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ILLINOIS LIBRARIES



**Sources of Laws for Treatment of War
Prisoners**

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**Choosing the Appropriate Voice in
Classroom Literature**

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The Pritzker Military Library

.. ----- ..

**Recessional--The Future of the
Reference Department**

Illinois Libraries

Jesse White
Secretary of State
and State Librarian

Jean E. Wilkins
Director
Illinois State Library

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Editor

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OFFICE OF THE SECRETARY OF STATE



Jesse White
Secretary of State

Dear Friends,

Next month marks the 10th anniversary of the Institute for School and Public Librarians sponsored by the Illinois State Library in cooperation with Bradley University. ISPL is a week of library related educational activities held each year on the Bradley campus in Peoria, Illinois. The event is part of the State Library's ongoing commitment to continuing education, and providing librarians with the most up to date information and resources they need to better serve our patrons in a constantly changing information age.

Events such as ISPL, the annual Small Public Library Management Institute, the Synergy Library Leadership Initiative and our annual Government Documents Conference provide excellent networking opportunities, expert speakers, numerous handouts, valuable ideas and practical information that participants can put to immediate use. Lectures, informal discussions, small group sessions and hands on events are utilized in exciting, fun filled environments. Participants have told us their involvement in these events has resulted in some of the most rewarding and uplifting experiences they have had as members of the library profession.

The Illinois State Library understands that continuing education and personal and professional development strengthens the library community and helps us maintain our goal of being the most reliable sources of information available to citizens. I hope you will participate in one or all of the continuing education programs the Illinois State Library offers.

Sincerely,

A handwritten signature in cursive script that reads "Jesse White".

JESSE WHITE
Secretary of State
and State Librarian

Preface

Patrick McGuckin

Ed Grosek's article in this issue about sources of laws for the treatment of war prisoners is a timely reminder of what the library community does best--provide important information quickly and accurately.

It's always the case when a major news story breaks—patrons, reporters, educators and others turn to libraries for the answers to questions everyone is asking. Librarians can anticipate what information citizens might request, and have that information at their fingertips. Thanks to Ed for compiling some important information that helps us better understand one of the most important news stories of recent times.

Elsewhere in this issue of *Illinois Libraries*, we learn about the fascinating new Pritzker Military Library in Chicago, and delve into the process of selecting books for use in classroom curriculum. Finally, William Thompson looks at some of the current challenges facing reference departments, and offers strategies for keeping our reference units viable in the future.

As always, please contact me if you have a story that you believe may be of interest to the library community.

Patrick McGuckin
Editor
Illinois Libraries

Prisoners of War: The Primary Sources of the Laws for the Treatment of War Prisoners

Edward Grosek

The author is a tenured Associate Professor in charge of United Nations and other international organizations publications at Northern Illinois University in De Kalb.

In the spring of 2004, controversy erupted over the publication of photographs depicting abuse of Iraqi prisoners by American troops stationed in Iraq following the ouster of Saddam Hussein. Many librarians subsequently received inquiries from patrons and members of the media asking, “How are prisoners of war supposed to be treated by law?” or “What acts are forbidden to be made upon prisoners of war?”

There are binding rules and regulations for the treatment of enemy soldiers taken prisoner during combat. These rules are not found among the *Statutes at Large* or the *Code of Federal Regulations*, but in the following five multilateral treaties concerning the laws of war making and, particularly for the United States, in the U.S. Army’s field manual, *The Law of Land Warfare*.

Besides the paper citations given for the five multilateral treaties, their full texts can also be obtained from the International Committee of the Red Cross’ web site for “International Humanitarian Law” at <<http://www.icrc.org/ihl>>. This site has links to the texts, dates, and listings of the states parties of more than ninety treaties and instruments concerned with international humanitarian law and international warfare law. The ICRC updates its site weekly.

- 1 *Convention for the Amelioration of the Condition of the Wounded in Armies in the Field*, signed at Geneva on August 22, 1864 and acceded to by the United States on March 1, 1882.
129 CTS 361-367
1 Bevans 7-11

This brief treaty, sometimes called the first Red Cross Convention, concerns the care of soldiers wounded during battle. Article 6 states that commanders-in-chief may, according to circumstances, deliver wounded captured enemy soldiers back to the enemy’s own outposts. Fifty-seven nations ratified or acceded to this treaty.

- 2 *The Hague Convention (IV) Respecting the Laws and Customs of War on Land*, signed at The Hague on October 18, 1907 and ratified by the United States on February 23, 1909.
205 CTS 277, 290-292
1 Bevans 631, 644-647

Fourteen different Hague conventions were signed on October 18, 1907. This treaty, the fourth, is a set of instructions to belligerent armies concerning flags of truce, restrictions on inhumane tactics, surrendering, military occupation, treatment of prisoners, etc. Articles 4 through 20 in the treaty's annex are the stipulations for treatment of war prisoners. Thirty-five nations became parties to this treaty.

- 3 *The Hague Convention (XI) on Restrictions With Regard to Right of Capture in Naval War*, signed at The Hague on October 18, 1907 and ratified by the United States February 23, 1909.
205 CTS 367, 375
1 Bevans 711, 719

Articles 5, 6, and 7 of the eleventh Hague convention state the circumstances where under crew members of captured enemy merchant ships are not to be made prisoners of war. Thirty-one nations became parties to this treaty.

- 4 *Geneva Convention Relative to the Treatment of Prisoners of War plus Annex*, signed at Geneva on July 27, 1929 and ratified by the United States on February 4, 1932.
118 LNTS 343-411
2 Bevans 932-964

Here is the first multilateral treaty to deal comprehensively with all the important issues surrounding the entitlements and treatment of soldiers captured in armed conflict. This convention governed the United States' treatment of German, Japanese, and Italian prisoners during World War II. Fifty-three nations ratified or acceded to this treaty.

- 5 *Geneva Convention (III) Relative to the Treatment of Prisoners of War plus Annexes*, signed at Geneva on August 12, 1949 and ratified by the United States on August 2, 1955.
75 UNTS 135-285
6 UST 3316-3515

Four Geneva conventions concerning war were signed on August 12, 1949; all four are in 75 *UNTS* and in 6 *UST*. The purpose of the third of these conventions was to revise and enlarge the 1929 *Geneva Convention Relative to the Treatment of Prisoners of War* because of the cruel treatment inflicted on large numbers of prisoners during World War II. One hundred and ninety-three nations are parties to this treaty.

The treaty, in turn, was modified by articles 44 to 47 of the Protocol Additional (Protocol I) of June 8, 1977 (1125 *UNTS* 3, 23-25; UN document A/32/144, annex I, pg. 32-35). These four articles describe persons captured who shall not be classified as “prisoner of war” (such as spies and mercenaries). The Protocol Additional is in force for the one hundred and sixty-one nations that ratified it, but it is not in force for the United States, which did not ratify it.

In 1991, a resolution was proposed by the British Red Cross Society to enhance article 13 of the third Geneva Convention. This resolution would prevent public broadcast of the faces of prisoners of war, who could then be individually recognized, and it would prohibit the media from showing a prisoner in the act of making statements or declarations. It was published on pages 288 to 299 of issue no. 295 (July/August 1993) of the *International Review of the Red Cross*. Because there was no enthusiasm for the resolution following development, it is now a dormant intention.

6 *The Law of Land Warfare*. United States. Department of the Army. Field Manual no. 27-10.

Sudoc no. D 101.22: 27-10

Website at: <<http://155.217.58.58/cgi-bin/atdl.dll/fm/27-10/toc.htm>> and also at: <<http://atiam.train.army.mil/portal/atia/adlsc/view/public/296783-1/fm/27-10/toc.htm>>.

The purpose of *The Law of Land Warfare* is to provide authoritative guidance to United States military personnel on the customary law and on the treaty law applicable to the conduct of war. The document covers basic war

principles, forbidden means of waging war, neutrality, wounded soldiers, treatment of civilians, treatment of property, treatment of prisoners, remedies for violations of the rules of war, etc. The document does not instruct hand-to-hand fighting. During World War II, captured enemy soldiers were placed in the charge of the United States Army for containment; but war prisoner rules apply to any unit of the U.S. Government that becomes involved with such prisoners. Every stipulation within every section of *The Law of Land Warfare* has a citation to its source, which in most all cases is an article of one the multilateral conventions on war to which the U.S. is a party, all of which are listed in the first section.

