitude, we will succeed."

Carol Lynn Roddy
OPLIN

Carol Roddy obtained her MLS from Kent State University. Currently the Executive Director of the Ohio Public Library Information Network (OPLIN), she began her career in public libraries in central Ohio, working first in Grove City and later at the Westerville Public Library. She left public library service to work as an information specialist at the Special Education Software Center, for which she created a database of adaptive software and hardware devices, wrote documentation, and managed both an 800-number for information seekers and a dial-in bulletin board. When the project ended, she moved to the OCLC Online Computer Library Center, and was support manager for the ACQ and SC350 products when Ameritech Information Systems purchased those products from OCLC. At Ameritech, her responsibilities were expanded to include support and development for LS/2000 library systems. Most recently she was employed by CompuServe Inc., and was the Business Line Manager with responsibility for business-to-business products on the CompuServe Information Service. She became the Executive Director of OPLIN in September 1997. OPLIN provides network and Internet services, as well as commercial database access to public library buildings throughout Ohio as well as to public library patrons with home computers.
Theresa Fredericka
Mason Public Library

Theresa M. Fredericka is the Executive Director of INFOhio, the Information Network for Ohio Schools. Serving as a grassroots member from its inception, Ms. Fredericka was appointed to this position in 1996. As Executive Director, she is responsible for a $3M annual budget and coordinates the efforts of numerous staff, consultants, and support agencies across the state to provide quality resources to all Ohio K-12 students and teachers.

From 1978-1985, Ms. Fredericka served as library media services consultant for both the Ohio Department of Education and the Kentucky Department of Education. For the next 11 years, Ms. Fredericka served as Coordinator of Learning Resources and Technology for Lakewood City Schools. While there, she was instrumental in securing two planning grants from the Martha Holden Jennings Foundation. In 1991, Fredericka was elected President of the Ohio Educational/Library Media Association.

Terri, as she is known to her colleagues, is devoted to improving school library media services for Ohio students and teachers. She has served on various committees at the local, regional, state and national levels, including Chairperson for the 3rd AASL National Conference held in Atlanta and Chairperson for the School Library Journal Giant Step Award Committee for 2000 and 2001. Currently, she serves as a judge for the John Cotton Dana Awards and on the AASL Web Resources Advisory Committee.

Ms. Fredericka received her BS in Education from Bowling Green State University and a MLSLS from the University of Kentucky, College of Library Sciences. She also has received several professional honors and awards, including the OELMA Award of Merit and the Ohio Library Media Specialist Award. In 1993 she was selected one of 26 accomplished graduates from BGSU's College of Education and Allied Professions.
OSSI Staff

Dr. Linda S. Dobb
Bowling Green State University
"Welcome/Networking"

Linda S. Dobb, co-director of OSSi, is the Executive Vice President of Bowling Green State University. Linda previously served as the Dean of Libraries at BGSU and the Assistant University Librarian at San Francisco State University. She has been engaged in library science education in Ohio since 1996, when she received a grant to extend the Kent State Library Program to Northwest Ohio. Recently she received another grant to help create a B.A. completion degree in information science, primarily aimed at students who are completing online A.A. degrees in library technology. Linda is currently President of the American Library Association's Library Administration and Management Division (LAMA).

Douglas Morrison
Ohio State University/Agricultural Technical Institute
"Welcome/Networking"

Douglas Morrison currently works as the Reference/Serials Librarian for the Ohio State University/Agricultural Technical Institute. He has contributed to library support staff activities within Ohio since 1998 and served as Co-Chair and Chairman of the Support Staff Interest Group, a part of the Academic Library Association of Ohio. Douglas started his career as a Library Assistant for the University of Akron/Wayne College Library. Mr. Morrison received an A.A.S degree in AV Communications/Library Science from Cuyahoga Community College, a B.S. in Technical Education from the University of Akron in 1997 and received his M.L.S. in 2000 from Kent State University.

Since 1991, when he began working in libraries, Douglas has carried a strong conviction for the improvement of the working conditions, payment and benefits, and the creation of opportunities for library support staff to succeed through personal and professional development and education. In April 2001 he and Linda Dobb from Bowling Green State University co-founded the grassroots effort that has turned into the Ohio Support Staff Institute Statewide Initiative. Since that time the O.S.S.I. Initiative has garnered support from all corners of the library community within the state – academic, public, special, and school library/media centers.
Linda Gray  
Bowling Green State University

Linda Gray, an alumna from Bowling Green State University and Director of Budgets for the Executive Vice President has been actively involved with the University for several years. In the past, she worked directly with the libraries at BGSU. Her working relationship with the University has been predominantly financially related in terms of budgeting and accounting responsibilities. She has been instrumental in revamping the University’s Instructional Technology budget, developing new revenue streams for the BGSU libraries, and coordinating grant activities. Linda handled all contracts, registrations, supplies and many other activities associated with OSSI.

Gaynelle Predmore  
Bowling Green State University

Gaynelle Predmore is a Library Associate 1 at Bowling Green State University, where she works in the Curriculum Resource Center [CRC] at Jerome Library. She began working in the CRC in 1980. She has been an active member of the Academic Library Association of Ohio [ALAO] of which she is the current past-chair of the Support Staff Interest Group. Gaynelle has a wide variety of interests outside of libraries including, but not limited to, enjoying her family, bicycling, exploring nature, making baskets, whitewater rafting, sewing, walking, reading, and collecting cows [at the CRC she’s the known as the “Cow Queen” and she’s allergic to milk...ironic, eh?]. Working with books & library materials began for Gaynelle back in junior high where she was a library volunteer in the school library to get out of study hall. This was followed by 4 years in the high school library. Gaynelle also worked 2 years in the Wayne College Bookstore. She then transferred to BGSU to complete her BS in Education. After graduation she taught 3rd grade in Franklin County. Somehow she wound up back at BGSU as an on-call employee until there was a vacancy in the CRC. Gaynelle has said that the best things about currently working in the CRC are the great people she works with, the terrific students, the variety of things she gets to experience, and the Ellison Machine [not necessarily in that order].
Eileen Theodore-Shusta, PHR
Alden Library
Ohio University

All in all, I’ve served in school, special and research libraries as a school librarian, library assistant, and a librarian. My first job out of college was as a school librarian, serving seven different elementary schools, a processing center, and a media center. From there, I worked as a clerk at the University of Michigan, in the Monograph Cataloging department while seeking a master’s degree. My first position was in a special library, followed by service in academic libraries as a cataloger, head of cataloging and now as HR coordinator. I have a Masters of Library Science, Masters in Administrative services, and am a certified HR professional (PHR).

Cynthia L. Hustead
INFOhio Project Coordinator

I fell into librarianship as a biology major at college when my work-study job was in the library's AV department. I worked there all four years and my supervisor kept suggesting a library career but I was undecided. My first after-college job, through a temp agency, was again, low-and-behold in a library: circulation and reference desk worker. After being offered a full time job at a local public library it seemed clear that my path had been chosen and that pursuing a degree would be beneficial. For 2 1/2 years I worked full-time and attended the KSU Columbus program.

With my MLS in hand from Kent State, I continued my library work as a public branch library manager and then as a chemical research and development librarian in a corporate setting. For the past four years I've been very happily settled in Columbus working at the state level as Project Coordinator for INFOhio, the Information Network for Ohio Schools.
Judy Orahood
Ohio Wesleyan University

Judy Orahood has worked in Beegly Library at Ohio Wesleyan University in Technical Services for 30 years. She has worked in cataloging for the past 17 years. She has also worked at the circulation desk and in acquisitions. She is active with the Academic Library Association of Ohio.

Judy is married and has two daughters, ages 17 and 20. Her hobbies are reading, gardening, sewing, and pets. She works some weekends at the Humane Society of Delaware County.

Sarah B. Brown, BS, BA, MLS, MAM
Director, Mason Public Library

Sarah is currently director of the Mason Public Library. She previously served as Director of the SW Ohio Bookmobile Center for the State Library of Ohio. She is a member of OLA, LAMA, and MVL. Sarah enjoys travel, cooking, classical music and jazz.
Materials Repair

Bobbie Patridge

Toledo Lucas Co.
Public Library
Technical Services/
Book Conservation

(419) 259-5259
Basic Book Repair

Bobbie Patridge

Toledo Lucas Co. Public Library Technical Services/Book Conservation

(419) 259-5259
BASIC STRUCTURE OF COMMON BOOKS

Headband

Fly-leaf

Pastedown

Inner hinge

Turn-ins

Textblock

Outer hinges (joints)

Head

Shoulder

Back board

Front board

Spine

Tail
BOOK REPAIR FOR A MINIMAL BUDGET:
Scissors
Knife- similar to a paring knife
Exacto knife
Wax paper
Typing eraser (white pearl) and Magic Rub eraser
Pencil
Elmer's glue
Knitting needle (we use a #8)
Sandpaper (medium)
Ivory soap
Sponge & Small scrub brush
Small glass jar and small paint brush (we use acrylic paint brushes)
Heavy-duty paper towels or Handi Wipes
Scotch tape
Optional: Awl, Embroidery needle, and Heavy-duty thread (we use Coats & Clark button carpet & craft thread)

BOOK REPAIR FOR A MEDIUM BUDGET:
All of list 1
Colored pencils
845 Scotch clear book tape (3 inch width)
Bone folder
Gaylord mylar jackets (sizes 10, 12, and 16 long)
Gaylord book tape (1 inch width)
Kapco easy-bind tape (1 inch width)
Colored markers
Scotch brand #710 Acetate tape (1/2” in width)
Scotch brand #924 transfer tape and tape gun dispenser

BOOK REPAIR FOR A LARGER BUDGET:
All of list 1 and 2
Gaylord Renaissance residue remover
Waterproof fine tipped marker
Kapco-KapBond (Acid-Free book repair glue) to replace Elmer's
Call label protector stickers
Scotch brand #471 plastic tape for spine repair (in white or black)
Kapco Cover-ups (order the size(s) that suits your needs best)

-A lot of the mending we do calls for the use of a “hot-glue” machine or a drilling vise. If you have any questions about how we use these, or if you'd like to purchase one for your library, please feel free to contact me for a detailed explanation.
QUESTIONS TO ASK YOURSELF
REPAIR OR REPLACE?

1. IS BOOK VALUABLE TO YOUR COLLECTION?
   DOES IT HAVE HISTORICAL VALUE TO YOUR LOCAL COMMUNITY?

2. WOULD REPLACEMENT COSTS BE CHEAPER IN THE LONG RUN?
   CONSIDER THE TIME INVOLVED TO REPAIR AN ITEM.

3. BINDERY? COULD THIS BE AN OPTION?

4. WHEN CONSIDERING REBINDING -- CONSIDER THE FOLLOWING

   PAPER QUALITY
   CONDITION OF PAPER
   MARGIN OR GUTTER -- 1/2" RECOMMENDED
   USEFULNESS OF PRINTED MATERIAL
   MATERIAL DATED (OUTDATED?)

OTHER POINTS TO PONDER

REBINDING -- DO FOLD TEST, CHECK MARGIN

PHOTOCOPIES -- 10 PAGES DOUBLE-SIDED SHOULD BE THE LIMIT

REMEMBER -- HARLEQUIN, SWEET VALLEY HIGH, GOOSEBUMPS...
   THESE TYPES OF PAPERBACKS CAN BE EASILY REPLACED
BOOK CONSERVATION

Criteria for Returning Books to Agencies from Book Conservation

1. Children’s books, especially picture books, rebound or not rebound, with many, many little tears on many pages, colored-on pages, dirty pages, torn pages. These take a lot of time and it might be less costly to buy a new copy.

2. Duplicate copy at a given agency with all of the pages falling out and low circulation.

3. Novels with 1970’s or 1980’s copyrights (or even 90’s), faded or drab covers, low circulation, not a significant author.

4. Books already bound; replacement binding worn out, significant author but two copies at Main, available in paperback or as rebound paperback if needed.

5. Nonfiction
   a. Decorating books from early 90’s back
   b. Old biographies of still-active celebrities by authors who are not well-known; low circulation
   c. Titles that have not gone out at least twice a year (or whatever number you think is a significant one for your size agency). Could there something newer, better in your collection, or available to purchase?

6. Fiction that was purchased in multiple copies to satisfy initial demand but is 6 months or more older; demand has fallen off. If you have 3 or 4 copies already available on your shelves, do you really need to mend?

Materials are given purple strips and returned to your agency, giving options for your consideration.
GUIDELINES FOR SHELVING AND HANDLING

1. Books are meant to stand upright, in a vertical position. Books should not lean against one another, or against the sides of shelves.
   Reason: Leaning books cause undue strain on the spine, sewing, and covers of the volume.

2. When shelving, volumes should be shelved neither too tightly nor too loosely, and when not completely filling in the shelf space, supported by a bookend.
   Reason: When books are shelved too tightly, removal becomes difficult. Patrons will pull at the headcap, possibly damaging the volume.

3. To remove a volume from a shelf properly, do not pull at the headcap. Instead, slide back an inch or so the two volumes on each side of the book, and remove by grasping the middle of the book. Readjust the bookend.
4. Books should not be placed in the area on top of a group of shelved volumes. If necessary other books should be shifted in order to properly accommodate the volume in question.

   Reason: Uneven surfaces tend to make books topple.
   Physical damage/stress caused to volumes.
   Sloppy appearance in stacks tends to encourage patron carelessness.

5. Books should never be placed on their fore edges. This rule applies equally to shelving, as to temporary placements such as booktrucks.

   Reason: The weight of the bookblock can pull the book and its binding free from the binding, leaving a volume in two pieces.

6. Books which are not officially designated oversize, and which cannot be shelved vertically, should be placed with their spines down and fore edges up.

   Reason: This position causes less stress and damage to a volume than when a book is placed on its fore edges.
Those volumes designated oversize should, depending on the shelving which is available: a) lie flat in the horizontal position, or b) be shelved in the vertical position.

7a. If shelved horizontally, oversize volumes should be placed no more than 3 to a shelf, with the largest volume always on the bottom. Reason: Avoids undue strain to the cover boards, spine, and shoulders of a book. Also prevents toppling.

7b. If shelved vertically, oversize volumes should be supported by appropriate size bookends. Reason: Proper support for the size and weight of the book avoids shifting and toppling of volumes.

Other basic rules in shelving, handling, and moving books:

8. Books should be placed on booktrucks in the same manner used for shelving. Oversize volumes should lie flat on the lowest tier of the booktruck. Either bookends, or the placement of a volume horizontally against a row of books, should be used as a support when the booktruck is not completely filled. Reason: Booktrucks involve movement, occasionally over rough surfaces, and in and out of elevators. Loosely packed books are susceptible to falling.

9. In shelving, books should not be placed flush against the back of the stacks. Reason: Avoids abrasive wear and tear to the edges of volumes. Permits circulation of air.
10. Watch bookends.

10a.) Misshapen bookends should be pushed back into a 90° angle position.
Reason: Damage to bindings can occur if a book is pushed up against a sharp angled edge.

10b) Bookends are never placed in the middle of a group of shelved books.
Reason: Bookends in this position are hard or impossible to see and may damage a book by 'knifing'.

11. Books which are badly damaged or whose covers have become detached should not be shelved. Return volumes to the circulation desk for proper processing.
HINGE AND SPINE REPAIR

a. Loose hinge

b. Knitting needle
   Board
   Spine
   Paste-down
   Flyleaf

c. Wax paper
   Bone folder

d. Wax paper
SOME HANDY “QUICK FIXES” FOR DAMAGED BOOKS:

FOR BOOKS WITH SMOKE DAMAGE OR A BAD ODOR:
Wrap each book separately in an enclosed plastic bag with a small amount of kitty litter (about 1 cup). Tie up bag securely and leave in the bag and check book occasionally to see if smell has dissipated. (This process sometimes takes a few weeks to complete.)

FOR BOOKS WITH CHEWING GUM:
- If the gum is on the cover of the book:
  Spray with “Champion Brand chewing gum remover spray” and scrape hardened gum off with a sharp knife.
- If the gum is between the pages:
  Unfortunately you may have to find another copy of that book. You will cut the stuck together pages out of the original book, copy the replacement pages from the second book, and “tip in” the new copied pages into the damaged book.