The Law of Land Warfare is not frequently modified. The current edition was last revised in 1976. The United States' treatment of prisoners during World War II and the Korean War was prescribed by the 1940 and the 1944 editions. The United States' treatment of Vietnam War prisoners was governed by the 1956 edition, and of prisoners taken in the Persian Gulf War and in the War on Iraq by the 1976 edition. *The Law of Land Warfare* is not freely distributed to depository libraries. Anyone needing a copy should simply download the entire website to a printer.

The issue of captured soldiers during war is old and has been treated in past centuries by various historians and theorists. One example of such a treatment is Alberico Gentili's *De Iure Libri Tres*, translated by John C. Rolfe (reprint: New York: Oceana Publications, Inc., 1964). This *oeuvre*, which translates to *The Three Books on the Law of War* (in one volume) was first published in 1612. See the index for "prisoners of war" and "captives."

The first system of rules to govern American army actions during war seems to have been Francis Lieber's "General Orders no. 100: Instructions for the Government of Armies of the United States in the Field" of April 24, 1863. These were approved by the President of the United States and adopted by the United States War Department. The text of the 157 orders can be found in *Lieber's Code and the Law of War* by Richard Shelly Hartigan (Chicago:

Precedent Publishing, Inc., 1983). Sections 3, 4, 5, 6, and 7 include prisoner of war rules.

The United States' earliest agreement with a foreign power for the protection and good treatment of prisoners of war was the Cartel for the Exchange of Prisoners of War between Great Britain and the United States, signed at Washington, D.C. on May 12, 1813 and ratified by the U.S. on May 14, 1813 (62 *CTS* 243-252, see especially Articles 1 and 7). This treaty is fully explicated on pp. 557-568 of vol. 2 of David Hunter Miller's *Treaties and Other International Acts of the United States of America*. Washington, DC: Government Printing Office, 1931 (Sudoc no. S 9.5/1: v.2/776-818).

An example of a prisoner of war agreement made before the 1929 Geneva Convention is the Agreement between Germany and Great Britain concerning Combatant and Civilian Prisoners of War, signed at The Hague on July 2, 1917. 222 *CTS* 271-281.

In conclusion, prisoner of war agreements are a subset of international human rights agreements. Human rights are entitlements to actions that people must be able to exercise in order to live productively, peacefully, and independently. Today, all human rights agreements must be multilateral, not bilateral. If a majority of nations openly agree in concert and on paper to condemn a certain practice upon or to afford a specific necessity to a designated group of people--in this case war prisoners--then each of those nations must implement that condemnation and that necessity within its own jurisdiction. And, as in the cases of the Convention for the Rights of the Child and the Convention for the Elimination of Discrimination against Women, at least some of the surveillance performed to make certain captured prisoners are treated according to the prisoners of war conventions must be conducted by non-governmental organizations, like Human Rights Watch and Amnesty International.

Accordingly, the highest levels of government, armed forces officials, soldiers, the media, concerned citizens, and non-governmental organization workers must be aware of and have access to the rules and regulations for the good treatment of enemy prisoners taken in combat.

Choosing the Appropriate Voice in Classroom Literature

Kathy Patten and Dorothy Valcarcel Craig

Ms. Patten is Library Science Program Coordinator, Dept. of Educational Leadership, at Middle Tennessee State University in Murfreesboro. Dr. Craig is Associate Dean for Teacher Education, College of Education and Behavioral Science, at the same institution.

Trade books provide a significant addition to the school curriculum. Their rich vocabulary, varied story structures, range of content, and use of syntax provide abundant opportunities for a literacy-based learning environment. (Strickland, 2004) Selection of high quality trade books to use in classroom curriculum is one of the more difficult tasks in developing an effective literacy-based curriculum. Non-biased, analytical selection criteria are crucial, since the rise of literature-based reading programs depends upon teachers choosing and integrating trade literature into their classroom. “As teacher choice of literature assumes a more influential role in school study programs, the issues surrounding the process of selection/exclusion become even more pivotal and warrant careful attention.” (Jipson and Paley, 1991) Although reviews from journals, websites, and book vendors can be helpful, quality and usefulness are dependent upon individual program need. Teachers need the skill to select works independently. When working with second language learners, the task of literature selection becomes even more challenging. Although studies have indicated that both first and second language learners consistently follow the same literacy processes, teachers must consider the varied background knowledge regarding literary structure, cultural narrative, and linguistic knowledge that the ELL student brings to the classroom. (Peregoy and Boyle, 2001; Grabe, 1991; Carrell, Devine, and Eskey, 1988; Hudelson, 1987)

Factors in Selection – Previous Studies and ESL Considerations

Typically, children make book choices based on the book’s appearance (Reutzel, 1997). When selecting literature titles for classroom use, teachers also allow a personal preference for the book’s style, reputation, and subject to sway their opinion. Pre-service

teachers select books for use in the classroom based on appearance and their like or dislike of the content. (Luke, 1986) In a study of in-service teachers, the teachers selected as important books based on instructional context, personal preferences, and recognition of gender, race, and ethnicity. (Jipson and Paley, 1991) Donovan and Smolkin identified five patterns in selection criteria from a group of ten science teachers, which were:

- content,
- visual features,
- grade level appropriateness,
- “fun” books,
- potential use of the books.

Teachers in the Jipson and Paley study used instructional context as their primary reasons for choice. Accuracy and quality were not a major factor. The Donovan and Smolkin study indicates that the visual and “fun” categories trumped content in several of the selections. When first looking at a book, an intuitive like/dislike forms. Appealing book jacket, charming illustrations in a traditional style, standard typeface, number of words, spacing of text are the usual appearance criteria. Physical characteristics of a book have little to do with appropriate curriculum use. Although, the study by Jipson and Paley found consideration of race and ethnicity, this was a small (8-9% of the teachers) part of the selection process. The focus was usually on a historical perspective rather than a contemporary one. Pre-service teachers usually choose mainstream author books, which mean Anglo-European writers. (Luke, 1986)

Drawing on these studies, teachers who serve second language student populations must also consider literature selections that encourage and promote literacy scaffolding. According to Boyle and Peregoy (1990), literacy scaffolds are reading and writing activities that provide built-in teacher or peer assistance. The literacy scaffolds make it possible for students to work within their zones of proximal development in reading, writing, and content instruction, which— through the utilization of literature— challenges the ESL student to reach the next level in literacy development. When selecting literature for use in the ESL classroom setting, consider titles that:

- Encourage the development of activities aimed at functional, meaningful communication,
- Enable the use of language and discourse patterns that are predictable, and
- Provide a model for comprehending and producing language—both oral and written (Peregoy and Boyle, 2001).

Although previous studies indicate that teachers gave minimal consideration to race and ethnicity when selecting literature—when working with second language learners—teachers must carefully consider the cultures represented within the ESL environment. Banks (1994) suggests that teachers must first assist students in examining and identifying with their own cultural backgrounds. In addition, all teachers should strive to create interesting classroom forums that encourage the open exchange of cultural ideas. By selecting a variety of literature titles that accurately portray characters, cultures, and situations that encourage acceptance, students extend their own perspectives and understandings while learning (Deitrich and Ralph, 1995).

Curriculum and Child Interests

The curriculum (instructional potential) is cited as a reason for most teacher selection, overriding children’s interests. (Morris, 1973) Teachers feel that their promotion of a book by reading will engender interest by the children. (Morris, 1973) When children select books, interests come first, then the physical attributes of the book. An intersection of children interests and curriculum use should be sought. Morris poses this question, “Have the teachers, as important selection agents, overemphasized the content of the curriculum, not only in types of assignments and methods of instruction, but also in the utilization of time?”

When designing lessons and literacy activities, ESL teachers—as selection agents—must rely on literature rather than textbooks or basal readers due to the many levels of language proficiency their students bring to the classroom. It is common practice for ESL teachers to have limited English proficient students sitting next to advanced second language learners. Therefore, the textbook or basal may not be the appropriate tool for literacy and content instruction. Literature selection becomes critical in matching English

proficiency levels, content, and language learning strategies. For example, when designing a lesson that employs the CALLA (Cognitive Academic Language Learning Approach) method, ESL professionals must utilize a wide variety of leveled literature titles to enhance content area instruction and to engage second language learners in a number of language learning strategies. Titles must be selected based on instructional potential. However, due to a number of factors including:

- Length of time in the United States,
- Limited background knowledge regarding content and curriculum sequence,
- Age of student vs. proficiency level and grade level,
- Challenge of learning academic language, and
- Cognitive academic language proficiency,

It becomes imperative that teachers also consider student interests matched with “high interest content” enrichment activities to assist second language learners in meeting success within the content areas. The “ESL Quality” of the literature encourages students to learn content while utilizing language-learning strategies that assist comprehension. The literature selections become the ESL students’ “textbooks” by providing them with illustrated, accurate, interesting, and appropriate print, which provides a wealth of information via multiple titles.

In addition, the selection process is vital because as students interact with high interest literature and content material, the classroom evolves into an arena designed to assist ESL students in making their own decisions about selecting and responding to literature. By providing quality literature titles, the teacher promotes and encourages the development of literacy, content acquisition, and creates opportunities for informal assessment, student miscue analysis.

Many Genres, Many Levels

Provision of a wide range of books of high quality that allow for the wide range of reader abilities should be of significance when making book choices. “Creating classroom environments in which successful reading is the norm—for all children—will

mean creating classrooms in which children are well matched to the books they are reading.” (Allington and McGill-Franzen, 2003) This is also true in the ESL classroom. By providing a variety of quality literature titles, the ESL teacher promotes and encourages the development of literacy, comprehension, and content acquisition. In addition, the print rich environment creates opportunities for ongoing informal assessment. For example, Goodman and Burke (1972) suggest that miscue analysis is but one reading assessment tool that is a valuable source of information regarding how ESL students process print. By studying the deviations a reader tends to make, teachers can infer which reading strategies students employ and which strategies should be taught explicitly.

Matching to genre as well as reading level is essential. Children’s preferences cross all genres. (Huck, 2001) Non-fiction is popular, contrary to the opinions of teachers. (Donovan, 2001) Fantasy, science fiction, realistic fiction, biography, and poetry should be included across the curriculum. The standards for evaluation apply to all genres. Science fiction and fantasy are not judged by a lower level of rigor because these genres are “made up”. In addition to genre, consideration of reading stance and text structure must be taken into consideration when selecting literature titles for the ESL classroom. Rosenblatt (1984) –in describing the transactional view of reading—proposes that there are two attitudes or stances that readers may take when engaging in the act of reading. The efferent stance implies that the reader “carries away” information after reading. The aesthetic stance is aimed at experiencing or feeling. When matching genre to reading level, teachers must select literature titles that will provide opportunities and purpose that require students to approach reading from both stances, therefore further expanding literacy in both the first and second language.

Is It Fun?

“Fun” from a book is derived from its appearance, humor in content, or readability and should be relatively low on the scale when choosing books for classroom use. “Fun” in a book is a consideration in motivating students to read, but it should not be the first or only criterion. Content and teaching qualities require more than a cursory

glance and are the focal point of any evaluation process. If a book meets many of the standards listed on the evaluation rubric, then it will be interesting and “fun” will ensue. It may not be the “fun” of humor, but it will be the “fun” of learning!

ESL students’ limited knowledge and experience with the English language also require and demand that learning be meaningful, enjoyable, and fun. Their experimentation with language learning is further enhanced when “fun” is derived from books. When selecting books, consider learning from the second language student’s perspective. Consider text structure, language, and story elements. As students progress and acquire English, texts should move from simple to complex. Language should progress from simple patterns to short narratives. Teachers must keep in mind that a more sophisticated knowledge of literary structure will benefit students in understanding and remembering narratives (Buckley and Boyle, 1981; Peregoy and Boyle, 1991). The selection process should also include consideration of story elements. To assist ESL students in developing an appreciation of literature while acquiring English, they need to gain experience with English literary elements. When selecting literature, teachers must carefully evaluate titles in terms of clear presentation of setting, characters, conflict, and solution. If these concepts are blurred or not clearly defined, ESL students will have great difficulty reading and comprehending the text due to their limited experience with English literary structure.

Developing Selection Skills

Both pre- and in-service teachers need to become more proficient in choosing literature for use in the classroom. “Professional book selection requires a broad knowledge of children’s literature, knowing one’s own biases and how to overcome them, and confidence in making professional decisions.” (Van Orden, 2000) Librarians are trained to choose items according to differing prescriptive criteria sets, dependent upon the discipline of the item. (Luckenbill, 2002) Pre-service teachers are exposed to evaluation criteria for each literary genre in their books and media classes (children’s literature and young adult literature) (Huck, 2001). Most choices are not made with a prescribed linear process, rather a naturalistic approach determines a choice to use or not

use. Personal, institutional, cultural, social factors influence selection. (Luckenbill, 2002) “...teacher’s selection of literature is a complicated, dense-layered activity...” (Jipson and Paley, 1991) ESL teachers face an even greater challenge due to the nature of second language acquisition and the multitude of factors surrounding ESL students in the regular education as well as ESL environment.

It is difficult to balance the weight between criteria when taking just a cursory glance at a book. If book content and curriculum use do not drive the selection process, one is apt to place weight on the wrong criterion. Selection may be based on a first impression that predisposes one to select or reject the item. Librarianship has developed a wide range of aids and publications to guide selection choices. For teachers, these professional library items compound the selection problem by creating detailed categories with unfamiliar terminology.

A Rubric for Selection

Creation of a selection rubric organizes the evaluation and establishes benchmarks against which to compare the item. The criteria for evaluation are based on two broad areas:

- The content of the item, both instructional and literary
- The aesthetics of the item,
 - illustration (integration with text)
 - book design (text arrangement, size and choice of typeface, page breaks),
 - physical features (paper, cover, size, toy or movable)

To extend the rubric for selecting literature within the ESL learning environment, additional criteria are added. When selecting literature titles for both literacy development and content instruction, the following criteria must be considered:

- Text potential to promote language development through generation of literature discussion and in
 - designing higher level thinking questions
 - building background knowledge

- connecting previous experiences (in the first language) in order to create new learning (in English)
- The depth of the text in designing metacognitive tools for language learning and in
 - Presenting interesting ideas and concepts
 - Matching text with metacognitive tools and language learning strategies
 - Providing a purpose for reading and in assisting the learning to connect previous learning (in first language) with new learning (in English)
- Utilization of text to assist second language learners in developing vocabulary and in building Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP).

Selection criteria for items to use with both ESL and English speaking students should address these questions:

- What does an item need to support sound pedagogy and language acquisition?
- What levels of language and literacy proficiency skills are needed?
- What vocabulary skills—both BICS and CALP—are needed?
- What ideas, concepts, content, and strategies need to be communicated by the item? (Luckenbill, 2002)

The assignment of a score in a rubric requires a judgment of value. Some criteria have greater effects on learning and are weighed more heavily. Thus, all elements of an item are assessed, but some are given more influence on the final decision. The first three sections in the rubric are the measures that should be considered for all items. An additional section of criteria are used if one is trying to find high quality items for materials to use in the second language acquisition classroom. The rubric proposed here, is for all genres and is a good starting point from which to derive a quantitative measure of a book's general assessment.

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Author / Title / Date of item:

Score column includes weighting for some factors. Multiply the initial score by the factor to obtain criterion's final score.