FOR BOOKS WITH CRAYON:
- If the crayon is on a children's book cover:
  You can usually scrape off most of the crayon with a sharp knife. Then use a typing eraser to remove the rest of the residue.
- If the crayon is on a children’s book page:
  If the portion you are repairing is not printed on or has a picture, you can use the above directions. If the crayon is on printing or a picture, scrape off as much of the crayon as possible with a sharp knife and try to remove the rest with a Magic Rub eraser, paying close attention to trying not to erase hard enough to remove the type or picture too.
- If the crayon is on a mylar (plastic) jacket:
  Scrape off as much of the crayon as possible with a sharp knife. Rub off the rest of the residue with a soft cloth.

FOR STAINED PAGE EDGES OR SCUFFED END PAGES:
- If the page edges become dirty or stained, sand gently with a medium abrasive sandpaper. Fan or flip the pages of the book to release the dust from the edges. If the book is old (pages are yellow and brittle), use a fine abrasive sandpaper, and only sand edges lightly.
- If the end pages are stained or scuffed:
  Use a fine abrasive sandpaper to lightly sand the scuffed area until the spot disappears.

FOR FRAYED CORNERS OR EDGES ON CLOTH COVERED (NOT JACKETED) BOOKS:
- If the book is fraying in the corners:
  Using a small paintbrush (I recommend an acrylic paint brush) dab the corner of the book with a small amount of glue. Rub the glue into the corner making sure you don’t get any of the glue onto the pages. Mold the corner back into shape and make sure the cloth is as
close to the original position as possible. Place the book in a dry place on a sheet of waxed paper. Let the book dry and remove from waxed paper.

- If the corners and edges are fraying:
  Use the same procedure as above except after finishing the corners, lightly dab a small amount of glue down the edge of the cover. Rub the glue into the edge of the book, taking care not to touch the pages. Follow the above directions.

FOR WATER DAMAGED BOOKS:

- If the book is SLIGHTLY water damaged and it is still wet:
  Place the book in a frost-free freezer without wrapping it in any kind of paper or plastic. The frost-free action in the freezer will sometimes eliminate the moisture from the book. This "trick" works only sometimes and only with slightly damaged books. If a book has mold, is already dried out, or has been too wet for too long, you will have to discard the book.

- If a book is mildewed or moldy:
  Mild mildew can sometimes be removed with an Absorene Dirt Eraser. Usually we have to recommend that the owner try leaving the book standing in the sun with the pages fanned for as long as possible. If the mildew is severe, we recommend that they discard the book because the mildew will spread to other books.

FOR WARPED BOOKS:

- If the cover of a book is warped:
  Sometimes the book can be pressed into the original shape by placing a lot of weight on the cover. This usually takes a few weeks. Using a book press in the same way will work also.

- If the pages of a book are warped:
  You'll need paper towels that are slightly larger than the page(s) you'll be fixing. Using a small paintbrush or a small sponge, LIGHTLY moisten the warped page. Place one of the paper towels on one side of the page making sure you touch the binding. Do the same with the other paper towel for the other side of the page. You should have the warped page sandwiched between the two sheets of paper towels. When you've finished all of the page(s), place book under a very heavy weight or a book press for at least 1 week. If the pages are still warped, increase the weight and drying time. If the whole text block (all of the pages) of a book are warped, the book usually cannot be repaired.

* The remedies I have given to you do not always work. Please remember that sometimes a book may need more serious help than a "quick fix". If a book is beyond repair, you may want to consider binding it. If you do, the bindery that we use is CRAWFORD BINDERY INC. (2249 14th Street SW – Akron, Ohio). Their # is 330-745-9048. Any other questions, feel free to call our department at: (419) 259-5259.

Good Luck!
WEB SITES FOUND ON BOOK REPAIR

http://www.dartmouth.edu/~preserve/repair/repairindex.htm

http://www.library.uiuc.edu/preserve/procedures.html

http://www.library.uiuc.edu/preserve/

http://vernlib.com/

http://palimpsest.stanford.edu/

http://www.library.uiuc.edu/preserve/procedures.html

http://www.mnhs.org/preserve/conservation/bookpres.html

http://www.colby.edu/library/collections/technical_services/wp/BookRepair.html

http://www.philobiblon.com/bkrepair/BookRepair.html

Recommended

WEB SITES FOR BOOK REPAIR SUPPLIES

www.gaylord.com

www.brodart.com

www.kapcolibrary.com
Genealogical Records & Resources
Online & Print

- Introduction to Genealogy – All those forms the genealogists show us.
  1. Family trees and ancestor charts
  2. Family group sheets and other data
- Census Indexes
  - Print Indexes
  - Soundex & Miracode
    1. Coding - the rules and how they work
    2. arrangement and alphabetization
    3. Sample Soundex cards for 1880 and Miracode for 1910 are here. (Requires Adobe Acrobat Reader)
    4. Reading the Soundex records

Exercise # 1
- Census Records
  1. Finding the census record
  2. Interpreting the data

Sampling the riches of the World Wide Web
Selected bibliography
for Genealogical and Local History Information


Journals

National Genealogical Society Quarterly
Heritage Quest
Avotaynu: The International Review of Jewish Genealogy
Everton’s Family History Magazine
Family Tree Magazine
NGS Newsletter
Ancestry
WEB SITES

www.ngsgenealogy.org
www.nehgs.org
www.archives.gov/research_room/genealogy
www.CyndisList.com
www.heritagequest.com
www.ancestry.com or www.familyhistory.org
www.familysearch.org
www.everton.com
www.acpl.lib.in.us
www.oplin.lib.oh.us
www.ohiohistory.org
www.loc.gov

www.census.gov/cgi-bin/gazetteer
www.rootsweb.com

Death records, etc.: online
ukcc.uky.edu/~vitalrec
www.ohiohistory.org/dindex/search.cfm
www.ancestry.com/ssdi/advanced.htm
www.ssa.gov (Social Security Administration)
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<th>Year</th>
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<th>County or Province, etc.</th>
<th>State or Country</th>
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* For additional children use Everton Publishers' Children Continuation Sheet, Form A11
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<td>b. p.b. d. p.d.</td>
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<td>(Mother of No. 2)</td>
<td>b. p.b. d. p.d.</td>
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<td>b. p.b. m. d. p.d.</td>
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<td>(Mother of No. 3)</td>
<td>b. p.b. d. p.d.</td>
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<td>b. p.b. m. d. p.d.</td>
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<td>b. p.b. d. p.d.</td>
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<td>(Mother of No. 6)</td>
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</table>
What the Census Tells

Old censuses are valuable resources for those doing genealogical research. But there are gaps in census data resulting from changes in the questions asked from one census to another. For example, foreigners were noted in 1820 and 1830 but not 1840. Below is a list of questions asked in each decennial census since 1790:

1790
Name of family head; free white males of 16 years and up; free white males, under 16; free white females; slaves; other persons.

1800 and 1810
Names of family head; if white, age and sex; race; slaves.

1820
Name of family head; age; sex; race; foreigners not naturalized; slaves; industry (agriculture, commerce, and manufactures).

1830
Name of family head; age; sex; race; slaves; deaf and dumb; blind; foreigners not naturalized.

1840
Name of family head; age; sex; race; slaves; number of deaf and dumb; number of blind; number of insane and idiotic and whether in public or private charge; number of persons in each family employed in each of six classes of industry and one of occupation; literacy; pensioners for Revolutionary or military service.

1850
Name; age; sex; race; whether deaf and dumb, blind, insane, or idiotic; value of real estate; occupation; birthplace; whether married within the year; school attendance; literacy; whether a pauper or convict. Supplemental schedules for slaves, and persons who died during the year.

1860
Name; age; sex; race; value of real estate; value of personal estate; occupation; birthplace; whether married within the year; school attendance; literacy; whether deaf and dumb; blind, insane, idiotic, pauper, or convict; number of slave houses. Supplemental schedules for slaves, and persons who died during the year.

1870
Name; age; race; occupation; value of real estate; value of personal estate; birthplace; whether parents were foreign born; month of birth if born within the year; month of marriage if married within the year; school attendance; literacy; whether deaf and dumb, blind, insane, or idiotic; male citizens 21 and over, and number of such persons denied the right to vote for other than a rebellion. Supplemental schedules for

1880
Address; name; relationship to family head; sex; race; age; marital status; month of birth if born within the census year; occupation; months unemployed during the year; sickness or temporary disability; whether blind, deaf and dumb, idiotic, insane, maimed, crippled, bedridden, or otherwise disabled; school attendance; literacy; birthplace of person and parents. Supplemental schedules for persons who died during the year.

1890
General schedules — destroyed. Supplemental schedules for Union veterans of the Civil War and their widows.

1900
Address; name; relationship to family head; sex; race; age; marital status; number of years married; for women, number of children born and number now living; birthplace of person and parents; if foreign born, year of immigration and whether naturalized; occupation; months not employed; school attendance; literacy; ability to speak English; whether on a farm; home owned or rented and if owned, whether mortgaged.

1910
Address; name; relationship to family head; sex; race; age; marital status; number of years present marriage; for women, number of children born and number now living; birthplace and mother tongue of person and parents; if foreign born, year of immigration, whether naturalized, and whether able to speak English, or if not, language spoken; occupation, industry, and class of worker; if an employee, whether out of work during year; literacy; school attendance; home owned or rented; if owned, whether mortgaged; whether farm or house; whether a survivor of Union or Confederate Army or Navy; whether deaf and dumb.

1920
Address; name; relationship to family head; sex; race; age; marital status; if foreign born, year of immigration to the U.S., whether naturalized, and year of naturalization; school attendance; literacy; birthplace of person and parents; mother tongue of foreign born; ability to speak English; occupation, industry, and class of worker; home owned or rented; if owned, whether free or mortgaged.

1930
Address; name; relationship to family head; home owned or rented; value or monthly rental; radio set; whether on a farm; sex; race; age; marital status; age at first marriage; school attendance; literacy; birthplace of person and parents; if foreign born, language spoken in home before coming to U.S., year of immigration, whether naturalized, and ability to speak English; occupation, industry, and class of worker; whether at work previous day (or last regular working day); veteran status; for Indians, whether of full or mixed blood, and tribal affiliation.

1940
Address; home owned or rented; value or monthly rental; whether on a farm; name; relationship to household head; sex; race; age; marital status; school attendance; educational attainment; birthplace; citizenship of foreign born; location of residence 5 years ago and whether on a farm; employment status; if at work, whether in private or nonemergency government work, or in public emergency work (WPA, CCC, NYA, etc.); if in private or nonemergency government work, hours worked in week; if seeking work or on public emergency work, duration of unemployment; occupation, industry, and class of worker; weeks worked last year; income last year.

1950
Address; whether house is on farm; name; relationship to household head; race; sex; age; marital status; birthplace; if foreign born, whether naturalized; employment status; hours worked in week; occupation, industry, and class of worker.

1960 and 1970
Address; name; relationship to household head; sex; race; age; marital status.

1980
Address; name; household relationship; sex; race; age; marital status; Spanish/Hispanic origin or descent.

1990
Address; name; household relationship; sex; age; marital status; race; Hispanic origin or descent; type of building occupied; owner or renter; size and value of property; rent cost.

Sources: National Archives, Bureau of the Census.
The Soundex Coding System

To find an individual name among the millions listed in the 1900 and 1910 censuses, you will use an indexing and filing system called the Soundex. The Soundex is a coded surname (last name) index based on the way a surname sounds rather than the way it is spelled. Surnames that sound the same but are spelled differently, like SMITH and SMYTH, have the same code and are filed together. The Soundex coding system was developed so that you can find a surname even though it may have been recorded under various spellings.

To search for a particular surname, you must first work out its code. Every Soundex code consists of a letter and three numbers, like 5650. The letter is always the first letter of the surname. The numbers are assigned to the remaining letters of the surname according to the Soundex coding guide.

Most surnames can be coded using the following four steps. For names with prefixes, double letters, or letters side by side that have the same number on the Soundex coding guide, see “Additional Rules” on page 4.

<table>
<thead>
<tr>
<th>LETTERS</th>
<th>SOUNDEX CODING GUIDE</th>
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<tr>
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<td>B P F V</td>
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<td>C S K G J Q X Z</td>
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<td>L</td>
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<td>5</td>
<td>M N</td>
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<tr>
<td>6</td>
<td>R</td>
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Disregard the letters A, E, I, O, U, W, Y, and H.

**EXAMPLES OF SOUNDEX-CODED NAMES**

<table>
<thead>
<tr>
<th>Line 1</th>
<th>W A J K G T N</th>
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</thead>
<tbody>
<tr>
<td>Line 2</td>
<td>W 2 5 3</td>
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</tbody>
</table>

**SOUNDEX CODING GUIDE**

**STEP 1**
On line 1, write the surname you are coding, placing one letter in each box.

**STEP 2**
On line 2, write the first letter of the surname in the first box.

**STEP 3**
On line 1, disregarding the first letter, slash through the remaining letters A, E, I, O, U, W, Y, and H.

**STEP 4**
On line 2, write the numbers found on the Soundex Coding Guide for the first three remaining unaltered letters. Add zeroes to any empty boxes. Disregard any additional letters.
Additional Rules

NAMES WITH PREFIXES
If your surname has a prefix—like Van, Von, De, Di, or Le—you should code it both with and without the prefix because it might be listed under either code. The surname vanDevanter, for example, should be coded in the two ways shown. (Mc and Mac are not considered prefixes.)

NAMES WITH DOUBLE LETTERS
If your surname has any double letters, they should be treated as one letter. Thus, in the surname Lloyd, the second L should be slashed out; in the surname Gutierrez, the second R should be slashed out.

NAMES WITH LETTERS SIDE BY SIDE THAT HAVE THE SAME NUMBER ON THE SOUNDEX CODING GUIDE
Your surname may have different letters that are side by side and have the same number on the Soundex Coding Guide; for example, PF in Pfister (P is the number for both P and F). CKS in Jackson (2 is the number for C, K, and S). These letters should be treated as one letter. Thus, in the name Pfister, F should be slashed out; in the name Jackson, K and S should be slashed out.

With your ancestor's name correctly coded, you are ready to use the microfilmed Soundex card index, which is organised by state, thereunder by Soundex code number, and thereunder alphabetically by first name or initial. There are four types of Index cards. The information you should copy from each is on the next page.
How To Read An 1880 Soundex Card
Created by Tracey Carrington Converse

Reprinted courtesy of Genealogy Records Service
More information available FREE online
http://www.genrecords.com

---

How Do I Read This Card?

So many people only look at the Soundex Card but miss the extra information found on the census. Always look at the actual census record. To locate the record, think of the Soundex information like a book. The Enumeration District or ED is similar to chapter numbers in a book. You need this number to narrow your search. The sheet number is the page that the record is found on and the line number is just that, the line the family is located. I suggest copying both the Soundex card and the census record for future reference.

What Does This Card Say About the Family?

This is the fictitious card of the Joseph P. Clark family. First, it lists some important family information. All of the children are listed, as well as, J.P. Clark’s mother in law. You see the ages and the birthplaces of all family members but there is additional information that you may have missed. For instance, from the above information we can speculate that the Joseph and Clarissa were married in Tennessee. Because, Clarissa and Thomas were born there. And, because of the 20 year age difference in Clarissa and her son Thomas, remember there maybe an older sibling who is already out of the house. We also know that the Clark’s moved to Arkansas sometime between 1866 and 1874 from the ages and birthplaces of the younger children. You will also note that Priscilla Anderson is listed as Joseph’s mother in law. This does not mean that Clarissa’s maiden name was Anderson. Remember, Priscilla may have been a widow and remarried.

What’s the Next Step?

After pulling the 1880 Arkansas Census record on this family, track the family back to the 1870 Tennessee Census. Remember, only the older two children will show up. The others have not been born. Also, keep in mind, that there maybe a third child who had already moved out of the home by 1880. While you are searching look for an Anderson family with Priscilla. You may find her as head of household if she were widowed during the Civil War. Another tip is to look for a naming pattern! There is a good chance that the male children were named for both Joseph and Clarissa’s fathers.
1910 Miracode Soundex

Just when you thought you had all the terms and strange forms memorized, the U. S. Government added yet another strange puzzle. On a few states during the 1910 Soundex, the Miracode was attempted. It stumps even the best researchers from time to time. Below you will find a research aid to help you interpret the Miracode Soundex.