Choosing the Right Voice for the Classroom

Book Selection Rubric

*** denotes criteria that are very important

Content Quality	5 Points	3 Points	1 point	0 points	Score
Language vigor	<ul style="list-style-type: none"> ▪ Well chosen language, appropriate for targeted age level ▪ Does not talk down to reader ▪ Uses unfamiliar words that are definable from context ▪ Rich language rather than trite, expected language 	<ul style="list-style-type: none"> ▪ Appropriate for age level, may not build vocabulary to great extent 	<ul style="list-style-type: none"> ▪ Appropriate for age level ▪ Simple language ▪ Does not stretch reader 	<ul style="list-style-type: none"> ▪ Inappropriate for age level ▪ Didactic, or talks down to reader 	
Theme	<ul style="list-style-type: none"> ▪ Well developed, thoughtful, expands reader's view of world. Questions world ▪ Subtle, embedded in story ▪ Children's viewpoint clear 	<ul style="list-style-type: none"> ▪ Entertainment value is high so book is read 	<ul style="list-style-type: none"> ▪ Didactic or trite 	<ul style="list-style-type: none"> ▪ Valueless 	
Characterization	<ul style="list-style-type: none"> ▪ Multidimensional, realistic, behavior is within description of character, growth in character, has ideas, feelings, etc. 	<ul style="list-style-type: none"> ▪ Less than 3 pt. Col. 	<ul style="list-style-type: none"> ▪ Flat, trite behavior, no growth, still appealing 	<ul style="list-style-type: none"> ▪ Unappealing and boring 	x 2
Good story if fiction	<ul style="list-style-type: none"> ▪ Compelling story plot that matches theme ▪ Characters are appealing and reader cares about them ▪ Reader thinks about plot & characters after reading ▪ Stimulates discussion 	<ul style="list-style-type: none"> ▪ Good story, but forgotten in a day or two 	<ul style="list-style-type: none"> ▪ Mediocre story 	<ul style="list-style-type: none"> ▪ No one cares about these characters of the plot! 	x 3
Accurate text if non fiction	<ul style="list-style-type: none"> ▪ Always accurate—theories so identified, dates correct, viewpoint clear, balance present, correct terminology, etc. ▪ Sources listed ▪ Text rich with concepts ▪ Captions and pictures inform 	<ul style="list-style-type: none"> ▪ Always accurate, but no sources 	<ul style="list-style-type: none"> ▪ 1 or 2 minor errors ▪ Lacks other qualities 	<ul style="list-style-type: none"> ▪ Not accurate 	x 3

Bias in representation of non-European cultures / history and Cultural diversity in illustrations	<ul style="list-style-type: none"> ▪ Presentation includes various ethnicities in setting. No typecasting, not tokenism ▪ Authentic representation ▪ True to culture’s values, physical traits, traditions ▪ Culture is identifiable ▪ Message about culture is positive, members are not victims 	<ul style="list-style-type: none"> ▪ Present, lesser quality than 3 pt. col. ▪ Representation of culture is generically “white washed” ▪ Message is not all positive 	<ul style="list-style-type: none"> ▪ Not present; all one culture ▪ Cultures barely represented or not at all ▪ Same appearance, behavior, and values for all in the culture 	<ul style="list-style-type: none"> ▪ Present, but demeaning ▪ Blatant bias present 	x 3
Total of Content Quality					/ 50

Teaching Quality	5 Points	3 Points	1 point	0 points	Score
Curriculum standards Information literacy standards from Information Power (library)	<ul style="list-style-type: none"> ▪ 4 or more areas can be incorporated in use ▪ At least 1 standard from each of the three areas is covered by activities with item 	<ul style="list-style-type: none"> ▪ 2-3 areas can be incorporated in use ▪ At least 1 standard from 2 of the 3 areas is covered by activities with item 	<ul style="list-style-type: none"> ▪ 1 area can be incorporated in use ▪ Only 1 area 	<ul style="list-style-type: none"> ▪ None 	x 3
Differentiation Value	<ul style="list-style-type: none"> ▪ 4 or more intelligences can be addressed with activities for item 	<ul style="list-style-type: none"> ▪ 3 or more intelligences can be addressed with activities for item 	<ul style="list-style-type: none"> ▪ 2 or more intelligences can be addressed with activities for item 	<ul style="list-style-type: none"> ▪ 1 only 	x 2
Teachable Moments	<ul style="list-style-type: none"> ▪ Offers multiple opportunities for writing ▪ Connects to topic or theme in curriculum ▪ Meets need to offer genre and level variety 	<ul style="list-style-type: none"> ▪ Some writing opportunity ▪ Less than 5 points 	<ul style="list-style-type: none"> ▪ Topic only relevance ▪ Recreational reading only 	<ul style="list-style-type: none"> ▪ No relevance to curriculum 	x 2
Total of Teaching Quality					/ 35
Physical Quality	5 Points	3 Points	1 point	0 points	Score

<i>Illustrations</i>	<ul style="list-style-type: none"> ▪ Extend text, style, mood of story ▪ Media of interest in its own right ▪ Illustrations compel reader to scrutinize and investigate 	<ul style="list-style-type: none"> ▪ Match text, but do little to extend text ▪ Reader scans but does not spend time looking at the illustrations 	<ul style="list-style-type: none"> ▪ Mediocre, page turned quickly ▪ Reader does not return to pages to examine illustrations 	<ul style="list-style-type: none"> ▪ Distract from story ▪ Don't match plot or characters or other literary elements 	x 2
Binding	Study library binding Sewn binding	<ul style="list-style-type: none"> ▪ Trade binding ▪ Hardcover 	<ul style="list-style-type: none"> ▪ Trade binding ▪ Soft cover 	<ul style="list-style-type: none"> ▪ Soft cover ▪ Glued binding 	
Total of physical quality					/ 15
ESL Quality	5 Points	3 Points	1 point	0 points	Score
Discussion Generation	<ul style="list-style-type: none"> ▪ Literature lends to the development of appropriate higher level thinking questions ▪ Text assists students in building background knowledge ▪ Learner connects information in item to previous experience and learner creates new information. Fosters discussion and further thought 	<ul style="list-style-type: none"> ▪ Literature is somewhat appropriate for the development of higher level thinking questions ▪ Text is somewhat appropriately written to assist in building knowledge 	<ul style="list-style-type: none"> ▪ Literature is not appropriate for higher level thinking questions ▪ Text is inappropriate and poorly written with gaps in background knowledge 	None	x 3
Metacognitive skills	<ul style="list-style-type: none"> ▪ Text presents interesting ideas and/or concepts ▪ Literature is in-depth and encourages the design of metacognitive tools for language learning ▪ Overall language is highly appropriate to match with specific metacognitive tools for language learning strategies ▪ Learner connects information in item to previous experience and learner creates new information. 	<ul style="list-style-type: none"> ▪ Text presents somewhat appropriate concepts and ideas ▪ Literature encourages the design of metacognitive tools for language learning ▪ Language presented is appropriate and may match with specific metacognitive tools for some language learning strategies ▪ Learner sees relationship 	<ul style="list-style-type: none"> ▪ Text presents inappropriate concepts/ideas for second language learners ▪ Literature context does not encourage the use of metacognitive tools ▪ Language is inappropriate for second language learners ▪ Learner understands, but does not relate to previous learning 	None	x 4

		with previous learning, but cannot construct new information			
Vocabulary BICS - CALP	<ul style="list-style-type: none"> ▪ Vocabulary included in text can be utilized in pre-reading language learning activities ▪ Text lends itself to building Basic Interpersonal Communication Skills through Literature Circles/Talks ▪ Storyline contains vocabulary that encourages building Cognitive Academic Language Proficiency 	<ul style="list-style-type: none"> ▪ Vocabulary included in text may be utilized in selected pre-reading activities ▪ Text somewhat lends to building BICS (in selected passages) ▪ Storyline contains limited vocabulary that may encourage building CALP 	<ul style="list-style-type: none"> ▪ Vocabulary is inappropriate and not suitable for pre-reading activities ▪ Text is limited in assisting students in developing BICS ▪ Storyline does not contain or appropriately utilize Cognitive Academic Language 	None	x 3
Total of ESL Quality	▪	▪	▪		/ 50

Total of all areas

Additional Notes:

Scoring: 100 pts. Possible

90-100 Definite use or buy

80-89 Maybe use or buy, what is deficient? Is it a major category? How to compensate deficiencies?