From this information, you know know that the Frank Neal household was located in Hempstead County, Arkansas on the 1910 census. You will also find the family in Enumeration District 72. They are listed as family number 101. Also listed in the household is Frank's wife, Jennie and his step son, Chester I. Wise. From this information you should be able to identify the family and locate the record in the census which will provide you with more information on the family.

Please distribute freely! Courtesy of Genealogy Records Service.
More forms available FREE online at http://www.genrecords.com
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Page 13
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Place of Birth: Virginia
Date of Birth: 1830
Date of Death: 1900
Married: Yes
Children: 5
Children's Names: Jack, Mary, John, Sarah, David
Children's Ages: 10, 8, 5, 3, 2
Children's Occupations: Student, Student, Farmer, Student, Student
Children's Values: $50, $25, $50, $40, $75
Exercise 1

Code the following surnames according to the rules of Soundex.
Adams
Walls
Jacobson
Immel
Smith
O’Neal
Barnswallow
Czerack
Schwartz
Henderson
Landon
YOUR NAME
Maiden Names of your MOTHER:
MATERNAL GRANDMOTHER
PATERNAL GRANDMOTHER
# MICROSOFT OFFICE
## EXCEL 2000
### TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
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</thead>
<tbody>
<tr>
<td>SCREEN LAYOUT</td>
<td>2</td>
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<tr>
<td>ADJUSTING CELLS HEIGHT AND WIDTH</td>
<td>3</td>
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<tr>
<td>INSERTING COLUMNS AND ROWS</td>
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<tr>
<td>FORMATTING NUMBERS</td>
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<td>FORMATTING TEXT</td>
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<tr>
<td>TO BOLD, UNDERLINE, ITALICIZE OR CHANGE THE FONT</td>
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<tr>
<td>USING FORMULAS</td>
<td>7</td>
</tr>
<tr>
<td>ADDITION</td>
<td>7</td>
</tr>
<tr>
<td>SUBTRACTION, MULTIPLICATION, AND DIVISION</td>
<td>8</td>
</tr>
<tr>
<td>SUBTRACTION</td>
<td>8</td>
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<td>MULTIPLICATION</td>
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<td>DIVISION</td>
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<td>More Formulas</td>
<td>8</td>
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<tr>
<td>Copying Formulas</td>
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<tr>
<td>BORDERING CELLS</td>
<td>11</td>
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<tr>
<td>USING PAGE SETUP</td>
<td>12</td>
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<tr>
<td>Choosing Margins</td>
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<tr>
<td>Choosing Headers/footers</td>
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<td>Repeating Headings</td>
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<td>Printing Documents</td>
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<td>Saving Documents</td>
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<td>Adding a Worksheet</td>
<td>15</td>
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<td>Creating Graphs</td>
<td>16</td>
</tr>
<tr>
<td>Linking Worksheets and Files</td>
<td>Error! Bookmark not defined.</td>
</tr>
</tbody>
</table>
The numbers represent the rows and the letters represent the columns. An example of a cell reference for the text CELLS would be D4.

By selecting the all button, EXCEL will highlight the entire sheet. If you click on a numbered or lettered button, EXCEL will highlight the entire row or column respectively.

The status bar is a source of information while you are working in a document, it tells you what mode you are in, column, and row number, etc.

To change the width of the cells, place your mouse pointer on the column line that you want to expand and then wait for the double arrow and drag the line the to the appropriate distance, or double click when you have the double arrow and Excel will automatically lengthen the cell to the largest entry.
ADJUSTING CELLS HEIGHT AND WIDTH

There are three ways to adjust the cell width in EXCEL.

1. To place your mouse pointer in-between the two letters of the Column that you would like adjusted. The pointer will become a double arrow. Click on the mouse button and drag across to the width that you desire.

2. Click on the Cell that you would like lengthened. Then click on the Format Menu and move your pointer over to Column and then AutoFit Selection. EXCEL will automatically fit the number in the Cell.

3. Click on the Cell that you would like lengthened. Then click on the Format Menu and move your pointer over to Column, and choose Width. A box will appear where you are able to type in the width of the column.

INSERTING COLUMNS AND ROWS

- Click on the top of a column (example-LetterA, B, C, etc.) Once the column is highlighted keep your mouse in the selected area and click your right mouse button and choose Insert. A new column will be inserted.

OR

- Click on the beginning of a row (example- etc LetterA, B, C, etc.) Once the column is highlighted, click on the Insert menu and choose Columns.

- Click on the top of a row (example-Number 1,2,3, etc.) Once the row is highlighted keep your mouse in the selected area and click your right mouse button and choose Insert. A new row will be inserted.

OR

- Click on the top of a row (example-Number 1,2,3, etc.) Once the row is highlighted, click on the Insert menu and choose Rows.
FORMATTING NUMBERS

1. Highlight the numbers that you would like to be formatted. Choose the Format menu and click on cells. Choose the Numbers tab. The following dialog box will appear.

![Format Cells dialog box]

Currency formats are used for general monetary values. Use Accounting formats to align decimal points in a column.

2. Determine the type of formatting that you would like to perform by looking at the categories. Click on the category that you want then look at the sample and enhance your choice.

3. When completed click on the OK button or press Enter on the keyboard.
FORMATTING TEXT

To BOLD, underline, italicize or change the font

1. To do any of the above, go to your Format Menu and select Cells. The following dialog box will appear:

   ![Format Cells dialog box]

   This is a TrueType font. The same font will be used on both your printer and your screen.

2. Choose the Font Tab. Here you can change the font, by scrolling through highlighting the correct font. You are also able to change the style and size of the fonts. EXCEL supplies a preview box, to see the result.

   -OR-
Go to your toolbar and choose the following buttons:

1. To change the font hold down your primary mouse button on the down arrow next to the font and scroll through the fonts to select your choice. Do the same for the font size as well.
2. To bold click on the B button, and to italicize and underline, click on the respective buttons.
3. Another way to change the size of a font is to click on the A to enlarge the character, or the A to shorten the height of the characters.
4. To center the text across columns, select the button before the S.

**TIP**

Remember to always highlight the area that you want changed.

**ALIGNING TEXT**

- Align by highlighting what you would like to align. Then click on the toolbar button that shows Left, Center, or Right Justified.
- To center across columns Type in your text in the first column. Next highlight the text and include all the columns that you would like the text to be centered around. Then go to Format menu and choose Cells and the Alignment Tab. Click on the down arrow in the horizontal box and choose Center across Section and click on OK.
USING FORMULAS

ADDITION

Click in the cell that you would like the formula to appear (B7). For addition:
type @Sum(B4:B6)

-OR-

=B4+B5+B6

-OR-

Click in the cell that you would like the formula to appear (B7). Then click on
the Summation sign on your toolbar. EXCEL automatically knows that you
want to add items B4 through B6.

After you have chosen one of the three methods either press your ENTER
key on the keyboard or click on the Question Mark. This completes the
procedure.
Subtraction, Multiplication, and Division

Subtraction

- Click in the cell that you would like the formula to appear (B7). Type in =B5-B6.

Multiplication

- Click in the cell that you would like the formula to appear (B7). Type in =B5*B6. (*=multiplication)

Division

- Click in the cell that you would like the formula to appear (B7). Type in =B5/B6. (/= division)

TIP

Remember when entering in formulas, to always use cell references instead of actual numbers. This is in case you change one of your figures, your formula will still calculate.

More Formulas

1. Choose the Help Menu and Contents and Index.
2. Search for Function.
3. Choose Worksheet.

Copying Formulas

1. To copy a formula, place the mouse pointer in the cell that you want to copy.
2. Go to your Edit menu and choose Copy.
3. Place your mouse pointer where you want to copy the formula. Go to your Edit menu and select Paste. –OR–
1. Place your mouse pointer on the Fill handle (small box on the lower right side of the cell).

2. As you place your pointer on the fill handle it will turn into a cross (press your mouse button) and if you drag the cross over the area where you want to copy the formula.

3. Release your primary button when you have finished copying.
• You can use this fill handle for many other features in EXCEL
• For example, type in January and pull the fill handle and the months will follow.
• Type Monday and pull the fill handle and the days will follow.
• Start a sequence of number for example

![Microsoft Excel - Book1](image)

• Highlight the number sequence and then pull the fill handle and the sequence will continue. This sequence would be 7, 9, 11
BORDERING CELLS

1. To add borders to a cell, go to the Format Menu and click on the Cells option and select the Borders tab. The following dialog box will appear:

![Format Cells dialog box]

The selected border style can be applied by clicking the presets, preview diagram or the buttons above.

2. You are able to border your cell, by selecting the style of the line and where you would like it to appear. The color can also be changed in this dialog box.

3. Then click on the OK button and the border will automatically be placed where you specified.
USING PAGE SETUP

1. Go to the File menu and choose Page Setup. The following dialog box will appear:

   ![Page Setup dialog box]

   - **Orientation**: Portrait or Landscape
   - **Scaling**: Adjust to or Fit to
   - **Paper size**: Letter 8 1/2 x 11 in
   - **Print quality**: 300 dpi
   - **First page number**: Auto

2. Here you can choose various tabs. The Sheet tab allows you to show gridlines and row and column headings (A, 1).

3. From the Page tab you are able to decide on the orientation of the page (landscape or portrait). The paper quality and the percentage of the page if you are trying to make a larger spreadsheet fit on an 8 X 11 sheet of paper.

4. If you click on the Print Preview that will show what your spreadsheet will look like when you print it.
CHOOSING MARGINS

When you choose the Margin tab in Page setup, you are able to adjust the margins and headers and footers. The following dialog box appears after selecting the Margins.

In this setup, EXCEL also allows you to center your text either horizontally or vertically. EXCEL, as always provides a preview screen, to allow you to visually see your adjusting results.
USING PRINT PREVIEW

1. You are able to choose Print Preview in any of the setup boxes or from your File Menu. After you have chosen Print Preview, the screen will look like the following:

![Microsoft Excel - Book1](image)

2. In the Print Preview you are able to select the setup, print, or margins option.

3. In this mode your mouse pointer turns into a magnifying glass. You are able to enlarge any portion of the view by clicking in the area that you want to see or by selecting the Zoom button.

PRINTING DOCUMENTS

1. Choose Print in the Print Preview box or from the File menu. The following dialog box will appear:

![Print Dialog Box](image)

2. Choose the number of copies and what pages to print.
3. Click on the OK button —OR— Click on the Printer Icon button on the toolbar and EXCEL will automatically print the entire document.

SAVING DOCUMENTS

1. Go to your File menu and select Save As. The following dialog box will appear:

   ![Save As Dialog Box]

   - **Save In:** My Documents
   - **File Name:** Book
   - **Save as Type:** Microsoft Excel Workbook

2. Select the correct drive and directory by clicking on the down arrow of the box that says Save In.

3. Type in the title of the file in the File Name box.

4. Click on the OK button.

5. To save after you have titled the file, go to the File menu and choose Save, or click on the disk icon on the toolbar to Save.

ADDING A WORKSHEET

1. To add a worksheet click on the Insert menu and choose worksheet. A new worksheet tab will appear at the bottom of the screen. —OR— Place your mouse pointer on the worksheet tab and click on your right mouse button (opposite of what you normally use) and choose insert.

2. To Rename the worksheet click on your Format menu and move down to Sheet and then click on rename. —OR— Place your mouse pointer on the worksheet tab and click on your right mouse button and choose Rename.
3. Your worksheet tap will be highlighted type the new name over the highlighted area.

**CREATING GRAPHS**

1. Create a spreadsheet that looks similar to the following:

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<tr>
<td>LSCA Funding</td>
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<tr>
<td>State Funding</td>
<td>50,000</td>
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<tr>
<td>Non Project</td>
<td>55,250</td>
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</tbody>
</table>

2. Highlight the chart that you have created.

3. Choose the Insert menu and click on chart. –OR-Click on the Chart Wizard icon on the toolbar. The following screen will appear:

![Chart Wizard - Step 1 of 4 - Chart Type](chart_wizard.png)

- Chart type: Column
- Chart sub-type: Clustered Column. Compares values across categories.
4. This is what EXCEL calls a Wizard. This Wizard will walk you through step by step as you create this graph. First choose the type of graph you would like. Let's start with a Pie Chart.

5. When you click on Pie you will have a number of choices. When determining your selection, if you click on the button that says Press and hold to preview sample. A sample will appear in the box to help you make your decision. Choose the Pie chart that you would like to create and then click on next.

6. When you click on Next a dialog box will appear that will have two tabs. Data Range—shows what you highlighted as your range to graph and also chooses what the series are if they are rows or columns. The next tab is the Series tab.

7. The Series tab looks like the following screen.

![Chart Wizard - Step 2 of 4 - Chart Source Data]

8. Normally, this defaults correctly, if it does not make the changes and click on Next.

9. The Next screen looks like the following:
10. There are three tabs on this screen. The first is the Title tab, type in the title of the chart.

11. Next click on the Legend tab. Legend tab gives you the ability to show a legend and determine where you would like it to appear.

12. Next click on the Data Labels tab, it will look like the screen below.
13. This tab allows you to customize your chart by showing percentages, values, etc.

14. When you have completed your selections click on the Finish button.

15. One last item will appear asking you to choose if you would like to place your chart on a new sheet. Choose the New sheet if it normally looks nicer.
<table>
<thead>
<tr>
<th>Description</th>
<th>Feb-01</th>
<th>Feb-02</th>
<th>YTD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction</td>
<td>4500</td>
<td>6700</td>
<td></td>
</tr>
<tr>
<td>Non Fiction</td>
<td>2100</td>
<td>2450</td>
<td></td>
</tr>
<tr>
<td>Videos</td>
<td>175</td>
<td>145</td>
<td></td>
</tr>
<tr>
<td>CD's</td>
<td>205</td>
<td>225</td>
<td></td>
</tr>
</tbody>
</table>
Surfing the MARC record

Presented by

Carol Bradsher

For the Ohio Support Staff Institute

August 5, 2002
Surfing the MARC record

Presented by
Carol Bradsher

For the Ohio Support Staff Institute
August 5, 2002

What brings you here?

What mysteries of the MARC record would you like to see solved?

What drives the content of a catalog record?

Information contained in a MARC record:
- Description of item
- Headings for authors, titles
- Subject headings
- Dewey call numbers
- Numbers associated with an item
Cataloging standards for description

- ISBD
  - International Standard Bibliographic Description
- AACR2
  - Anglo-American Cataloging Rules, 2nd ed.
- MARC
  - Machine Readable Cataloging

ISBD
(International Standard Bibliographic Description)

- what information is extracted from an item,
- in what order
- Can be used for any type of material (books, cake pans)
- eight elements of ISBD

8 elements of ISBD

1. Title and statement of responsibility
2. Edition
3. Material specific data
4. Publication information
5. Physical description
6. Series
7. Notes
8. Standard number and terms of availability

Carol Bradsher
OSSI August 5, 2002
Statement of responsibility

- Definition: a statement, transcribed from the item being described, relating to persons responsible for the intellectual or artistic content of the item

Also includes

- Corporate bodies from which the content emanates* Persons or corporate bodies responsible for the performance of the content of the item

*Emanates: issued by the corporate body; content relates to the corporate body

Material Specific Details

- Used to record elements unique to a format
- Example: used to record a scale for a map, or the numbering used for a serial
- not used with all formats

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OSSI August 5, 2002
Publication information

- Place of publication: Publisher, Date of publication
- Publication date refers to the date the edition in hand was published
- Publication dates can be a copyright date or printing date but are not limited to these two categories

Difference between an edition and a printing

- **Edition**: all copies produced from essentially the same type image and issued by the same entity.
- **Printing (or Issue)**: copies of an edition

A publication date indicates when the edition specified in the 250 field was published

Series

- A title that applies to a group of items although
- Each item in the group has its own unique title
AACR2

• Anglo-American Cataloging Rules, 2nd ed.
• ISBN is the "what", AACR2 is the "how"
• AACR2 based on ISBD

MARC

• Machine Readable Cataloging
• International communication standard for the transfer of bibliographic information
• Codes bibliographic information into a format that can be read by a computer

An important distinction

• MARC does not control the content of a bibliographic record
• Content is determined by AACR2, classification standards (DDC/LC), subject heading sources (LCSH)
• MARC encodes this information into machine-readable format
Where MARC came from

- Developed by Library of Congress in mid-1960s
- Why?
- Now governed by LC and MARBI

ISBD in MARC format

- MARC vocabulary
- why is it a communication standard?

Identify the title, author, etc.

al-ÒTabºah 1
Sitellah al-bºlºusályah
al-Kalbu al-áðºfar Jaurj Sálimunun tarjamat Basºam
ºHajºlar
ºSawºt al-Nºas,
Identify the title, author, etc.

2 041 i ara ṭḥ fro
3 060 ṭb
4 048 TQQO
5 100 i Simenon, Georges, ḩd 1903-
6 245 13 al-Kalbu al-aŭsba'ar / ḩc Ja'urj Sālimunun ; [ṣarjamat Basālah ḍHāẓār].
7 260 al-ṣTabb'ah 1.
8 260 Limassol, Cyprus : ḩb ẓSawt al-Nāas, ḩc
1993.
9 300 213 p. ; ḩc 17 cm.
10 440 0 Sīsilah al-bā'īl̲ūς̲a‘lyah

Structure of a MARC record

- Leader
  - Type code found here
- Fixed length field (008)
  - Specific to type code, i.e. 008 fields vary depending on type of material
- Variable length fields
  - "traditional" cataloging information
  - Call numbers, ISBN, author, title, subjects, etc.

MARC format

- http://lcweb.loc.gov/marc/bibliographic/
  - Lists all the tags and codes defined for the MARC format
- http://lcweb.loc.gov/marc
  - Home page for MARC, includes MARC handbook and "MARC lite"
- http://www.oclc.org
  - Look for Bibliographic Formats and Standards link

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Different MARC displays

Display of the MARC record varies
Controlled by individual automated systems
"true" MARC is the way that it's encoded on tape/disc

MARC record for a book

Leader:
Status: n  Type: a  Bib lvl: m  Control:
Enc lvl: Desc: a

One of the important parts of the Leader field is the code that identifies the type of material (book, video, etc.)

Fixed field (008)

Blvl: m  Form: Conf: 0  Blog: a  Mrec: Ctry:
Cont: Gpub: Fict: 0  Indx: 0

Fixed field contains information previously not available on catalog cards
MARC record for a book

- 100 1 Williams, Gregory Howard.
- 245 10 Life on the color line : tion the true story of a white boy who discovered he was black / by Gregory Howard Williams.
- 300 xii, 286 p. : il. ; cm.

MARC record for a book

- 600 10 Williams, Gregory Howard. Childhood and youth.
- 650 0 Afro-American lawyers Biography.
- 650 0 Afro-Americans Indiana Muncie Social conditions.
- 651 0 Muncie (Ind.) Social conditions.

MARC record for a video

Leader:
Status: c Type: g Bib lv: m
Control: Enc lv: l Desc: a

007:
GMD: v SMD: f Color: c Format: b Sound: a Snd medium: h Width: o
Conch/chan: u
Varying displays of 007 field

- Dynix
  007 vf-cbauos
- OCLC
  007 t a v t b f t d c t e b t f a t g h t h o t l u
- MultiLIS
  007 GMD: v SMD: f Color: c Format: b
  Sound: a Snd medium: h Width: o Conf/chan: u

MARC record for a video

008
Date: 910705 Date type: s
Date 1: 1960 Date 2:
Place: ctu Lang: eng Mod rec:
Source: d Length: 058
Audience: Govt pub: Form/item:
Type mat: v Technique: u

MARC record for a video

- 100 1 McCloskey, Robert, †d 1914-
- 245 14 The Robert McCloskey library †h videorecording
- 260 Weston, Ct.: †b Children's Circle †b Distributed by Weston Woods, †c c1990.
- 300 1 videocassette (ca. 58 min.): †b sd., col.: †c 1/2 in.
- 440 0 Children's circle: †v 25

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MARC record for a video

- 500 Title from container.
- 505 0 Lentil -- Make way for ducklings -- Blueberries for Sal -- Time of wonder -- Burt Dow, deep-water man -- Getting to know Robert McCloskey.
- 538 VHS.

MARC record for a video

- 600 10 McCloskey, Robert, 3d1914-
- 710 2 Children's Circle Home Video.
- 710 2 Weston Woods Studios.
- 740 01 Lentil.
- 740 01 Make way for ducklings

Wrap up and questions
Cataloging Standards

ISBD elements p. 2

AACR2 and ISBD p. 3-4

MARC
  vocabulary p. 5
  MARC parts p. 6
  ISBD in MARC p. 7
  Labelled MARC record p. 8
  007 field for a video p. 9
  007 field for a sound recording p. 10

Glossary p. 11-12
International Standard Bibliographic Description (ISBD)

1. Title / Statement of responsibility

Statement of responsibility: a statement, transcribed from the item being described, relating to persons responsible for the intellectual or artistic content of the item. Also includes corporate bodies who issue the content or corporate bodies who perform the content of an item.

Not every item has a statement of responsibility. It must be on the chief source of information to be included in the statement of responsibility area.

2. Edition

Definition: all copies produced from essentially the same type image and issued by the same publisher. Not every item has a named edition statement.

3. Material Specific Details

Used to record elements unique to a format, such as a scale for a map. This area is not used with every format.

4. Publication Information (Place of publication : Publisher, date of publication)

Date of publication refers to the date the edition in hand was published. Publication dates can be a copyright date or a printing date.

If no place is publication is present on the item, use [S.l.]

If no publisher is named, use, [s.n.]

If no date of publication is given, you must supply one.

5. Physical Description

Extent and specific material designation: other physical details; dimensions

6. Series

A title that applies to a group as a whole, even though individual items in the group have their own unique title.

7. Notes

Can include contents, summary, reading level, format characteristics, etc.

8. Standard number and terms of availability

ISBN and price
AACR2 and the ISBD

**Books**

<table>
<thead>
<tr>
<th>ISBD element</th>
<th>Comes from</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title / statement of responsibility</td>
<td>title page</td>
</tr>
<tr>
<td>Edition</td>
<td>Title page, other preliminaries, colophon</td>
</tr>
<tr>
<td>Publication, distribution, etc.</td>
<td>Title page, other preliminaries, colophon</td>
</tr>
<tr>
<td>Physical description</td>
<td>Whole publication</td>
</tr>
<tr>
<td>Series</td>
<td>Series title page, monograph title page, cover, rest of publication</td>
</tr>
<tr>
<td>Note</td>
<td>any source</td>
</tr>
<tr>
<td>Standard number</td>
<td>any source</td>
</tr>
</tbody>
</table>

**Example:**
173 p. : ill. ; 20 cm.
(Dear America)
0-590-22653-3 : $9.95

**Videos**

<table>
<thead>
<tr>
<th>ISBD element</th>
<th>Comes from</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title / statement of responsibility</td>
<td>title frame (or container)</td>
</tr>
<tr>
<td>Edition</td>
<td>Title frame, accompanying material, container</td>
</tr>
<tr>
<td>Publication, distribution, etc.</td>
<td>Title frame, accompanying material, container</td>
</tr>
<tr>
<td>Physical description</td>
<td>Any source</td>
</tr>
<tr>
<td>Series</td>
<td>Title frame, accompanying material, container</td>
</tr>
<tr>
<td>Note</td>
<td>any source</td>
</tr>
<tr>
<td>Standard number</td>
<td>any source</td>
</tr>
</tbody>
</table>

(see the following page for an example of the ISBD for a video)
Example:


1 videocassette (100 min.) : sd., col. ; ½ in.

VHS Hi-Fi Stereo.


Credits: Directed by Jim Sharman ; produced by Michael White ; screenplay by Jim Sharman and Richard O'Brien, original musical play and lyrics by Richard O'Brien.

Videocassette release of the 1975 motion picture.

Includes two additional musical numbers, "Once in a while" and "Superheroes."

Closed-captioned for the hearing impaired.

Summary: A mad mix of classic horror/sci-fi, super-charged sensuality and outrageous fantasy. It's the story of an "ordinary" couple and one unforgettable night at the castle of Dr. Frank-N-Furter, a mad scientist.
MARC

- An acronym that stands for MAchine Readable Cataloging
- Developed by the Library of Congress in the mid-1960's to mechanize the production of catalog cards
- Used to code bibliographic information representing an item (description, subject headings, call numbers, subject headings, author headings, etc.) into a format that can be read by a computer
- MARC is an international communication standard for the transfer of bibliographic information
- MARC is not a computer system or language; it is a format

MARC Vocabulary

Directory -- a part of the MARC record which lists all the tags in the record and their position. The directory does not display in many automated systems; it can only be read by a computer.

Tag -- a three digit number that identifies a field, e.g. the 245 tag is used to identify the title field.

Field -- part of a record, e.g. the title field is one area of the MARC record.

Subfield -- part of a field, e.g. the title proper and other title information are two subfields in the 245 (title) field.

Subfield code -- the letter or number that identifies a subfield.

Delimiter -- symbol that identifies the start of a subfield. Some symbols used as delimiters include $, ^, _ ≠

Fixed length field -- a field whose length is a finite number of characters, e.g. the 008 field is a fixed length field because it can only contain 40 characters.

Indicator -- Indicators are the numbers located between the tag and the text of a field which provide more information about the data contained in the field.

Variable length field -- a field whose length can vary, e.g. the 100 field can accommodate any number of characters.

Leader -- the first field in the MARC record. It contains information for processing of the record, such as the type of material described and the level of completeness.

MARC21 -- the current version of the MARC format. It was previously referred to as USMARC.
## MARC Parts

<table>
<thead>
<tr>
<th>Tag</th>
<th>Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>010</td>
<td>Library of Congress control number</td>
</tr>
<tr>
<td>020</td>
<td>ISBN</td>
</tr>
<tr>
<td>022</td>
<td>ISSN</td>
</tr>
<tr>
<td>028</td>
<td>Publisher’s number (sound recordings, videos, scores)</td>
</tr>
<tr>
<td>082</td>
<td>Dewey number assigned by the Library of Congress</td>
</tr>
<tr>
<td>100</td>
<td>Main entry, personal name</td>
</tr>
<tr>
<td>110</td>
<td>Main entry, corporate name</td>
</tr>
<tr>
<td>111</td>
<td>Main entry, conference/festival name</td>
</tr>
<tr>
<td>245</td>
<td>Title</td>
</tr>
<tr>
<td>246</td>
<td>Title added entry</td>
</tr>
<tr>
<td>250</td>
<td>Edition statement</td>
</tr>
<tr>
<td>260</td>
<td>Publisher and date of publication</td>
</tr>
<tr>
<td>300</td>
<td>Physical description</td>
</tr>
<tr>
<td>440</td>
<td>Series, accessible by title</td>
</tr>
<tr>
<td>490</td>
<td>Series, not accessible</td>
</tr>
<tr>
<td>500</td>
<td>General note</td>
</tr>
<tr>
<td>505</td>
<td>Contents note</td>
</tr>
<tr>
<td>508</td>
<td>Technical credits note</td>
</tr>
<tr>
<td>511</td>
<td>Performers note</td>
</tr>
<tr>
<td>520</td>
<td>Summary note</td>
</tr>
<tr>
<td>521</td>
<td>Audience note</td>
</tr>
<tr>
<td>538</td>
<td>format note</td>
</tr>
<tr>
<td>546</td>
<td>Language note</td>
</tr>
<tr>
<td>590</td>
<td>Local note</td>
</tr>
<tr>
<td>600</td>
<td>subject heading, personal name</td>
</tr>
<tr>
<td>610</td>
<td>subject heading, corporate name</td>
</tr>
<tr>
<td>611</td>
<td>subject heading, conference/festival name</td>
</tr>
<tr>
<td>630</td>
<td>subject heading, uniform title</td>
</tr>
<tr>
<td>650</td>
<td>subject heading, topical</td>
</tr>
<tr>
<td>651</td>
<td>subject heading, geographic area</td>
</tr>
<tr>
<td>700</td>
<td>added entry, personal author</td>
</tr>
<tr>
<td>710</td>
<td>added, entry, corporate name</td>
</tr>
<tr>
<td>711</td>
<td>added entry, conference/festival name</td>
</tr>
<tr>
<td>730</td>
<td>added entry, uniform title</td>
</tr>
<tr>
<td>740</td>
<td>added entry, title</td>
</tr>
</tbody>
</table>

### Authors
- 100, 110, 111, 130, 700, 710, 730

### Titles
- 245, 246, 740, 440

### Subjects
- 600, 610, 611, 630, 650, 651

### Standard numbers
- 010, 020, 022, 028

### Notes
- 500, 505, 508, 511, 520, 521, 538, 546, 590

### Type codes
- **a**: book/serial
- **c**: printed music
- **e**: maps
- **g**: projected material
- **i**: non-musical recording
- **j**: musical recording
- **m**: computer file
- **k**: kit
- **o**: three dimensional
- **r**: artifact
ISBD in MARC format

020  $a Standard number : $c terms of availability
245  $a Title : $b other title information / $c statement of responsibility ; subsequent statements of responsibility.
250  $a Edition.
260  $a Place of publication : $b Publisher, $c date of publication.
300  $a extent and specific material designation : $b other physical details ; $c dimensions.
440  $a Series ; $v numbering
500  $a Notes
Labelled MARC record

Type: a  ELvl: Srce: Audn:  Ctrl:  Lang: eng
BLvl: m  Form: Conf: 0  Biog: a  MRec:  Ctry: nyu
Cont: GPub: Fict: 0  Indx: 0
Desc: a  Ills: a  Fest: 0  DtSt: s  Dates: 1995,

1 010 94-29894
2 040 DLC ≠c DLC ≠d OCL
3 020 0525938508
4 043 n-us-ia ≠a n-us---
5 050 00 KF373.W474 ≠b A3 1995
6 082 00 305.896/073/092 ≠a B ≠2 20
7 090 ≠b
8 049 T
9 100 1 Williams, Gregory Howard.
10 245 10 Life on the color line : ≠b the true story of a white boy who
discovered he was black / ≠c Gregory Howard Williams.
12 300 x, 285 p. : ≠b ill. ; ≠c 24 cm.
13 600 10 Williams, Gregory Howard ≠x Childhood and youth.
14 650 0 Afro-American lawyers ≠v Biography.
15 650 0 Afro-Americans ≠z Indiana ≠z Muncie ≠x Social conditions.
16 651 0 Muncie (Ind.) ≠x Social conditions. ¶
### 007 field codes for sound recordings

<table>
<thead>
<tr>
<th>Position*</th>
<th>Description</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>#a/00</td>
<td>Category of material</td>
<td>s</td>
</tr>
<tr>
<td>#b/01</td>
<td>specific material designation</td>
<td>d</td>
</tr>
<tr>
<td></td>
<td></td>
<td>s</td>
</tr>
<tr>
<td>#d/03</td>
<td>speed</td>
<td>f</td>
</tr>
<tr>
<td></td>
<td></td>
<td>l</td>
</tr>
<tr>
<td>#e/04</td>
<td>kind of sound</td>
<td>m</td>
</tr>
<tr>
<td></td>
<td></td>
<td>q</td>
</tr>
<tr>
<td></td>
<td></td>
<td>s</td>
</tr>
<tr>
<td></td>
<td></td>
<td>u</td>
</tr>
<tr>
<td>#f/05</td>
<td>groove width</td>
<td>n</td>
</tr>
<tr>
<td>#g/06</td>
<td>dimensions</td>
<td>g</td>
</tr>
<tr>
<td></td>
<td></td>
<td>j</td>
</tr>
<tr>
<td>#h/07</td>
<td>tape width</td>
<td>l</td>
</tr>
<tr>
<td></td>
<td></td>
<td>n</td>
</tr>
<tr>
<td>#i/08</td>
<td>tape configuration</td>
<td>c</td>
</tr>
<tr>
<td></td>
<td></td>
<td>n</td>
</tr>
<tr>
<td>#m/12</td>
<td>special playback characteristics</td>
<td>c</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e</td>
</tr>
<tr>
<td></td>
<td></td>
<td>u</td>
</tr>
<tr>
<td>#n/13</td>
<td>capture and storage technique</td>
<td>d</td>
</tr>
<tr>
<td></td>
<td></td>
<td>e</td>
</tr>
</tbody>
</table>
### 007 field codes for videos

<table>
<thead>
<tr>
<th>Position*</th>
<th>Description</th>
<th>Codes</th>
</tr>
</thead>
<tbody>
<tr>
<td>#a/00</td>
<td>Category of material</td>
<td>v</td>
</tr>
<tr>
<td>#b/01</td>
<td>specific material designation</td>
<td>d</td>
</tr>
<tr>
<td></td>
<td></td>
<td>f</td>
</tr>
<tr>
<td>#d/03</td>
<td>Color</td>
<td>b</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c</td>
</tr>
<tr>
<td></td>
<td></td>
<td>m</td>
</tr>
<tr>
<td>#e/04</td>
<td>video format</td>
<td>a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g</td>
</tr>
<tr>
<td>#f/05</td>
<td>sound on medium or separate</td>
<td>a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b</td>
</tr>
<tr>
<td></td>
<td></td>
<td>u</td>
</tr>
<tr>
<td></td>
<td><em>(do not use if silent)</em></td>
<td></td>
</tr>
<tr>
<td>#g/06</td>
<td>medium for sound</td>
<td>h</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i</td>
</tr>
<tr>
<td></td>
<td><em>(do not use if silent)</em></td>
<td></td>
</tr>
<tr>
<td>#h/07</td>
<td>dimensions</td>
<td>o</td>
</tr>
<tr>
<td></td>
<td></td>
<td>r</td>
</tr>
<tr>
<td></td>
<td></td>
<td>z</td>
</tr>
<tr>
<td>#i/08</td>
<td>configuration of playback channels</td>
<td>k</td>
</tr>
<tr>
<td></td>
<td></td>
<td>m</td>
</tr>
<tr>
<td></td>
<td></td>
<td>n</td>
</tr>
<tr>
<td></td>
<td></td>
<td>q</td>
</tr>
<tr>
<td></td>
<td></td>
<td>s</td>
</tr>
<tr>
<td>u</td>
<td>unknown</td>
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</tr>
</tbody>
</table>
Glossary

AACR2 -- Anglo-American Cataloging Rules, 2nd edition. AACR2 constitutes the "cataloging code" used by English speaking countries and specifies how the ISBD is recorded.