70-79 Top 1/3, can you find something better. Check areas of deficiency carefully.

60-69 Use or buy only if no other resource available (and desperate!) Must incorporate counterbalance into use.

Under 60 Forget it! Too many weaknesses.

Score ESL separately (50 Points)

The Pritzker Military Library

Daniel K. Blewitt

The author is a Reference Librarian at the College of DuPage Library in Glen Ellyn, Illinois.

The city of Chicago has welcomed a new private library – the Pritzker Military Library (<http://www.pritzkermilitarylibrary.org/colby/index.htm>). The facility was founded by James N. Pritzker, who served for 27 years in the U.S. Army and the Illinois National Guard, achieving the rank of Colonel before his retirement. Pritzker has been interested in military history since an early age, and now has a fine facility where he can share his collection of books and artifacts with scholars and the general public. The Library's mission "is to acquire and maintain a collection of materials and develop appropriate programs focusing on the concept of the Citizen Soldier as an essential element for the preservation of democracy".[1]

The official ribbon cutting ceremony – with a very sharp bayonet - took place on October 23, 2003, at the beginning of a series of grand opening events that lasted three days. These events included an authors' roundtable, presentations about Dwight D. Eisenhower, and a panel discussion on "Facing the Future: Writing on War in the 21st Century," moderated by longtime Chicago political reporter John Callaway. Robert Clasby explained how he had combined photographs of Civil War re-enactors and pictures of various landscapes to create *Gettysburg: You Are There* (Short Hills, NJ: Burford Books, 2003; <http://www.burfordbooks.com/books/gettysburg.htm>), which provides computer-modified photographic recreations of selected events from the most important battle of the American Civil War. Selected examples of these interesting pictures were on display. An official proclamation from Illinois State Treasurer Judy Baar Topinka was read, along with congratulatory letters from Chicago Mayor Richard M. Daley and Brigadier General Charles E. Fleming, Assistant Adjutant General and commander of the Illinois Army National Guard. Among the distinguished visitors giving opening remarks were eminent military historian Carlo W. D'Este; Lonnie G. Bunch, President of the Chicago Historical Society; Roy L. Dolgos, Director of the Illinois Department of Veterans Affairs; retired Rear Admiral Richard W. Schneider,

President of Norwich University; and Alice Calabrese, Executive Director of the newly-merged Chicago Library System/Suburban Library System.

The Pritzker Military Library is located on the second floor of a building across the street from the Holiday Inn in the Streeterville section of Chicago, just a few blocks south of the large Northwestern University Hospital complex that is near Lake Michigan. The building, completed in 1917, previously housed *The Chez Paree* nightclub (1932-1960), and a television production studio (1965-1980). There is substantial room for the collection, offices, and public events. Sharing the building now are restaurants and the offices of the Tawani Foundations, of which Mr. Pritzker is the President and Chief Executive Officer. The Tawani Foundations is the primary supporter of the Library, in keeping with its mission of historic preservation.[2]

The Library possesses approximately 9,000 volumes, focused mainly on American military history of the last two centuries. While the collection is composed primarily of nonfiction monographs, there are some fiction titles as well, along with slides, photographs, videotapes, and some 250 prints and posters. The Library subscribes to more than fifty periodicals and five national newspapers. The institution is interested in obtaining more primary source material, so as to improve its research value for scholars, and gratefully appreciates any donations. There is room in the Library to mount displays, and at the time of this writing there were many prints of various twentieth century military recruiting posters that could be viewed, along with original galley editions of some of the works of those authors attending the grand opening. Attendees were able to examine a number of items of military memorabilia, including a rare 45-star U.S. flag from 1898 with the words "Remember the Maine".

In addition to housing a valuable historical collection, the Library also intends to become a venue for hosting programs that will serve to educate the public about the military and its role in society. Toward this end, there has been a substantial investment in cameras, projectors, and a state-of-the-art editing studio. Programs at the Library may be broadcast and aired on the World Wide Web. In the fall of 2002, the William E. Colby Military Writers Symposium (named for the former director of the U.S. Central Intelligence Agency) transferred its headquarters from Norwich University in Northfield, Vermont, to the Pritzker Military Library. This organization plans to offer many events

that will allow the public to meet military history experts. The first writers who appeared were Ed Ruggero, author of *Combat Jump: The Young Men who led the Assault into Fortress Europe, July 1943* (NY: HarperCollins, 2003), and Joseph Galloway, who wrote the popular *We Were Soldiers Once...and Young* (NY: Random House, 1992), which was made into a movie starring Mel Gibson.

Jill Hamrin Postma, a board member of the Suburban Library System (<http://www.sls.lib.il.us/>), and formerly the Librarian at the Union League Club of Chicago (<http://www.ulcc.org/facilities/library.asp/>), assumed responsibility for organizing the library in Spring 2003. She serves as the library's Military History Librarian. Sean Fuller serves as Technical Services Associate. At the time this article was written, the Library was looking forward to joining the Chicago Library System (the merger takes effect July 1, 2004, and the new system will be called the Metropolitan Library System). Materials will then be available for interlibrary loan.

The Library is open to visitors by appointment only. Internet access to subscription databases from EBSCOHost (history, military, government, and general reference) is available on Library public computers. In order to obtain borrowing privileges, a patron must visit the Library and register as an Associate for an annual fee of \$100. The library catalog is available for free outside online access, but one must first register as a "member".

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NOTES:

1. From the official Mission Statement of the Pritzker Military Library, <http://www.pritzkermilitarylibrary.org/aboutus.htm/>.
2. The mission statement for the Tawani Foundations can be found at <http://www.pritzkermilitarylibrary.org/tawani.htm/>.

Recessional

William A. Thompson

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Abstract

Technological innovations, most notably the increasing speed and ubiquity of networked information, have made it easy for people to get information without coming to the library. As a result, the number of reference transactions is down, as is monographic circulation. If current trends continue, I believe the traditional reference department (e.g. a unit that is organized around answering reference questions in person and at the library) is going to become obsolete. This obsolescence will have little to do with the *quality* of service given at the reference desk, but, rather, with the reference desk itself, namely its location in a library or one of its branches. The reference unit's location in the library is what is calling its fitness for the information network into question. This paper uses network theory to describe this problem and offer strategies for thriving in the long term.

RECESSIONAL

A progression: Richard Dougherty, writing in 1991, predicts, "Researchers will attach more importance to locating and obtaining information and less importance to where the information was obtained (Dougherty 1991 p.59). Ten years later, John Akeroyd reports, "[Academic] Libraries have ceased to be the first resort for users and are becoming complementary source to off-campus use, distributed and net-based services, home study, and public libraries"(Akeroyd 2001 p.80). W. Lee Hisle, in November 2002, observes, "Though access to information is increasingly decentralized, and computer labs now compete with libraries as campus gathering points, librarians must demonstrate to the campus community that the library remains central to academic effort"(Hisle 2002 p.715). Virginia Massey-Burzio warns, "Our place in academia is

seriously threatened by the Internet. While it is true that libraries have the better quality information, students are selecting convenience over quality”(Massey-Burzio 2002 p.774). James Rettig flatly states, “They [students, faculty, researchers] are not coming to us; we need to go out to them”(Rettig 2003 p.18).