Added entry headings -- access points for titles and authors. Represented by a Roman numeral on catalog cards; tagged as 7XX fields in the MARC record.

CIP -- Cataloging in Publication. Prepublication cataloging created by the Library of Congress and generally printed on the verso (back of title page). The Encoding Level (Elvl) value for a CIP record is "8."

Colophon -- publication and/or bibliographic information printed at the back of an item. Time-Life books frequently have CIP information in the colophon.

Corporate body -- an organization or a group of persons that is identified by a particular name and that acts as an entity. Examples of corporate bodies are associations, institutions, nonprofit organizations, government agencies, and religious bodies.

Cutter number -- an alpha-numeric code based on the first word of the main entry. It is frequently used in conjunction with the Dewey number to group items together on the shelf.

Delimiter -- symbol that identifies the start of a subfield.

Directory -- a part of the MARC record which lists all the tags in the record and their position. The directory usually does not display in the MARC record; it can only be read by a computer.

Field -- part of a record, e.g. the title field is one area of the MARC record.

Fixed length field -- a field whose length is a finite number of characters, e.g. the 008 field is a fixed length field because it can only contain 40 characters.

General material designation (GMD) -- a term indicating the broad class of material to which an item belongs, e.g. sound recording is a GMD which includes cassettes, records, and compact discs. The list of GMDs is found in AACR2, Chapter 1.

Indicator -- associated with a MARC record. Indicators are the numbers located between the tag and the text of a field that provide more information about the data contained in the field.

International Standard Bibliographic Description (ISBD) -- an international cataloging standard that specifies the eight elements used to describe an item and generate a bibliographic description.


International Standard Serial Number (ISSN) -- a unique 8 digit number assigned by the International Serial Data System to a serial title.

Library of Congress Control Number (LCCN) -- a number that is assigned by the Library of Congress to a title cataloged by them. Libraries use this number to order cataloging cards or MARC records from the Library of Congress.
Library of Congress Subject Headings (LCSH) -- a list of terms and phrases assigned to items which represent the subject content of an item. The list is developed and maintained by the Library of Congress.

Library of Congress Children's Subject Headings -- a list of terms and phrases assigned by the Library of Congress to children's materials.

Leader -- the first field in the MARC record. It contains information for processing of the record, such as the type of material described and the level of completeness.

Main entry -- the heading under which the bibliographic description is filed. The main entry heading can be a personal author, corporate body, or title.

MARC21 -- the current version of the MARC format. It was previously referred to as USMARC.

Material specific details -- the third element of the ISBD; used to record information unique to a format, such as the scale for a map.

Sears subject headings -- a list of terms and phrases assigned to items which represent their subject content. The Sears subject headings were developed by Minnie Sears in 1928 to give school libraries another source of subject terms, rather than the Library of Congress headings, which were more suitable for users of school libraries.

Specific material designation -- indicates the format of material, such as videocassette, sound disc. The specific material designation is part of the physical description and is found in the 300 field, subfield a.

Statement of responsibility -- a statement, transcribed from the item being described, relating to the persons responsible for the intellectual or artistic content of the item, to corporate bodies from which the content emanates, or to corporate bodies responsible for the performance of the content of the item.

Subfield -- part of a field, e.g. the title proper and other title information are two subfields in the 245 (title) field. A subfield is identified by a delimiter symbol; the symbol used for a delimiter varies among automated systems.

Tag -- a three digit number that identifies a field, e.g. the 245 tag is used to identify the title field.

Variable length field -- a field whose length can vary, e.g. the 100 field can accommodate any number of characters.

Verso -- the left hand side of a page, or the back of a page.
Exercise

What is wrong with this picture?

Here are records from real library catalogs. Each record contains at least one error, e.g. typo, MARC coding error, or error in creating the ISBD or establishing a person's name. See if you can find them.
1- Leader Status: n Type: a Bib lvl: m
Control: Enc lvl: 7 Desc:
2- 008 Date: 990203 Date type: s Date 1: 1998 Date 2:
  Place: Lang: eng Mod rec: Source: d
  Length: Audience: Govt pub: Form/item:
  Type mat: Technique:
3- 245 $a9th grade proficiency citizenship study tape [videorecording]
4- 260 $aLang, John,$c1998.
5- 300 $aTape #1-100 min. Tape #2-103 min. Tape #3-74 min.
6- 490 0 $aA set of three videocassettes designed to prepare students for the
  ninth grade proficiency test in citizenship. Tape #1 contains an
  explanation of how the test is made-up along with the information needed
  to prepare for the Government and History parts. Tape #2 info needed
  to prepare for the Law and Citizen Knowledge. Tape #3 prepare for the
  Geography and Economics parts.

#2
LEADER 00645cam 2200145 45@0
001 CNV95441214
008 970925s1934 inu 000 0 eng u
092 973/Jam
100 1 James, Marquis,$d1891-
245 10 They had their hour /$cby Marquis James.
260 Indianapolis :$bThe Bobbs-Merrill company,$c[1934].
300 324 p. ;$c24 cm.
651 0 United States$xHistory.

#3
LEADER 00950cg 2200104 45@0
001 sys00003424
005 20010607112740.0
008 920608 1986 eng
092 VCR TOP
245 00 Top Gun$[videocassette]
300 1 videocassette (109 min.): VHS; sd., col.; 1/2 inch.
508 Music Score by Harold Faltermeyer ; Written by Jim Cash & Jack Ep
  ps, Jr. ; Produced by Don Simpson and Jerry Bruckheimer ; Directe
  d by Tony Scott.
511 Tom Cruise, Kelly McGillis, Val Kilmer, Anthony Edwards, Tom Sker
  ritt.
521 PG
690 Feature films.
Title: Piano sonatas in D, D850 Impromptus in G flat, D899
   No. 3 & A flat, D899 No. 4 ; 6 moments musicaux, D780 / Schubert.

Author: Schubert, Franz, 1797-1828


Format: Music Tape - 1 sound disc:
"WE ARE THE LIBRARY!"

Support Staff Speak Out

Representing the bulk of the staff who run our country's public and academic libraries, paraprofessionals are poised to build a more constructive relationship with librarians for the long-term good of the profession.

Lest anyone think that professionals are the only ones in librarianship yearning for recognition, their non-MLS colleagues, the paraprofessionals who comprise an estimated 60-70% of library staffs in this country, are expressing similar sentiments. However, in a Faustian twist that could be viewed as the profession's ultimate irony, library assistants are often made to feel as though they are the library's underclass, not by the local community, not by politicians, but by their own library brethren. The same professional colleagues who seek their own measure of approbation as leaders in the Information Age.

In conducting its first ever paraprofessional survey, LJ sought to explore paraprofessionals' attitudes toward their superiors as well as toward their jobs. Almost four out of ten paraprofessionals working in public libraries say they don't get the recognition they deserve, while nearly half of those working in academic libraries say they feel the same way. "There is a very defined class system within the library profession," said a Maryland community college library assistant who has been in librarianship for more than 20 years. "No matter how much you excel in any situation--academic, public, or special libraries--you have to have an MLS to get respect and validation of your ideas and opinions. Longevity, experience, and excellence have no bearing on opportunity and acceptance." A Florida public library support staff veteran with more than 18 years in the field commented that "as an employee without an MLS, [I see] the Librarian IIs and IIIs treated by the director as if they know all even if they are fresh out of library school."

VLA's vociferous voices

Respect, or the lack of it, may not be an issue in libraries where the director meets the challenge of orchestrating a creative synthesis among staffers at every strata. But the situation still exists, as evidenced by the tumult following Virginia Library Association (VLA) President Linda Farynk's suggestion this past summer that the organization consider changing the name of its journal, Virginia Librarian, to make it more "inclusive" to paraprofessionals. Farynk, along with journal editors Lucretia McCulley and Dan Ream—who opposed any name change—unwittingly wrought-up some of the long-existing tensions that have polarized librarians and support staff. Farynk, who mused in her column that "perhaps it was time for a title that reflects what brings us together, rather than what separates us," was opposed mordantly by McCulley and Ream in an accompanying editorial. ". . . VLA is, and should remain, primarily a professional association for (pardon our language) 'librarians'. . . . The blurring of the distinction between librarians and paraprofessionals is a serious transgression for an association that seeks to represent members of the library profession in Virginia."

The trio's solicitation of feedback elicited an immediate flurry of letters full of pique to the journal. "Equating paraprofessionals with librarians overlooks the extensive professional training required to earn the title of librarian," wrote a school librarian from South Hill, VA. "If one does not need to have professional credentials, we wasted our time and money in library school." "Professional librarians, get a grip!" said a letter from eight paraprofessionals from the Longwood College Library, Farmville, VA. "You are the librarians, your jobs are secure, and we don't wish to threaten you in any way . . . hopefully you consider the support provided by paraprofessionals as more than just tasks being performed by faceless robots."

Wrote another library assistant from the McConnell Library at Radford University, VA, "I realize that librarians need to promote their profession. . . . They will not be able to do this without . . . support staff dedicated to providing good library service. But it is hard for a staff member to be dedicated when librarians constantly stress that support staff members are not professionals. Many of us bring extensive training, broad experience, and special skills to our positions."

The proposed name change met with overwhelming support from VLA members, and in September the association changed its journal name from Virginia Librarian to Virginia Libraries. By the time VLA had implemented the name change, McCulley and Ream had already resigned.

Parapro's vital stats

With an average age of 45, paraprofessionals are nearly as old as their MLS-degreed colleagues, who have a composite age of 46, according to LJ's Job Satisfaction Survey ("LJ Career Survey, Part 2: Job Satisfaction," November 1, 1994, p. 44-49). While they are close in age and in tenure—library assistants have been working in libraries for almost 13 years vs. 16 years for professionals—they lag much further behind in salary, earning about one-third less, $25,000 vs. $37,100. Pay raises are comparable, with parapos receiving an annual increase of 4.3% on average vs. 4.5% for professionals. They have remained in their current positions for an average of just under eight years, nearly as long as professionals.

The gender/compensation gulf that plagues female professionals has not only filtered down to library assistants but widened: With nine of ten library assistants being female, they earn 11% less than their male counterparts, $27,690 to $24,700. Women librarians earn 9% less than men.

Women in the field will find it even more vexing that male support staffers make more than their female colleagues despite being an average of almost five years younger (41), holding their current positions for less time (six years compared to almost eight for women), and spending less time in the field (11 years vs. almost 13 for women).

The largest number of respondents listed their job title as Library Assistant followed by Library Technical Assistant. More than 30% said they had attended college, 26% said they earned a college degree, while another 14% said they had undertaken some graduate study, and 13% had earned a graduate degree.

Less pay, less opportunity

An apparent dearth of opportunities for advancement has also fueled support staff disenchantment. Three out of four paraprofessionals said there were insufficient opportunities for advancement at their library, while more than 80% said there was a ceiling for support staff to advance. Although earning an MLS degree is viewed widely by library staff as the key component toward achieving upward career mobility, only 46% of parapos said they would obtain an MLS even if their library paid for it. Although only 8% of respondents said they were currently studying for their MLS, more than half said they participate in distance learning and continuing education courses.

Nevertheless, in libraries where upward mobility is fostered, support staff take advantage of the opportunity to go for the professional degree. In Cleveland, Director Marilyn Mason provides incentives at all levels: clerical, support staff, and librarian. "One of the things we do to encourage [support staff] to start library school is to promote them to Library Assistant II once they are halfway through their master's program," said Mason. Three of the 44 Cleveland PL paraprofessionals are currently studying for the MLS, while four more recently graduated library school and are now librarians.

Despite a few success stories like those in Cleveland and elsewhere around the country, most paraprofessionals are pessimistic about their professional futures. When asked where they expected to be in five years, the majority, 36%, said they would be in their current jobs, followed by 20% who said they would either be retired or self-employed. Of the rest, 17% said they would be in a higher position without an MLS; 16%, in a higher with an MLS; 10%, in a different profession/industry; and 5.4%, in a similar job with a different library.

Even though support staffers find their lack of recognition and advancement opportunities troubling, those concerns still rank only fourth and fifth, respectively, on a priority list of chief gripes. The most oft-mentioned concern was about low pay, followed by lack of good management/no positive reinforcement, and an inability to get all their work done during their workday. Heading the list of chief satisfactions were (in order of frequency): being able to serve the public, the diversity of their jobs, being part of a dedicated staff, learning new technology, and working with books.

Pay, perks, potential, by library sector

LJ survey data indicate support staff in public libraries taming almost $3000 more in salary than their colleagues in college and university libraries, $25,360 to $22,710. However, academic paraprofessionals are more likely to enjoy a broader set of benefits, edging out public library support staffs in almost every benefit category (see chart, p. 34), with substantially higher incidences of coverage for disability insurance, tuition reimbursement, and scholarships for children. And while neither public library paraprofessionals nor those in academe are optimistic about their opportunities for career advancement, 25% of PL paraprofes see a glimmer of hope, while only 15% of support staff see a chance to move up the campus library ladder.

VLA President Farynk, who is director of the Radford University library, attributes academic paraprofessionals' deeper discouragement to a more oppressive hierarchical structure on campus than in a public library. "Librarians in the hierarchy sometimes feel inferior to teaching faculty, and sometimes I'm sure they need to feel superior to paraprofessionals," explained Farynk. "We assign ranks and respect in much the same way they assign ranks in teaching departments. We are very status conscious."

Ninety percent of academic paraprofs also think there is actually a ceiling on advancement for support staff, with PL paraprofs feeling only slightly more sanguine (80%).

It's not just a job...

As paraprofessionals across the country increasingly see their work less as a nine-to-five job and more as a career, they are taking the initiative to organize and participate in professional groups and attend conferences. "There is definitely a correlation between the emergence of automation in libraries and a heightened awareness by library assistants of their jobs actually being careers," said Ed Gillen, who recently left the New York State Library after 15 years there as a library technical assistant. "It's a joke that there are librarians out there who don't think library support staff deserve to be members of their library association. We are arguing amongst ourselves about What is a professional? as library funds are being slashed."

Gillen, a former New York State Library Assistants Association (NYSLAA) board member who has written and lectured extensively at conferences for paraprofessionals across the country, said he can understand librarians feeling threatened. "Library assistants didn't go out and demand that they get more responsibilities. It was thrust upon them due to the surge in technology," he said. "So you can't turn back the clock and say, 'Go shelve these books.' You have thousands of people--new blood--who care about libraries. Let's utilize them to help lobby Washington. But library assistants run into this all the time; they've been receiving these messages over the years that make them believe they're not members of the library community."

Paraprofessional offshoots now have a presence in almost all of the 50 state library associations. NYSLAA and the New Jersey Association of Library Assistants (NJALA) are the only state paraprofessional groups in the country to go

independent, however. "I hate to be blunt, but [the New York Library Association] didn't want anything to do with us . . . ."
said NYSLAA President Dean Johnston. In fact, while serving on one of the library association's committees, she was the
only person who did not receive travel compensation given by NYLA to committee members. Johnston told LJ that despite
repeated overtures over the years by her group to work with NYLA and have a presence at each other's conferences, this
year (October 25-29) was to have marked the first time that NYLA allowed the NY library assistants to "set up something"
at its annual conference. NYS-LAA, now 450 strong since its official inception in 1988, runs its own two-and-a-half-day
annual conference. The organization's officials believe there is huge potential for growth, with more than 13,000 library
assistants working in New York alone.

Some library groups lending a hand

However, some state and regional library associations are taking a more conciliatory stance toward library support staff
and in some cases even actively soliciting their participation. The Southeastern Library Association (SELA), an amalgam
of 12 state library associations, has made great strides. SELA President Joe Forsee has vowed to appoint at least one
paraprofessional to every SELA committee. The North Carolina Library Association has been "extremely supportive" in
supplying startup funds for its paraprofessional round table, appointing the round table's chair to its executive board. And
the Virginia Library Association will have a new paraprofessional treasurer.

The Illinois Library Association is the official sponsor of "Reaching Forward," an annual paraprofessional conference held
in the metro-Chicago area and now in its sixth year. Tom Rich, a circulation supervisor from the Warren-Newport PL who
is integrally involved with the event, expects close to 1000 attendees this year.

The American Library Association's Support Staff Interests Round Table (SSIRT), only a year old, already has more than
300 members. As her tenure as SSIRT's inaugural president came to a close this past summer, Bettye Smith said, "closing
the communication gap between professional librarians and library support staff" was one of her highest priorities. One
potential hurdle for paraprols seeking to join SSIRT is that they must first join ALA and ante up roughly $75 in dues. Still,
the founding of SSIRT represents a meaningful first step for giving library support staff a formal niche under the ALA
umbrella.

COLT: prelude to a national group?

COLT, the Council on Library Media/Technicians, has a membership of 556 and is the closest thing to a national group
that library support staffers have. Considering COLT has been around for 29 years, and in that time has enlisted less than
1% of the members currently belonging to ALA, there is legitimate contention about whether a national organization of
library support staffers can thrive. "Obviously the cost of participating in COLT is a lot larger than what it costs in a state
organization," said COLT Vice President/President-elect Kent Slade, referring to the group's $35 annual registration fee.
Lack of publicity has also stunted COLT's expansion plans. "People don't know about us, we have to get the word out," he
said. "The problem of organizing nationally," explained Meralyn Meadows, chair-elect, Paraprofessional Round Table
(PART) of the Southeastern Library Association (SELA), "is that paraprofessionals don't get travel funds to go anywhere,"
thus putting a major crimp in any type of national effort to meet. According to Slade, COLT operates under six
fundamental canons:

• to advance the status of library support staff;
• to function as a clearinghouse for information relating to library support staff;
• to develop activities leading toward the appropriate placement, employment, and certification of library support staff;
• to promote effective communication between library staff at all levels;
• to implement research projects and publications for the advancement of knowledge and understanding among library
  support staff; and
• to study and develop curricula for the education of library support staff and develop appropriate educational standards.

To certify, or not to certify

On the topic of creating a national standard or certification for library support staff, Slade said, "we are a long way off, but it's something we are working on." Meadows said certification is "on the back burner" in North Carolina. "The sheer multitude of job titles for library support staff makes it difficult to create any kind of a standard," she said. However, ALA's Education Committee, formerly the Subcommittee on Library Education (SCOLE), is investigating the feasibility of creating a certification for library support staff. While various and sundry state and regional certifications do exist, the paraprofessional ranks have not yet released a standard to cover the gamut of support staff jobs and responsibilities.

Library certification notwithstanding, library support staff have demonstrated their pent-up thirst for continuing education, a must according to leaders in the library support staff movement. More than 10,000 paraprofessionals demonstrated their need for training in dramatic fashion over several months in 1994 when they tuned in at 416 sites in 50 states, Canada, and Bermuda to take part in the "Soaring to Excellence" teleconference series. The series was coordinated by the College of Du-Page's (Glen Ellyn, IL) Linda Slusar and included aspects of her Library Technical Assistants Program. "Our college is committed to distance education, and this series was a perfect example of that," she said.

Same concerns for libraries

Despite their differences, support staff and librarians share the same challenges and concerns for the field. LJ’s November 1994 Job Satisfaction Survey revealed that librarians considered technology their most critical challenge, followed by budgetary constraints and redefining their roles/image. Budgetary constraints and technology also ranked one and two among support staffs' paramount concerns, except they ranked funding first, technology second. Sufficient training opportunities ranked third. Library support staffs—like librarians—are committed to libraries. "Just because I'm a paraprofessional doesn't mean I can't think of my job as a career," said Carolyn Tate, head of Circulation at the University of Richmond's Boatwright Memorial Library (VA). One of two candidates vying to be the Virginia Library Association's first paraprofessional treasurer, Tate said the term "professional" should be used to describe "how you do your job, whether you have a bachelor's or a master's in another field or you have an MLS."

In order to better meet the challenges before them, Tate said it is imperative for librarians and support staff to "keep things on a positive level" and to work as a team. "You can catch more flies with honey than you can with vinegar."

How Do We Compare?

Sampling the paraprofessional population for a comparative look

While paraprofessionals have spent almost as much time in the library profession as librarians, they lag far behind in salary, despite many of them having MLS-level job responsibilities. While pay raises are comparable, the gender compensation gulf is even wider among support staff than librarians, with men earning 11% more than women. By comparison, male librarians make nine percent more than their female counterparts.

Paraprofessional vs. Professional: A Composite Profile

<table>
<thead>
<tr>
<th>Paraprofessional</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>90%</strong></td>
<td><strong>80%</strong></td>
</tr>
<tr>
<td>Women</td>
<td>Women</td>
</tr>
<tr>
<td><strong>45</strong></td>
<td><strong>46</strong></td>
</tr>
<tr>
<td>AVERAGE AGE</td>
<td>AVERAGE SALARY</td>
</tr>
<tr>
<td><strong>$25M</strong></td>
<td><strong>$37.1M</strong></td>
</tr>
<tr>
<td>7 years, 8 months</td>
<td>8 years</td>
</tr>
<tr>
<td>HOW LONG IN CURRENT POSITION</td>
<td>PERCENTAGE OF LAST PAY RAISE</td>
</tr>
<tr>
<td>4.3%</td>
<td>4.5%</td>
</tr>
</tbody>
</table>


Respect: Support staff in higher education are feeling underappreciated

In seeking to evaluate whether support staff get the respect they think they deserve, men and women feel nearly the same way, with a slightly higher proportion of men saying they get the respect and recognition they deserve (55-52 percent). However, in evaluating the perception of respect by library sector, paraprofessionals in academic libraries indicated they were far more dissatisfied with their standing than those working in public libraries. Almost half of all paraprofs told LJ they didn’t get the respect they deserve, indicative of a more rigid hierarchical structure on campus.

Do Paraprofessionals Get Respect?
A Gender and Sector Comparison

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>No Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>55%</td>
<td>36%</td>
<td>9%</td>
</tr>
<tr>
<td>Women</td>
<td>52%</td>
<td>39%</td>
<td>10%</td>
</tr>
<tr>
<td>Public Library Paraprofessionals</td>
<td>58%</td>
<td>32%</td>
<td>10%</td>
</tr>
<tr>
<td>College/University Library Paraprofessionals</td>
<td>42%</td>
<td>49%</td>
<td>10%</td>
</tr>
</tbody>
</table>

SOURCE: 1995 LIBRARY JOURNAL PARAPROFESSIONAL REPORT

Salaries: The gender gulf gets even larger for female support staff

Some of the resentment felt by paraprofessionals can be traced to libraries continuing to pare costs, increasingly using cheaper help—library assistants—to do work once done by an MLS holder. Thus many paraprofessionals are taking on jobs with increased responsibilities without the attendant increase in pay. More than half of all respondents said they do work once done by an MLS holder and that they spend more than half their time doing MLS level work. Yet more than eight out of ten said they were not getting paid as well as an MLS holder doing the same job. However, the inequities involving pay and respect won’t dissipate until a profession-wide redress takes place, said Meralyn Meadows, chair-elect, Paraprofessional Round Table (PART) of the Southeastern Library Association (SELA). "As long as librarians aren't getting paid fairly."

Paraprofessional and Professional Salaries: A Financial Comparison

Paraprofessional
Paraprofessional men are making 11% more than paraprofessional women

- $27,690
- $24,700

Professional
Professional men are making 9% more than professional women

- $39,900
- $36,340

Academic
Professional paraprofessionals make 12% more than academic professionals

- $25,360
- $22,710

SOURCE: 1995 LIBRARY JOURNAL PARAPROFESSIONAL REPORT
How Benefits[*] Compare for Support Staff in Public vs. Academic Libraries

<table>
<thead>
<tr>
<th></th>
<th>Public</th>
<th>Academic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paid Vacations</td>
<td>98.3%</td>
<td>96.8%</td>
</tr>
<tr>
<td>Paid Sick Days</td>
<td>96.5</td>
<td>96.1</td>
</tr>
<tr>
<td>Paid Holidays</td>
<td>93.9</td>
<td>96.8</td>
</tr>
<tr>
<td>Health Ins./HMO Coverage</td>
<td>88.7</td>
<td>94.2</td>
</tr>
<tr>
<td>Retirement/Pension Fund</td>
<td>81.3</td>
<td>82.5</td>
</tr>
<tr>
<td>Dental Insurance</td>
<td>73.9</td>
<td>70.1</td>
</tr>
<tr>
<td>Disability Insurance</td>
<td>54.0</td>
<td>72.1</td>
</tr>
<tr>
<td>Tuition Reimbursement</td>
<td>36.1</td>
<td>72.1</td>
</tr>
<tr>
<td>Paid Trips to ALA</td>
<td>25.2</td>
<td>31.2</td>
</tr>
<tr>
<td>Paid Maternity Leave</td>
<td>20.0</td>
<td>31.2</td>
</tr>
<tr>
<td>401K Plan</td>
<td>17.4</td>
<td>20.1</td>
</tr>
<tr>
<td>Scholarships for Children</td>
<td>4.3</td>
<td>20.1</td>
</tr>
</tbody>
</table>

* Based on percentage of respondents who said they receive the benefits listed above

SOURCE: 1995 LIBRARY JOURNAL PARAPROFESSIONAL REPORT

By Evan St. Lifer

Evan St. Lifer is Senior Editor/News, LJ

Inset Article

PARAPROFESSIONAL FAST FACTS

• Thirty-eight states have paraprofessional offshoots of state associations or separate paraprofessional associations.

• The recently completed Library Support Staff Resource Center homepage on the World Wide Web includes a comprehensive list of all the paraprofessional organizations in the United States, a conference/events calendar, as well as information on library education, employment opportunities, and publications. The center's web address is: [www.halcyon.com/parsons/LSS/parallb.htm].

• The library support staff listserv, LIBSUP-L, has more than 1500 subscribers.

• COLT, the Council on Library/Media Technicians, is the national organization for library support staff. It has a membership of more than 500 and annual dues are $35. For more information, contact President Linda J. Owen, Rivera Library, University of California, Riverside, 909-787-3780; FAX 909-767-3285, or Vice President Kent Slade, Weber County Library, Ogden, UT, 801-627-6916; FAX 801-399-6519.

• The American Library Association's (ALA) Support Staff Interests Round Table (SSIRT) was formed in 1994 and already has 300 members. In order to join, you must become a member of ALA. For more information, contact AnnaMarie Kehnast, SSIRT President, Gloucester County College Library, Sewell, NJ, 609-468-5000. x324; FAX 609-464-1695.

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LIBRARY SUPPORT STAFF DEPLOYMENT AND UTILIZATION: ACHIEVING CLARITY IN AN AGE OF CHANGE

Librarians have never been especially clear on how they ought to staff their libraries or who ought to be doing what within them. More than a century after our professional associations were formed, adequate standards for staff deployment and utilization have yet to be formulated. As a consequence, we have not been able to demonstrate convincingly what it is that makes us a profession, this despite the fact that earlier generations spent decades constructing separate lists of tasks that were declared suitable for either librarians or "clerks."

At the same time, we have done a considerable amount of soul-searching about appropriate terminal degrees, our status and image, curricular emphases in graduate library school programs, and what to call ourselves now that the new information technologies have so profoundly changed our lives and our libraries. Unfortunately, we have resolved none of these issues, and this lack of resolution compounds the staffing dilemmas that characterizes the library workplace. These problems help to explain why the expression "professional librarian" is still not perceived to be a redundancy and continues to appear in our literature.

Because of our traditional inability to articulate clearly who it is that we are and what it is that we ought to be doing, considerable indifference to the status and working conditions of library support staff has been created. An illustration of the insensitivity often displayed towards support staff is the fact that for years many liberal arts colleges routinely offered these positions to the spouses of new faculty members or administrators as a perquisite of the job. Regardless of the competencies of the individuals involved, non-competitive hiring practices trivialized the importance of these positions.

Librarians also have a long history of hiring candidates with qualifications higher than our job advertisements require. We often employ in support staff positions individuals with graduate, or even terminal library school degrees, and we do not hesitate to assign these talented individuals tasks that accord with their educational level, whether or not these tasks appear in their position descriptions. As a result, support staff in many libraries are unfairly compensated relative to the contribution they make.

In the past 20, or more, years, library staffing patterns have been further complicated by the need to adapt to the proliferation and infusion of the new technologies. Faced with the prospect of extinction, most librarians have chosen to redefine their roles, their mission, and their profession. In so doing, they have all but given up performing the traditional
process work of the library, work that characterized the role of librarians a generation ago.

As librarians redefined themselves, they shifted their attention towards automating their libraries, creating new networked services, designing integrated information interfaces, and teaching students and faculty how to be wise consumers in an environment suddenly rich with information resources. These new roles require librarians to teach more classes; integrate print and networked resources; collaborate more closely with colleagues at other institutions on cooperative resource sharing projects; and spend more time outside the library, working with faculty and researchers in schools, departments, and laboratories.

As a result, many tasks once performed by librarians have migrated to support staff, a trend that is likely to continue. My own research demonstrates that, in academic libraries across the country, support staff now administer major functional areas, work increasingly at the reference desk, and catalog most of the books we add to our collections.[1]

But, the migration to support staff of tasks once performed more-or-less exclusively by librarians is only one of the many profound changes that are now occurring. Library support staff are also assuming complex tasks and filling key positions newly created by automation and the consequent reconfiguration of library services. Today, support staff do far more than passively learn and apply new software programs. Rather, they are beginning to work side-by-side with librarians to rethink and reconfigure many of our basic systems and processes.

Over a decade ago, Allen Veaner pointed out that "many librarians have virtually ceased to be production workers." Because machines now accomplish most of our routine procedures, Veaner suggests, all library work has been intellectualized, driven upward within its status hierarchy, and is no longer easily calculated in terms of output units.[2] When, we might ask ourselves, was the last time any of us filed into a card catalog, typed an order card, or checked out a book with a pencil?

In my own library, for example, the systems librarian position, traditionally devoted to PC support and the care and feeding of our Innovative Interfaces system, has migrated to a member of the support staff. The librarian who formerly held that position is now responsible for systems administration and spends much of his time designing and developing workstations, intuitive interfaces, and Web pages, as well as representing the library in campuswide forums.

The assignment to support staff of tasks that were formerly performed by librarians and the creation of complex new support positions invested with a high order of decision-making authority has resulted in considerable specialization. Support staff, especially the higher-level paraprofessionals, are now authorized to perform tasks and make decisions that cannot be reviewed easily and may not be understood well by librarians.