What’s happening? Reference service as we know it is quickly becoming reference service as we *knew* it. Network theory provides an explanation for why: one hub on the information network (the library in general, the reference desk in particular) is no longer as “fit” for our patrons as another (the Internet). “Fitness” is a property of network hubs that determines their success, where success is broadly understood as ‘use.’ As Albert-Laszlo Barabasi defines it in *Linked: The New Science of Networks*: “Fitness is your ability to make friends relative to everybody else in your neighborhood; a company’s competence in luring and keeping consumers compared to other companies; an actor’s aptitude for being liked and remembered relative to other aspiring actors; a Webpage’s ability to bring us back on a daily basis relative to billions of other pages competing for our attention. It is a quantitative measure of a node’s ability to stay in front of the competition” (Barabasi 2002 p.95). Why did we lose our fitness on the information network? Why are our patrons (if we can still call them that) abandoning us? What did we do wrong? It’s nothing personal—which is too bad in a way because if that were the problem would be much easier to fix. No. It’s not what we’re doing. It’s *where* we doing it. Most of us work in a library or branch library. Academic library patrons are less and less interested in coming to physical libraries. They’d rather work from their home, office, dorm, or even Starbucks and get their information digitally. Our patrons are rewiring their requests for information from the library (where they used to go) to the Internet—where they go now. That this “rewiring” is often occurring through the library, and even inside of it, and by persons we think of as “patrons” are added ironies. Moreover, this process will be difficult, perhaps even impossible to reverse. Network theory again explains why: Traditionally understood, a library, before it is anything else, is a place, a particular location, room or building, where “naturally” scattered materials (books, serials, manuscripts, maps, photographs, etc.) are brought together. Centralization is the fundamental advantage of libraries—what was once all over the place, anyplace, is now in one place.¹ The materials need not be organized. Many

personal libraries are not. On the other hand, one building (or several) with a million or more disorganized books is a mess, an interesting mess, perhaps, but not useful for our patrons, e.g. faculty, students, researchers of various sorts. What makes a library a useful place for *them* is its organization.ⁱⁱ This organization of information that allows a vast repository of collected material to become what is called in network theory, a “small world.” A small world is a network in which the distance between elements composing the network (in libraries’ case the distance in time and space between information and people) is easily negotiated.ⁱⁱⁱ The “smaller” the world, then, the more efficient the network. An index entry, a bibliographic citation, an interlibrary loan protocol can dramatically shrink the distance between people and the information they seek. People come to libraries not simply because the books are there, but because they are easily obtained. It is much easier to do research on George Orwell using Gillian Fenwick’s bibliography than not. Fenwick saves time and effort. This illustrates another point. The library’s small world did not come into existence on its own. Bibliographies and indices don’t write themselves. People, librarians, bibliographers, indexers, information scientists created it and sustain it. Circulation librarians and their staffs rebuild the integrity of the shelf classification network every time a book is checked in and correctly re-shelved.^{iv} Reference librarians prove the efficiency of the library’s small world every time they save a patron time and effort which we do on a daily basis—albeit less often than we used to. Another, smaller world has come into being, one with a higher degree of fitness than the library, the network of digitally accessible information, and our patrons are migrating to it (ARL 2004).

One important way distance on a network shrinks is through the use of “bridges” (Buchanan 2002 p.42-43). Bridges in networks function just as they do in daily life—they reduce distance. A bridge is not just any connection, however. As Mark Granovetter, in his now classic, “The Strength of Weak Ties” explains, a bridge is “a line in a network which provides the only path between two points” (Granovetter, 1973 p. 1364). Imagine a bridge across a river or chasm uniting two cities, two large networks of people otherwise not connected. That bridge is the only path. To cross the river means using the bridge. Academic libraries have traditionally functioned as bridges to information for our users. For most of the information our users wanted was contained in print based serials, in print

monographs, in manuscript collections and was either available only in the library or if not only there, then most easily gotten there. Per Ranganathan's fourth law, libraries saved time and effort for their users, as any small world network will.^v This convenience is an effect of another aspect of bridges--they are "weak ties." Weak ties are connections in a network that are not used very often--which, as Granovetter pointed out, is the key to their strength. Granovetter conducted a study of people looking for jobs. He found that the connections in a person's social network that led to a job were *not* among that person's close friends, e.g. not from that part of the social network the job seeker accessed most often and was most familiar, but instead productive employment leads came more often from acquaintances and friends of friends, what might be thought of as the more distant members of a job seeker's social network. Granovetter found that these socially distant persons were more likely to have information unknown to the job seeker than the job seeker's close friends. That's because close friends share lots of information, because they belong, more or less, to the same information pool. In short the strength of weak ties to a network lies in their weakness or, if you like, their ability to access information "distant" from and "other" than that available to the strongly tied parts of the network. (Granovetter 1973 p. 1371-1373; Buchanan 2002 p.44). This is what librarians mean when we commend a collection for its diversity—we mean that it contains "otherness." In a like manner, reference desks function for our patrons as a weak tie to information different from, or other than, the information they have ready to hand. Most of our patrons don't use reference desks on a daily basis. Many students may only come in once or twice a semester--or if they do come in, they make use of the computers, but not for library purposes. On the other hand, students and faculty *are* acquainted with us and we *do* have information they do not have and when they need it, they *can* get it from us. This is a demonstration of the strength of the reference desk as a weak ties-for our patrons, anyway. On the other hand, getting access to this distant or "other" information traditionally required a trip to the library. This is an important point. Generally speaking, our patrons had no choice but to come to us—and once in the building they had to conform to our rules, our protocols, our hours, our way of doing things. That's no longer true. Now they do have a choice. Another weak tie to distant information has appeared, the Internet. For much of the information students and faculty want, libraries in general

and reference desks in particular are no longer a bridge, no longer the only path. We are one path, and, increasingly, not the preferred one. Increasingly, our patrons are choosing to go to the Internet for information rather than come to us. By Internet I mean not simply to *Google* or *Ask Jeeves*, but also to the databases we provide to the campus via network and to our patrons anywhere in the world via proxy servers. We have been instrumental in giving our patrons the means and incentive (convenience) of staying away from the library.

It's happened before in the library. Another, once crucial, now largely vanished, bridge to information was the card catalog. The card catalog was a dense collection of networked links to the most significant collection in the library, the monograph collection. I say this because it was (and is) the monograph collection that largely determined a library's physical size, its institutional status and, closely connected to its status, the library's aura, and the sense of the library as a secular "sacred" space. The card catalog energized the monograph collection, made it useful, as well as containing or embodying it. As a result, the card catalog held a very special place of its own in the library. Indeed, it would not be too much to say the card catalog was the symbolic, if not literal, center of the book based library. The card catalog often had its own room and its own department (often the largest department in the library) to build and maintain it. People had a relationship with the card catalog. To use the card catalog patrons physically manipulated the drawers and cards and were necessarily familiar with it in a way they cannot be with the online catalog. And the card catalog was useful—it linked patrons to information in an efficient manner. Moreover, the card catalog had the quality of a watering hole, e.g. species of academics from all over campus gathered around it. It formed a not unimportant part of the campus' public sphere. Not surprisingly people formed an attachment to the catalog, quite passionate in some cases, as has been sometimes seen by the intense emotions released when a card catalog is removed.

For they *are* removed, displaced by online catalogs, catalogs that are accessible from any place.^{vi} One of the chief attributes of the online catalog is people don't have to come to the library to use it—and in that regard online catalogs make the world smaller in network fashion. They shrink distance as experienced in space and in time. I can browse the library from home and not only my library, but also hundreds of others. Online

catalogs have other compelling efficiencies, the ability to initiate I.L.L. for example. The point I want to emphasize is that when the card catalog disappeared, an important need for coming to the library also disappeared and in a real sense the library as a place also began to recede and to disappear from the lives of our patrons. People *could* have continued coming to the library to use the online catalog. Libraries provide terminals for that purpose. But on the whole it seems people would rather not. Why come to the library if your book isn't there? The answer is, to browse—and it's not a bad answer. Browsing is a great way to find information—it's another way of making use of the library's small world effect. But declining monographic circulation suggests it's apparently not a compelling one. And people can browse the OPAC if they are so inclined. Indeed a time may come when people will ask, why come to the library even if your book *is* there? For in the future that book will also be online. No joke. The *New York Times* recently reported that Google is working on Project Ocean, "With the cooperation of Stanford University, the company now plans to digitize the entire collection of the vast Stanford Library published before 1923, which is no longer limited by copyright restrictions. The project could add millions of digitized books that would be exclusively available via Google" (Markoff, 2004 Section 3. p.9).