Carla Stoffle believes that librarians must place a higher value on the contribution of support staff, examining their ideas and suggestions on an equal basis with those of librarians. She feels that libraries should move away from staffs that perform narrow tasks within tightly-defined job descriptions, towards staffs empowered to make decisions about the work they do and how they do it in a manner that, in her words, "results in delighted customers."[3]

Today, we librarians are more sanguine about the prospect of redefining ourselves and our profession than we were five years ago. It is becoming clear that librarians and libraries will remain key players in the information environment of the 21st. century. But, in order to guarantee this optimistic future, we must not fail to provide support staff with the training, compensation, and status they require if they are to succeed in the new roles they have been assigned.

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http://hostvgw17.epnet.com/fulltext.asp?resultSetId=R00000005&hitNum=1&booleanTe... 7/18/2002
metadata standards, a fifth charge to be completed by June 2000. By this time, the 7th Dublin Core Metadata Workshop will have taken place in October 1999; and around this time, the CORC project will have completed its eighteen-month prototyping period. Just as a confluence of events gave birth to CORC, the same might engender a WorldCat of web resources for the twenty-first century.

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Library Technical Assistant Programs: Library Education for Support Staff

John J. Burke

ABSTRACT. Library technical assistant (LTA) programs provide degrees, diplomas, certificates, and continuing education opportunities to current and prospective library support staff members. Mostly based in community colleges, these academic departments play a strong role in library education. The author examines the current status of LTA programs in North America, lists the programs, and describes their major features. Suggestions are made for future directions the programs should consider. [Article copies available for a fee from The Haworth Document Delivery Service: 1-800-342-9678. E-mail address: <getinfo@haworthpressinc.com> Website: <http://www.haworthpressinc.com>]

KEYWORDS. Library technical assistant programs, paraprofessionals, education, library support staff

Library support staff members bring a variety of educational backgrounds and employment experiences to their positions. While many receive their first training in library operations on-the-job or through off-site professional development workshops, others bring the preparation of a formal degree, diploma, or certificate program. Library technical assistant (LTA) programs exist in seventeen U.S. states and nine Canadian provinces. They provide current or prospective library support staff members with the education they need to succeed and
advance in the library field. As these programs enter the new millen-
ium, it is fair to examine their current composition and the overall
outlook for library technical assistant education.

THE COMMUNITY AND JUNIOR COLLEGE CONNECTION

LTA programs have a strong relationship with community and ju-
nior colleges. The programs are nearly all based in community col-
leges, probably because they offer associate degrees and certificates.
As colleges added LTA programs, the community or junior college
library was chosen as the logical organization to house the administra-
tion of the program, and from which to draw teaching faculty. This
decision has profoundly affected the staffs of these libraries, splitting
their labors between educational provision and educational support.
Some institutions have succeeded in establishing a separate teaching
department, but most LTA program faculty (other than adjunct or
part-time instructors) still juggle these two roles.

Community and junior college libraries can also benefit (along with
all other types of libraries) from the educational efforts of the pro-
grams. Institutions that are seeking strongly prepared candidates for
LTA or library technician positions can turn to nearby LTA program
graduates. The continuing education (CE) offerings of the programs
also provide professional development opportunities for college li-
brary staff members. While not every area has easy access to an LTA
program, the programs’ increasing use of distance learning methods
(as discussed below) will extend their reach to more libraries.

RISE AND DECLINE

The education of library assistants has been debated since the days of
Dewey, but the first formal program started in 1937 at Los Angeles City
College. The “Clerical Library Aides” program encompassed two years
of study in general and library-specific education. Programs for library
technicians were later formed at the U.S. Department of Agriculture
Graduate School in 1948 and, through the assistance of the Special Li-
brary Association, at the Ballard School of the New York City YWCA in
1949. During the 1960s, the number of programs began to grow dramat-
ically as libraries sought to fill positions with knowledgeable and skilled
library staff members. By 1969, there were 97 programs in North Amer-
ica and by 1971, this number had grown to 118.

As of this writing, there are forty-six programs in the U.S. and
twenty programs in Canada for a total of sixty-six North American
programs (see Table 1). Where did all the programs go? Some pro-
grams undoubtedly failed due to lack of interest. Others may have
suffered from a lack of support from their college or university. In any
event, it became impossible to sustain the large number of programs
that had formed. The disappearance of these programs holds a lesson
for those starting programs today: careful consideration of institution-
al resources and plans for reaching enough prospective students must
be made before launching a new program.

Despite this trend of disappearing programs, Ohio experienced a
rapid growth in the number of LTA programs in 1999. In fact, the
available programs in the state increased by two hundred percent
(from one program to three). Raymond Walters College, a two-year
branch campus of the University of Cincinnati, began offering courses
in the Fall of 1999 in its Library Technology program (formerly Li-
brary/Media Technology) after a three-year hiatus. Belmont Technical
College, a two-year institution, began offering a Library and Informa-
tion Services associate degree program in the summer of 1999, utilizing
the Web and other distance learning methods for instruction. These
new programs prove that there are still areas out there that need LTA
education and there are new ways to reach interested individuals.
Bringing these individuals into the programs will not be easy, but it is
the most crucial task for the programs’ success.

THE NAME GAME

The programs have a variety of different names, most of which con-
vey the programs’ emphasis on libraries and technology. Two-
thirds of the U.S. programs are known as either “Library Technolo-
gy,” “Library Technical Assistant,” or “Library Information Tech-
ology” programs. The remaining third range in title from “Library
Media Technology” to “Library Associate” to “Library Science.”
Most Canadian programs are called either “Library Information
Technology or Technician” programs or “Documentation (Tech-
niques de la documentation).” North American programs as a whole
seem to be moving away from the older nomenclature of “library/me-
dia technology” and toward the newer “information” designation that
most MLS programs have adopted.
TABLE 1. North American Institutions Offering LTA Degrees, Diplomas and Certificates

<table>
<thead>
<tr>
<th>United States</th>
<th>Canada</th>
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<tbody>
<tr>
<td>Arizona</td>
<td>Alberta</td>
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<tr>
<td>Mesa Community College</td>
<td>Grand MacEwan Community College</td>
</tr>
<tr>
<td>Northwest College</td>
<td>Northern Alberta Institute of Technology</td>
</tr>
<tr>
<td>California</td>
<td>British Columbia</td>
</tr>
<tr>
<td>Citrus College</td>
<td>Langara College</td>
</tr>
<tr>
<td>City College of San Francisco</td>
<td>University College of the Fraser Valley</td>
</tr>
<tr>
<td>College of the Canyons</td>
<td>Manitoba</td>
</tr>
<tr>
<td>Cuesta College</td>
<td>Red River College</td>
</tr>
<tr>
<td>Diablo Valley College</td>
<td>New Brunswick</td>
</tr>
<tr>
<td>Foothill College</td>
<td>University of New Brunswick</td>
</tr>
<tr>
<td>Fresno City College</td>
<td>Saint John's University of Waterloo</td>
</tr>
<tr>
<td>Fullerton College</td>
<td>Nova Scotia</td>
</tr>
<tr>
<td>Hartnell College</td>
<td>Nova Scotia Community College</td>
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<tr>
<td>Imperial Valley College</td>
<td>Ontario</td>
</tr>
<tr>
<td>Palomar Community College</td>
<td>Algoma College</td>
</tr>
<tr>
<td>Santa Ana College</td>
<td>Fanshawe College</td>
</tr>
<tr>
<td>Sacramento City College</td>
<td>Lakehead University</td>
</tr>
<tr>
<td>San Bernardino Valley College</td>
<td>Siena College</td>
</tr>
<tr>
<td>Colorado</td>
<td>Quebec</td>
</tr>
<tr>
<td>Pueblo Community College</td>
<td>Cégep de Trois-Rivières</td>
</tr>
<tr>
<td>Connecticut</td>
<td>Cégep de Jonquière</td>
</tr>
<tr>
<td>Capital Community Technical College</td>
<td>Collège de l'Outaouais</td>
</tr>
<tr>
<td>Southern Connecticut State University</td>
<td>Collège de Maisonneuve</td>
</tr>
<tr>
<td>Three Rivers Community Technical College</td>
<td>Collège François-Xavier Groleau</td>
</tr>
<tr>
<td>District of Columbia</td>
<td>Collège Léonard-Giroux</td>
</tr>
<tr>
<td>USDA Graduate College</td>
<td>John Abbott College</td>
</tr>
<tr>
<td>Florida</td>
<td>Saskatchewan</td>
</tr>
<tr>
<td>Indian River Community College</td>
<td>Saskatchewan Institute of Applied Science and Technology</td>
</tr>
<tr>
<td>Idaho</td>
<td>University of Idaho</td>
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<tr>
<td>College of Southern Idaho</td>
<td>University of Idaho</td>
</tr>
<tr>
<td>Illinois</td>
<td>Alberta</td>
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<tr>
<td>Black Hawk College</td>
<td>Saint Albert College</td>
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<tr>
<td>College of DuPage</td>
<td>Northern Alberta Institute of Technology</td>
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<tr>
<td>College of Lake County</td>
<td>British Columbia</td>
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<tr>
<td>Illinois Central College</td>
<td>Langara College</td>
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<tr>
<td>Lewis &amp; Clark Community College</td>
<td>University College of the Fraser Valley</td>
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<td>Wilbur Wright College</td>
<td>Manitoba</td>
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<td>John J. Burke</td>
<td>Red River College</td>
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DEGREES AND CERTIFICATES

Most U.S. LTA programs offer associate degrees in the arts, the applied arts, or in technical studies. They require two-years of full-time study to complete, but they can also be completed on a part-time basis. These programs may also offer certificates, which typically require the completion of only the core courses from the associate degree program. They can usually be completed over the course of one to two years, depending on how often the core courses are offered. Some programs offer only certificates, which have about the same makeup and duration as certificates from the degree programs.

Most Canadian programs offer diplomas that require a minimum of two-years to complete. Some diploma programs also offer certificates which are pretty much identical to those in U.S. programs. The distinction between the two in Canada is that graduates who earn diplomas can enter library employment as library technicians while certificate earners take positions as library assistants.

PROGRAM CURRICULA

The programs share strong similarities in their curriculum. A typical list of core classes includes:

1. A course introducing students to libraries and library work
2. One or more public services-related courses (at least one on reference sources)
3. One or more technical services-related courses (at least one on cataloging)
4. A library automation or library technologies course
5. A library management or supervisory skills course
6. One or two quarters or semesters of library field practice (an internship or field placement)

Beyond these shared courses the programs differ greatly. Some programs offer a course in library ethics as a core requirement. Others have courses geared toward specific library services and functions, such as circulation, acquisitions, or library instruction. Library technology-related courses are present in all programs, in some cases with multiple required courses beyond the single technology or automation course mentioned above (e.g., Databases I and II). Many standard technologies (word processing and other office applications, the Internet, Web page design, etc.) are required for programs but the courses are taught by other departments in the same institution.

Some programs allow students to focus on a particular type of library and take electives or required courses to prepare themselves. Those programs which commonly place students in school libraries, for instance, will offer courses in children’s literature. Those with a medical or law library emphasis will offer courses in medical or legal
research. Most of the programs have no particular emphasis and some do not even offer program electives that allow students to concentrate in a certain area. Students can still specialize in these situations by choosing a fitting set of electives from outside of the program. For instance, a student may take business-related courses to prepare for employment in a corporate library.

DISTANCE LEARNING

At least ten of the programs listed in Table 1 are offering some or all of their courses through distance learning. Distance learning can include a variety of different learning environments and delivery methods. Courses may be taught via the Internet, using Web pages to deliver course content and e-mail to provide interaction with instructors (e.g., Indian River Community College (FL) and Rose State College (OK)). Broadcast video and videoconferencing can connect a number of sites for live, interactive lecture and discussion sessions (e.g., Illinois Central College). Telecourses, which involve the broadcast of videotaped lectures and interaction with instructors using the telephone, e-mail, and/or the Web could also be used. Even the correspondence method of distance learning, which involves mailing out videotaped lectures, tests, and/or other course content, is used by the USDA Graduate School (DC) and the University of Maine at Augusta (in addition to their Internet offerings).

The scope of each distance learning program varies tremendously. Some reach out only as far as neighboring counties (e.g., Lewis and Clark College) while others cover an entire state (e.g., the College of DuPage's LTA Illinois program, Rose State College, or Indian River Community College). Only the University of Maine at Augusta currently offers a national (and international) associate degree via the Internet.

PROGRAM ENROLLMENT AND GRADUATES

Precise statistics on program enrollments require research beyond what this article has attempted. Anecdotal statements from program faculty members suggest that there is room for the number of students to increase in most programs. The makeup of the student body of each program can have a huge impact on enrollment figures. Some students will be able to attend classes full-time and complete a degree in two years or less. The majority of those enrolled in the degree or diploma program will attend on a part-time basis to accommodate employment or family responsibilities. Beyond those officially enrolled in the degree or certificate programs, program participation can fluctuate greatly as working support staff members return on an occasional basis for CE.

Individuals graduate from the programs in relatively small groups each year. The number of associate degrees granted by LTA programs accounted for in the Digest of Educational Statistics show an average of 102 associate degrees awarded annually from 1985-86 to 1995-96. The annual figures are based on the reports of between thirty and thirty-five U.S. LTA programs recognized by the Digest, so the true number of degrees could actually be much higher. When the same source is consulted for other subbaccalaureate awards (such as the certificates), an additional 140 awards were given each year from 1990-91 to 1995-96. Clearly the programs are producing graduates in addition to an as yet untallied number of CE participants.

OUTLOOK AND OPPORTUNITIES

LTA programs have many choices ahead of them, as do the library support staff members they seek to educate. Below are some directions that the programs can take in the future.

It is likely that more programs will begin offering their classes via distance learning, reaching larger numbers of students. This will increase opportunities for individuals to take part in credit and non-credit classes and workshops without requiring them to travel long distances. As well, there will be less of a need to create new LTA programs to access underserved areas since those areas can be reached by distance learning classes.

Specialization within programs may also increase, responding to local demands for support staff with more than a general library education. There are already programs focused on school libraries and ones with options in the health and legal fields. LTA programs should be seeking out opportunities to develop specialties with input from interested parties in their communities.

CE will continue to be a large facet of LTA programs. Again, anecdotal evidence suggests that as many as a third of the students in the programs are there for CE experiences. If LTA programs can offer more numerous and more convenient opportunities for CE, they will be pro-
viding a great service and will attract larger numbers of library support staff. Programs need to examine their ability to offer shorter seminars and workshops along with credit classes to attract participants with varying interests and degrees of flexibility in scheduling. This work will aid LTA programs as they seek to supplement the existing CE offerings of national and regional networks and associations.

Articulation agreements with bachelor’s degree programs may need to be established by some LTA programs. Some programs’ associate degree or diploma graduates are already able to transfer into a nearby bachelor’s degree program without a loss of credit. Other programs’ graduates cannot do the same without losing many of their LTA core courses. This sort of agreement may not benefit all students in a given program, many of whom are only interested in obtaining a certificate, associate degree, or diploma. It can, however, be an important issue for students who would like to further their education once they have completed their LTA education.

An increase in the number of states with certification procedures for LTAs may provide LTA programs with opportunities to increase enrollment. The Council on Library/ Media Technicians (COLT) is seeking to increase the number of states who certify LTAs through training programs and examinations. COLT’s hope is to eventually establish a national certification exam. One part of existing certification programs is the requirement of college-level classes in library science, along with workshops and other professional development opportunities. LTA programs need to stay aware of certification developments so that they can provide these opportunities where needed.

The roots of LTA programs lie deep in the history of library education. Today these programs are offering high quality and increasingly convenient educational opportunities for library support staff members. Librarians, LTAs, and library assistants should stay aware, and make their colleagues aware, of the existence of the programs and the benefits they bring to library service in North America.

REFERENCES


5. This list was compiled by consulting the following sources (in addition to comments from individual program faculty members):


   6. This list was developed by visiting most of the department Web pages listed in 5 above and noting trends in courses and program requirements.


   8. Ibid.


The Right Resource for The Right Student at The Right Time

Right Resource....
INFOhio provides every primary and secondary school with access to a core collection of curriculum-related and age-specific electronic resources.

Right Student....
Every student is the right student. That’s why INFOhio provides every Ohio primary and secondary school, regardless of size, location or fiscal resources, with access to the same electronic resources. INFOhio ensures equity for every K-12 student by providing information to complete homework, research assignments and continue life-long learning.

Right Time....
Readily accessible information that is accurate and timely is a vital part of education. INFOhio is committed to making available up-to-date, relevant and professionally selected information anytime it is needed by the student or teacher. The “right time” is 24 hours a day, seven days a week. INFOhio resources are always available for that “teachable moment”.

Computers, the Internet, electronic databases, visual images, and interactive media -- these are the tools of the information age. All students need equal access to these tools and the wealth of information they offer in order to succeed.

To achieve this success, the future of education requires blending traditional school resources with the power of technology and these new electronic tools. Nowhere is this marriage of old and new more critical than in our K-12 school libraries. They must provide the right resource for the right student at the right time.

INFOhio is our state’s “virtual” library and information network. It offers a wide range of databases, instructional resources, standardized software and technical support for K-12 students, teachers and libraries throughout the state.

The following progress report documents INFOhio's achievements in providing the right resource for the right student at the right time...

Library Automation and Statewide Union Catalog

Library automation makes it possible for thousands of library card catalogs to be available on the Internet. It also allows schools to give their students and teachers access to other school, college and public library collections from the classroom, library or home. More than 1,767 Ohio schools in 411 districts serving over 817,000 students have online access to millions of print resources via INFOhio’s standardized library automation software (Sirsi/MultiLIS). In fact, use of INFOhio’s library automation services has increased by more than 325% since March 1998.

Through INFOhio’s Union Catalog, librarians can share cataloging information such as specific reading levels and curriculum objectives. Available to all schools, this web-based database holds over 1.3 million resources from K-12 schools and educational support agencies throughout the state. As a result, librarians have more time to spend working with students and teachers fostering an environment in which information literacy can flourish.

INFOhio Library Automation on the Rise

![Graph showing library automation on the rise from Mar '98 to Mar '02]
**Electronic Resources**

INFOhio understands the need to select, organize, and provide all of Ohio's K-12 students and teachers with online resources that are relevant and easy to use. Therefore, INFOhio, with the assistance of educational professionals, has acquired a core collection of electronic, age-specific, curriculum-related resources for K-12 use. Included are a full-text general periodical database of more than 400 titles, an electronic encyclopedia, SIRS Discoverer Deluxe, and the American National Biography databases. The chart on the right shows the dramatic increase in use of these resources since 1998.

Testimonies like this one from a Cincinnati librarian and her student show the value of immediate access to up-to-date, reliable educational content delivered in a commercial-free package.

"I had a student who had spent 15 minutes searching on Yahoo, and he couldn't find what he needed. I took him to the INFOhio Electronic Resources, and he found exactly what he needed in 5 minutes. The next week he came back and I asked him if he needed any help; he replied, 'Nope, I'm going to INFOhio'. In about 5 minutes I heard him say, 'Yespppppppp, INFOhio never lets me down.'"

**Saving More Than $20 per Student**

INFOhio has an efficient and cost-effective statewide purchasing program that saves taxpayers money. INFOhio delivers substantial savings by licensing databases for statewide access at significant discounts over the rates available to individual schools. It negotiates a single fee for age-specific and curriculum-related databases, and then makes them available across the state without charge to individual schools. This statewide licensing benefits high schools and elementary schools of every size by providing discounted prices and minimizing duplication.

The $21.83 represents the amount a local school district would have to spend to acquire the electronic resources available through INFOhio.

The $.40 per student is the negotiated, discounted price per student INFOhio pays on behalf of the schools.

**Local schools do not even have to pay the $.40 per student to get these resources.**

This amount is funded by the state.
Media Booking

To provide *the right resource for the right student at the right time*, INFOhio makes it possible for teachers from anywhere in the state to simply point and click to locate, reserve and book the multi-media educational resources they need -- 24 hours a day, seven days a week. Currently, the collections of 44 agencies - including Area Media Centers, Special Education Regional Resource Centers, education television corporations and school district central media centers - are online via Medianet, the statewide online reservation and tracking system for educational materials.

In 2000-2001, educators from across the state requested and received nearly 130,000 educational videos, interactive cd-roms, and other support materials.

Professional Development

INFOhio offers a full range of training, workshops, seminars, in-services, and support programs to help educators throughout the state better understand the expanding definition of literacy and how to use tools and technologies of the Information Age.

To make it easy for library staff to learn about and take full advantage of library automation tools, INFOhio trainers collaborate with the DASite Providers to offer on-site training on such critical subjects as library automation, media booking, electronic resources, cataloging and skills workshops. The number of educators attending INFOhio training sessions has exceeded 4,000 in each of the past three years. In FY2001 alone, more than 4,300 K-12 educators attended 408 different training sessions held throughout the state.

*All of the previously mentioned accomplishments require teamwork and partnerships. Some of these important partnerships include:*

Leadership for School Libraries (L4SL)

L4SL is a collaborative effort of the Ohio Department of Education, INFOhio, the Ohio Educational Library Media Association (OELMA), and the State Library of Ohio. Its mission is to provide leadership to Ohio’s school library community through the integrated efforts of state-level entities. Some current projects include, in cooperation with SchoolNet, the “21st Century School Library” and, in cooperation with the Ohio Department of Education, serving on the Effective School Library Committee.

Moving Ohio Resources Everywhere (MORE)

MORE is a key component in Ohio’s Statewide Resource Sharing effort. MORE’s goal is to make it possible for anyone, anywhere to borrow anything from any Ohio library. This project is a strategic goal of INFOhio, OPLIN, and the State Library of Ohio (jLO). Implementation began in January 2002 for those school and public libraries wishing to participate, in August 2002. During the past year, the staff of INFOhio Central and INFOhio’s Technical Support Team have been working diligently with OPLIN and SLO to fully test and prepare INFOhio Library Automation software for rollout to school libraries.
INFOhio has come a long way, but we still have much more to do. It is only when all students and teachers have equal access to information technology in their classrooms, schools libraries, homes and communities, that we will have achieved our goal -- Ohio's children will have what they need to achieve success in the 21st century.

INFOhio Governing Advisory Board 2001-2002
The Governing Advisory Board has oversight responsibility and sets the policies and direction for INFOhio. The Board is composed of 11 members from school districts, education resource agencies, and DASite administration. They are:

Mary Binion
ORCLISH
Shawn Clemmons
SCOCA
Mike Crumley
SWOCA
Sonny Ivey
WOCO
Patricia Johnson
ACCESS
John Mitchell
LNOCA
John Myles
Liberty Center Local Schools
Joan Schlitter
Olmsted Falls City Schools
David J. Stout
Cambridge City Schools
Jerry Woodyard
MDECA
Jackie Zimmerman
Sugar Creek Local Schools

Exofficio/Liaisons:
Christine Findlay
Ohio Educational Library/Media Association
Theresa Fredericka
INFOhio, Executive Director
Bruce Hawkins
Management Council of the Ohio Education Computer Network
Robin Hoelle
Nonpublic Liaison/Stephen T. Badin High School
Roxane Oakley
State Library of Ohio
Carla Southers
Ohio Department of Education

INFOhio is a project of the Ohio Department of Education, Division of Information Management Services and is accountable to the Management Council of the Ohio Education Computer Network (MCOECN). The OECN, through its 23 regional data acquisition sites, serves as the technical backbone for INFOhio services.

For more information:

INFOhio Central
274 East First Avenue
Suite 100
Columbus, Ohio 43201
Phone 614.752.2941
Fax 614.752.2940
Email: Central@infohio.org

May 2002
LIBRARY MEDIA PARAPROFESSIONALS--WE CAN'T LIVE WITHOUT THEM!

KUDOS TO LIBRARY PARAPROFESSIONALS everywhere! Media assistants, secretaries, aides, technicians, and clerks play a major role in the successful operation of many school libraries. Their performance of clerical and technical tasks has given media professionals time for planning with teachers, instructing students, promoting the program, and implementing innovative ideas. With the emphasis today on information technologies, paraprofessionals are assuming added responsibilities; many are becoming directly involved in instruction, public relations, and computer applications.

At Providence High School, with an enrollment of 1,485 students, we have two media professionals and one media assistant. Adequate library staffing is crucial to our success in serving teachers and students. Because this is so, we have taken measures to ensure that others also understand the role of the paraprofessional. We document the need for media assistants with statistics (circulation, cataloging), lists of tasks that the media professional routinely performs, and descriptions of the impact on the total school program.

In selecting a paraprofessional for our libraries, we look for the person who will complement the media team—a person we just can't live without! Some guidelines that we've found helpful in the selection process are:

Determine the strengths you want to add to the library media team.

Convince the school administration that you should be a part of the interviewing process. Although the principal may make the final decision, you should be able to make a recommendation.

Make it clear that the media paraprofessional should not be shared with other departments in the school.

Scout for talent. Look for individuals who possess a strong work ethic as well as a sense of humor. (There is much work to be done and a high stress level.) Parent volunteers are often great choices; they know the territory and understand the media center's philosophy of service. And consider retirees, especially men! In our school district, mature male paraprofessionals have been very successful.

Write a job description for the position. Be specific about expectations and responsibilities. (See our description below.)

At our school we expect a lot from the media assistant. Experienced, knowledgeable, efficient, and dedicated, she does not
disappoint, she is literally a third media specialist. For our part, we believe it is important to provide an environment in which paraprofessionals can succeed. We try to

---model high performance standards.

---provide training in media center policies and procedures.

---make the assistant feel comfortable as a member of the media team.

---focus on the strengths of each member of the media team.

---generously praise work well done.

---delegate tasks but also leave room for independent decision-making.

---vary assignments to alleviate boredom.

---challenge the media assistant to be creative and to make suggestions.

---encourage inservice opportunities and membership in professional organizations.

---establish fair, consistent policies about working hours and breaks.

---show appreciation for hard work with thank you's and "comp" time.

---protect the paraprofessional from school jobs outside the library.

Some libraries do function without paraprofessionals, and shrinking school budgets threaten to place more of us in this category. We do not want to manage our media center without paraprofessionals. They make us look too good!

By Connie Pawlowski & Patsy Troutman

Connie Pawlowski and Patsy Troutman are Library Media Specialists at Providence Senior High School in Charlotte, North Carolina.

Inset Article

JOB DESCRIPTION LIBRARY MEDIA ASSISTANT

Description. The library media assistant will function as a member of a media team to implement the [district's] library media philosophy. Specific Responsibilities

CLERICAL:

type orders and correspondence

duplicate materials

enter data into automation system
maintain patron records
process, distribute student and staff library cards
organize and distribute overdue notices
collect overdue materials and fines
maintain financial records
develop spreadsheets for fines and expenditures
deposit money with school financial secretary
manage and order supplies
write media center lunch passes
order, design, produce media center forms
file reports, correspondence, notices, and catalogs
shelve books and materials
assist in inventory
answer the telephone.

TECHNICAL:
circulate resources and equipment
process new materials
laminate materials
help students and staff locate print and nonprint materials and equipment
troubleshoot problems with computers and automation system
mend damaged materials
order and deliver audiovisual materials from district film library
run the "file save" for automation system once a week
run monthly and yearly reports
maintain and order lamps
help with the implementation of new technologies.

INSTRUCTIONAL:
participate in orientation for new staff members
monitor lunch period in the media center
assist with individual and small group media skills instruction
prepare bibliographies and organize classroom collections as requested
collate and circulate media center handbook
assist with production activities.

PROMOTIONAL:
process and distribute welcoming packets to new students
assist other schools in library automation
co-host open house for staff
contribute ideas to newsletter
assist with bulletin boards and displays
assist with special activities such as National Library Week
participate in school activities and perform other library duties as assigned.
### TUESDAY, AUGUST 6, 2002 - 9:00 a.m. - 11:30 a.m.

**SESSION ATTENDED:**
- Materials Repair I (repeated)
- Effective Web Search Strategies

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**TUESDAY, AUGUST 6, 2002 - 1:00 p.m. - 3:30 p.m.**

**SESSION ATTENDED:**
- Reference Resources (online and print)
- Government Resources (online and print)

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**TUESDAY, AUGUST 6, 2002 - 4:00 p.m. - 5:00/5:30 p.m.**

**SESSION ATTENDED:**
- Windows File Management
- Marc Format and Copy Cataloging

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**TUESDAY, AUGUST 6, 2002 - 5:30 p.m. - 7:30 p.m.**

**SESSION ATTENDED:**
- Online Learning Opportunities

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# Ohio Support Staff Institute Evaluation Form

**Tuesday, August 6, 2002**

**Instructions:** For each session you attend, please circle the rating you feel is appropriate and provide us your comments.

## Tuesday, August 6, 2002 - 9:00 a.m. - 11:30 a.m.

**Session Attended:**
- [ ] Materials Repair I (repeated)
- [ ] Effective Web Search Strategies

**Questions:**
- Did the session meet your expectations? (If not, please tell us why below.)
- How do you rate the usefulness of the presentation?
- How do you rate the presentation as a whole? (Preparation, communication, etc.)
- How do you rate the presenter?

**Comments:**

---

## Tuesday, August 6, 2002 - 1:00 p.m. - 3:30 p.m.

**Session Attended:**
- [ ] Reference Resources (online and print)
- [ ] Government Resources (online and print)

**Questions:**
- Did the session meet your expectations? (If not, please tell us why below.)
- How do you rate the usefulness of the presentation?
- How do you rate the presentation as a whole? (Preparation, communication, etc.)
- How do you rate the presenter?

**Comments:**

---

## Tuesday, August 6, 2002 - 4:00 p.m. - 5:00/5:30 p.m.

**Session Attended:**
- [ ] Windows File Management
- [ ] Marc Format and Copy Cataloging

**Questions:**
- Did the session meet your expectations? (If not, please tell us why below.)
- How do you rate the usefulness of the presentation?
- How do you rate the presentation as a whole? (Preparation, communication, etc.)
- How do you rate the presenter?

**Comments:**

---

## Tuesday, August 6, 2002 - 5:30 p.m. - 7:30 p.m.

**Session Attended:**
- [ ] Online Learning Opportunities

**Questions:**
- Did the session meet your expectations? (If not, please tell us why below.)
- How do you rate the usefulness of the presentation?
- How do you rate the presentation as a whole? (Preparation, communication, etc.)
- How do you rate the presenter?

**Comments:**

---
### OHIO SUPPORT STAFF INSTITUTE EVALUATION FORM

#### SESSION ATTENDED:
- Technology Futures, Libraries, and You

Did the session meet your expectations? *(If not, please tell us why below.)*

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How do you rate the usefulness of the presentation?

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How do you rate the presentation as a whole? *(Preparation, communication, etc.)*

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**COMMENTS:**


### OHIO SUPPORT STAFF INSTITUTE EVALUATION FORM

#### OVERALL CONFERENCE EVALUATION

**SCHEDULE OF SESSIONS - QUALITY**

*(1 is best) (5 is worst)*

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**COMMENTS:**


**TIMING OF SESSIONS - LENGTH**

*(1 is best) (5 is worst)*

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**COMMENTS:**


**ORGANIZATION AND OVERALL OPINION OF THE EVENT**

*(1 is best) (5 is worst)*

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**COMMENTS:**


**FACILITIES - INCLUDING ROOMS**

*(1 is best) (5 is worst)*

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**COMMENTS:**


**BREAKFASTS AND DINNERS**

*(1 is best) (5 is worst)*

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**COMMENTS:**


**REGISTRATION PROCESS AND O.S.S.I. WEB SITE**

*(1 is best) (5 is worst)*

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**COMMENTS:**


**HOW DID YOU LEARN ABOUT THE INSTITUTE?**

*Please mark all that apply:*

- E-mail Announcement - If from a listserv, which one?
- A Web site - which one?
- Other - how?

**WHICH TOPICS WERE MOST BENEFICIAL?**


**WHICH TOPICS WERE LEAST BENEFICIAL?**


**WHAT WOULD IMPROVE THIS EVENT?**


**TOPICS FOR FUTURE OHIO SUPPORT STAFF INSTITUTES**


**WHAT DO YOU DO AT YOUR LIBRARY?**


**PLEASE GIVE YOUR COMPLETED EVALUATION TO ONE OF OUR VOLUNTEERS OR LEAVE IT IN THE REGISTRATION AREA**

JOIN THE O.S.S.I. LISTSERV AND VISIT THE WEB SITE AT: "OSSI.LIBRARY.KENT.EDU"

This event is made possible by Institution of Museum and Library Services grant monies received from the State Library of Ohio