What's true in theory for books is true in reality for serials. When it comes to accessing information in serials, the physical library is no longer the smallest world. This is so because a continued rise in importance on campuses of the sciences, especially the physical and biological sciences, (the ones bringing in grant funding and patents), coupled with their desire for the most current information, alongside the cost efficiencies afforded by digital publishing has fueled the rapid displacement of print-based serials by online ones. The convenience of searching and accessing The Lancet or Nature at home, or in the lab, or, for that matter, at Starbucks is another reason, and a very good one, not to access it by going to the library. Again, Ranganathan's 4th law is at work—only this time not in our favor. A similar process is at work in Reference Departments.

Within the library, the reference department is a small world within a small world. Reference departments usually have their own sub-collection of materials that consist almost entirely of bridges to information: indices, encyclopedias, dictionaries, bibliographies, and reference works of every sort. Campus patrons value reference

departments for their ability to efficiently build bridges for patrons to information they needed in the print network but otherwise cannot get—either because they can't afford the information, don't know how to access it; or don't want to take the time to learn. The most important part of any reference department is its staff, persons expert in the knowledge of the on-site print and digital networks. It is the staff's knowledge and expertise (including people skills) that most efficiently, effectively, and creatively shrink the distance between people and information.^{vii} The ability to facilitate a small world experience for patrons has traditionally provided reference departments a high degree of fitness with the information network and relatively high preferential attachment.

Nonetheless ARL reference statistics are down. I don't think this is because the quality of the service has steadily declined. If anything, we are more adept at locating information than ever. What has changed is the location of our collections, the "where" of our information. Like the card catalog, information that was once embedded locally, in site-specific print collections, is now increasingly available globally. That's not to say our paper collections are not valuable. They are.^{viii} But, more and more of the information, including proprietary information, patrons want and/or prefer is located on the Internet and, often, *only* there.^{ix} Accordingly, and wisely, academic libraries try to arrange things so that legitimate patrons can access proprietary information from any Internet connected computer in the world. In short, we use proxy servers and identification protocols to create bridges to proprietary information. We do that because that is what librarians have always done: facilitate access to information. We are in the convenience business. Moreover, if we arranged things any other way, e.g., if we made things less convenient, and insisted that patrons could only get access to databases by coming to the library, we would find ourselves with a decreasing number of unhappy patrons.

Not that our patrons don't need us. True, faculty and students (especially students) are more comfortable using databases than they used to be—and the databases are easier to use (Rettig 2003 p.19). *InfoTrac* is extremely easy, for example. And *Google* works pretty well and will, presumably, work better in the future. *Google* is spending a great deal of money and brainpower to make sure it does. Even so, a reference librarian is going to connect people with more and better information than they can get on their own. We'll do that simply because we are better at it and have more tools at our disposal. Yet

even though our patrons know librarians are much better, much faster at solving certain kinds of research problems than they are, this knowledge is not sufficient to get them to come to the building, which is why reference transactions are dropping—and why they will continue to drop. In our patrons' minds, coming to the building means leaving a smaller world for a larger one—and that is something they are loath to do. We have to keep this in mind: our patrons *like* not coming to the library and for the same reason people shop at *Wal-Mart*, namely convenience. If convenience is what our patrons want (and it is), the network hub being the most convenient source of information will soon be the most popular and will have the highest amount of *preferential attachment* (Barabasi 2002 p.83). Preferential attachment is the quality or qualities that attract and retain links to a network hub. A shady, protected, reliable source of potable water will likely have a high degree of preferential attachment as a watering hole. *Wal-Mart* evidently enjoys high preferential attachment in the retail shopping network: large selection, low prices, long hours, ample parking. What is inconvenient about libraries? In large part, as I have suggested, it is our location, indeed the very fact that we *have* a location; or, no, rather it's our insistence upon our location, e.g. our unwillingness or inability to leave the building that is rendering libraries in general and reference desks in particular unfit for an information network that prefers the convenience of anywhere anytime access. Additionally, asking another person for help is not easy. Interestingly, librarians have done a huge amount of research on the reference interview, what we might think of as the linking moment, to make asking for help both easier and more efficient. We've done rather little research on persuading people to get to the reference department so that they can have a reference interview. In short, most reference interviews tacitly assume the requirement for patrons to come to the reference desk. The library literature would be very different if there had always been a viable alternative to coming to the library.

Buchanan uses another network analogy that's applicable to libraries, a food web. In a food web, elements in the network link through predation. Buchanan points out that if an animal preys on (links to), say, 15 different species, then the removal of one or five species is not necessarily life threatening. It's not a good thing—nor is it a fatal one. But if an animal preys on only one or two species, then the loss of one or both could be disastrous (Buchanan 2002 p.148, 152). Right now reference departments feed on three

species, students, faculty and, depending on the institution, the public. For reference desks, students are the critical or keystone species. Students drive reference transactions.^x The faculty is important, but if students stop coming to academic libraries, reference departments starve. But the opposite is not true. Students do not *need to come to* reference departments or do not *feel* they do (which has the same effect). Their interaction with reference departments is weak. Generally speaking, students can get by without coming to the reference desk and they are apparently content to do so in growing numbers. The Internet and/or the databases we provide are good enough for them. This is true even when we get them to come to the building, where their first, and often last, stop is still the digital network. In a sense whether they use InfoTrac or Ask Jeeves makes no matter. If they don't come to us, the result is the same. When they do, it's often as a last resort. If people only went to *Wal-Mart* as a last resort, *Wal-Mart* would disappear. What is true of *Wal-Mart* is true of us. No matter how high a quality of reference service we deliver, if few or none care to receive it, an inevitable administrative question arises: why bother offering it? (Rettig 2003 p. 21) Consider the fate of classics departments. For most of the 19th century the idea that a liberal education would not be grounded in the classics was unimaginable. Nearly every college and university required classics. Now Classics Departments are *rara aves* on campuses. Many have merged with modern language departments or disappeared all together. The decline of Classics departments had little to do with the quality of Greek or Latin literature, but had everything to do with the fact that students were required to take the classics when they did not perceive a need for them. When the requirement vanished, so did the students and, with them, classics departments.

Am I saying reference departments are doomed to extinction? Maybe not. It's *possible* that our patrons will return to us. The *Chicago Tribune* ran a story on the outsourcing of paralegal services. "According to a recent study by researchers at the University of California at Berkeley, legal assistants and paralegals working in India on behalf of U.S. companies earn, on average, between \$6 and \$8 per hour. That's about one-third of what their U.S. Counterparts are paid. Some of the country's largest law firms have taken notice." That's the bad news. The story goes on to note however, that at least one large law firm that outsourced its library, returned to an onsite library because

they were not getting the service they needed (*Chicago Tribune* 2004). Buchanan notes that if a network hub begins to fail in its efficiency, then links get rewired to other hubs. He uses the example of regional airports. When people feel that it is more trouble to fly from Chicago, rather than through Peoria, they will fly through Peoria, even if that means paying more money or spending more time in airports (Buchanan 2002 p.125). If our patrons can't get what they want on the Internet, they will come to us.

On the other hand, yes, actually, I *am* saying we are doomed to, pardon the pun, virtual extinction-*if* current trends continue and if we stand idly by. That doesn't mean reference librarians will simply vanish. Even if we do nothing reference departments will fade long before the librarians do—just as cataloging departments did. As in a food web, our numbers will shrink to meet the need. One could imagine a regional reference department providing virtual reference for a number of campuses. Locally, a skeletal staff—three or four reference librarians might do the trick, a few more in larger libraries. But suppose we don't want to go gently or go at all, what then? Suppose we want to increase our preferential attachment? Suppose we want to do what any organism wants--thrive?

Rettig and others have suggested we need to deliver our knowledge to our patrons. In short we need to get out of the building (Rettig 2003 p. 18). There are a number of ways of doing this. Virtual reference is one solution—and if the burgeoning literature is any indication, a very popular one. Virtual reference makes sense from a network perspective: it uses the efficiencies afforded by the Internet to create a small world experience for our users. And it keeps us in the game—for now. But, it also provides a technological model for outsourcing what we do. Even now much virtual reference is done consortially, which is a kind of friendly outsourcing. True, virtual reference currently only supplements what we do and admittedly doesn't do this very well. That doesn't mean it won't in the future. One of the main problems with virtual reference is the inability to see patrons and talk with them. Recent advances in memory, packet management and the development of grid computing will soon bring dramatic improvements in the speed of information delivery and in the kind of information being delivered (Wrolstad 2003; C. Jin 2003; Lohr 2003 D1). A new packet management system, Fast TCP, has achieved transmission speed over the *current* network architecture

6000 times that of ordinary transmission (Fox 2003) . This means high quality real time video will soon be practicable and *that* means virtual reference will feel a lot less virtual and work much better—providing another good reason not to come to the actual library, lowering our preferential attachment, and raising the outsourcing question. Our modest salaries may protect us from outsourcing. On the other hand, maybe they won't. Our salaries aren't *that* modest, not by world standards. In the age of digital outsourcing world standards are what matter—as financial analysts are finding out. Financial analysts gather and provide useful information to information-hungry clients. That is not unlike what reference librarians do, with the difference that financial analysts provide their services in return for a hefty fee and high salaries—or, rather, they used to. More and more financial analyst positions are being outsourced to India. Nicholas von Hoffman wrote recently, “College-educated stock researchers making \$250,000 a year are losing out to people doing the same work in India for \$20,000. Banks, stock brokerages and allied financial-services companies are expected to relocate 8 percent or half a million jobs to foreign lands in the next few years. General Electric’s investment-credit arm, G.E. Capital, already has 15,000 at their desks in India”(von Hoffman 2003 p.4). Yahoo recently announced its intention to build its next computing research center in India, again because of the cost efficiencies.

There is another way of providing off-site reference: instead of the patrons coming to the library, we migrate to them. The most well known example of off-site reference is the College Librarian program at Virginia Tech University. Nancy Seamans and Paul Metz describe as follows: Virginia Tech assigns individual librarians to work in various colleges, where they maintain offices and spend the majority of their time. The College Librarians do much the same work that librarians located at the main library do, but without the benefit of what the physical library provides, e.g. the print collections, shared expertise of the other librarians, and the mystique of the library building itself. Essentially, the College Librarians work with the resources available to them via the computer network and little else(Seamans and Metz 2002 p. 325). Davis and Weber discuss a similar program at the University of Southern California. They describe the off-site experience as “a virtual library with a non-virtual librarian”(Davis and Weber 2002 p.52). Both Virginia Tech and Southern California report that off-site patrons like having

the expertise of a librarian present in a face-to-face manner. This allows for a very rich information exchange to take place one that, for the moment anyway, cannot be duplicated by virtual means. The difference that makes a difference is now the librarian, not the technology. Moreover, both Virginia Tech and Southern California report improved relationships between librarians and faculty as a result of their respective programs. Librarians become more involved in the life of the colleges in which they are located, attending departmental faculty meetings or serving on curriculum development and other committees. They find that traditional library duties, as, for example, collection development or creation of bibliographies, take on new complexion. As librarians get to know teaching faculty better, they get more information from faculty regarding books and/or databases the faculty want. They discover themselves creating web-based bibliographies or other Internet-based sources of information for use by particular classes or individuals. And they do more instruction (Seamans and Metz 2002, p.330). Writing in 2001, Weber and Davis reported similar positive results with faculty and graduate students using the University of Southern California's interesting sounding Information Centers in which librarians staff small computer labs in School of Social Work and Rossier School of Education. Increased visibility has led there to a closer relationship between librarians, faculty, and students. "Ultimately, the contact with users," they write," translates into a high level of satisfaction, not only with the library and the librarian, but with the school and institution as well"(Davis and Weber 2002, p.57). In 1995 Daniel K Blewett, who kept office hours in the History and Political Science Departments at Loyola University, wrote, "Perhaps the primary benefit is one that cannot be measured scientifically, and that falls under the realm of improving relations between the library and the faculty. The faculty and students seem to appreciate being able to discuss with a librarian their problems and concerns about the library. I am now more aware of faculty and student research interests, they contact me directly for help more often, and more students are referred to me for assistance"(Blewett 1995 p.703). In network terms, these off-site librarians are building new bridges between people and information, bridges that seem to exhibit a high degree of fitness and preferential attachment. Additionally, these librarians, while diversifying their location, are diversifying their predation. Students are still the chief objects of interest, but the

interaction with them has become weaker, that with faculty stronger. That's all to the good.

I have had similar experiences with my own off-site experience. Every semester I spend several hours a week providing reference or any other library related assistance that is requested at Western Illinois University's University Writing Center, which is located across campus from the library in a building housing the English Department, its classrooms and offices. The ups and downs (and there are those) of working off-site are the subject for another paper. Working there, even on the limited scale that I do, has allowed me to create new links, new bridges between people and information because I wasn't in the library, but in their (the faculties', the students') world. Not only did I answer involved reference questions, but I introduced people to *EndNote*, became an informal thesis reader/editor/critic to one of the students, and am now working on a Life Mapping project that will combine library skills (GIS, cataloging, streaming media) with an oral history class being taught by one of the English faculty. This project began because I walked into her office one day and asked her what she was teaching next semester—and *that* was only possible because I was not in my building, but hers. Indeed, as I write this (partly in the English Department), I find myself talking to a faculty member teaching the History of English, someone who has never requested library instruction. I offer to show her class how to use the online OED and how to use *JSTOR* for language research. She takes me up on it—another link formed. It is important that we improve our relationship with the faculty—as they, and they alone, have the ability to create a need for the students to come to the library. Only the faculty can create assignments that will make use of our onsite materials. To return to the food web metaphor, as we lose students, we need to gain faculty, staff, and community members. To do that we need to get out of the building and find out what these people need and give to them.

Creating these sorts of bridges between information, information resources, and *off-site* patrons, creating small worlds in these new places, will make reference librarians, and reference departments, thrive in the future, and allow us to retain our fitness (and our jobs) in an increasingly decentralized information network. Or we can refuse to adapt and sink into sepia-toned irrelevance.

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ⁱ This is true even of libraries that have large parts of their collection in remote storage, that is, some place else. The materials are still centralized.

ⁱⁱ And librarians thought in network terms—if they did not have the vocabulary. See the interesting discussions regarding bibliographies and dictionary catalogs that occurred in the College Section of the 1902 Magnolia Conference of the ALA. Hodges, Kroeger, et al. *Library Journal*, vol 27. #7 pages 178 to 186. The debates over the usefulness of the dictionary catalogs vs. bibliographies to the user or, more interestingly (and relevant to our times) some sort of hybrid are discussions in another register of the best way to create hubs that link efficiently link patrons to information.

ⁱⁱⁱ The theory that all people on earth have only “six degrees of separation” between one another is one such example of a small world.

^{iv} The serendipity associated with browsing is actually a “small world” phenomenon. Patrons are browsing a densely connected network of books.

^v Thanks to Felix Chu for pointing out the relationship between Ranganathan’s 4th law and network theory.

^{vi} Computerized efficiencies (OCLC being the best example) caused cataloging departments to also disappear or became the vestiges of their former selves. And the space the catalog used to inhabit becomes emptied, ready to be colonized for other sorts of use, e.g. computer terminals or study carrels.

^{vii} Indeed much of the research done on reference departments concerns creating a small world experience. I am thinking of the many articles about the reference interview (the linking moment), citation studies (how are patrons linking to the network), surveys (are reference departments achieving preferential status), and so on.

^{viii} Indeed the same technology that is pushing patrons away from the main library is bringing them into the archives. That’s because archives have content that can be gotten nowhere else, because manuscripts have an aura that print does not and not least because archives are using the Internet to promote their holdings—and to extend them to the public. Archives are a growth area for libraries.

^{ix} Even though much of the information our patrons want is proprietary and can only be retrieved by proving that one is a full time enrolled student or full time employed faculty member, providing that proof does not mean the patron must come *to* (or “link to”) the library.

^x They also drive circulation, I.L.L. and building use. Perhaps the only thing they don’t drive is library instruction—and it’s a good thing they don’t for if they did, there would be no library instruction.

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