

From the editor: Welcome to the second issue of *Endnotes: The Journal of the New Members Round Table*. This year has seen a change in the submission policy; *Endnotes* now accepts manuscripts on a rolling basis throughout the year. This submission process will more accurately reflect that of other scholarly, peer-reviewed journals in our field.

This issue is full of information relevant to librarians of all experience levels: new librarians will learn how to become “essential” in their new field, library school students and faculty will benefit from the examination of management curriculum in LIS programs, and health sciences librarians will discover useful findings in the WorldCat Local article. Our second issue sees the addition of website reviews to supplement the book reviews targeted to new librarians.

Special thanks for this issue go to *Endnotes* assistant editor Melanie Griffin, NMRT Leadership Director Megan Hodge, and the NMRT Executive Board for their work in approving author agreement forms in time for this issue. These forms help support our commitment to open access. Thanks, also, to the Editorial Board for their hard work in advance of this issue, and to the NMRT Web Committee for their continued support.

Melissa Mallon, editor

Editorial Policy: *Endnotes* is a peer-reviewed, scholarly journal that addresses issues faced by new librarians. This journal provides immediate open access to its content on the principle that making research freely available to the public supports a greater global exchange of knowledge. *Endnotes* accepts research and practitioner-based articles. The journal’s aim is to work with new authors to produce quality scholarly articles. *Endnotes* will publish one issue each year with additional issues if there is interest. *Endnotes* Committee members (i.e. the Editorial Board) will review all submitted manuscripts based on a double-blind, peer-review process. Accepted manuscripts will be returned to authors with a referee report and suggestions for revisions.

***Endnotes* Editorial Board**

Melissa Mallon, editor

Melanie Griffin, assistant editor

Kendra Hay

Jennifer Green

Michael Saar

Hannah Evans

Emily Johnson

Lindsay Harmon

Laura Labedz

Kim Copenhaver

Kate Marshall

Catherine Odson

Andrea Leonard

William McMillin

Management Training in Library School: Do Graduate Programs Prepare an Individual for Real World Demands?

Susan A. Schreiner

Access Services Librarian

Pittsburg State University

Barbara M. Pope

Serials Librarian

Pittsburg State University

Abstract

This article examines the perception of management curriculum in library schools from the perspective of practicing professional librarians and information specialists with a master's degree in library science. The authors surveyed degreed librarians in academic, public, and special libraries in a variety of job types about their management training in library school, how useful they feel those courses were to them professionally, and whether they would have or wish they would have taken additional management courses if they had been offered. The results of this survey show that a decisive gap in management training is being felt by practicing librarians, and highlight the need for making management courses in library schools meet the real world demands of today – and tomorrow.

Methodology

The study¹ was conducted by creating a survey via SurveyMonkey and asking librarians to voluntarily respond. It targeted eight American Library Association (ALA) and Public Library Association (PLA) listservs² that serve general library interests as well as specialized management interests. The survey specifically targeted librarians who had been out of library school for at least one year.³ In order to get a broad coverage of librarian types, surveys were sent out to listservs that serve library administrators, university librarians, college librarians, public librarians, and school librarians.

The survey was composed of 14 questions, the first five seeking demographic information on the individual responding and the last ten exploring their feelings about the library school management training they received and the management training they wish they had received with the benefit of 20/20 hindsight. In order to get a wide variety and large number of respondents the majority of questions were multiple choice or “yes/no,” and the survey was designed to be completed in a short time unless the responder wished to provide additional information.

Introduction

Librarians are managers. Even if they do not want to be, they are managing personnel, resources, budgets, public opinion, and time. Hours of each day are spent on human resources issues, managerial decision making, budgeting, marketing (both external and internal), and crisis management. They are expected to deal with the most difficult patrons with a smile, supervise employees with various levels of skills, experience and work ethics, prioritize the spending of limited budgets, deal with the possibility of violence in the workplace, design public and work spaces and possibly even buildings, and plan strategically.

Yet they do all this with a minimum of managerial training. Most librarians take the one required management course in library schools and focus on other areas of librarianship for in-depth study. Few have business or management degrees. They have little exposure to the legal, ethical and practical knowledge needed to manage resources, or more importantly, people. Library school does little to help

them gain these skills as the ALA accreditation process offers little to standardize the curriculum across schools for the one management class most librarians take, if indeed they even take one.

So the question arises: If library students will encounter a great deal of management duties and expectations when they start working as professionals, and if on average they have taken one course on library management, do they feel they have received the background they need once they enter “the real world”? This paper explores librarians’ perceptions of their management education, both its completeness and, if they deem necessary, how they may be filling any gaps with continuing education.

Literature Review

The need for management skills in libraries is not one underestimated by professional librarians nor is it a new topic of contention. Arthur P. Young (2004) summarized more than seven decades of management literature in one publication – *Library Quarterly* – and found that as early as the 1930s libraries were looking at management issues involving human resources and best practices. In the seventies Thomas J. Galvin (1976) discussed new ways to look at management and how these changes were vital for the survival of managers and their libraries. In 1980, Charles McClure questioned the lack of training for managers in academic libraries: “Because the library manager has little training in management, he/she frequently fails to implement specific managerial techniques or implements them incorrectly” (p. 2391).

Current writings also support this need. Michael Gorman (2004) makes an excellent argument about how irrelevant LIS education is becoming to real world library work. He emphasizes that “it is instructive to look at what goes on in libraries and the areas in which a would-be librarian should be knowledgeable, if we are to devise a core curriculum that would apply to all schools” (p. 378). He listed a management class as one of the seven core courses that should be required by every library school. However, a recent study by Mackenzie and Smith (2009) indicated that 43.8% of the ALA-accredited graduate library education programs studied did not require any management-related courses. Only 2% of the programs surveyed required two courses. This deficit is particularly troubling when considering Rooney’s (2010) study showing that 36% of first-time department heads had no formal management

training or mentorship other than what they received in library school. Furthermore, according to this study, 20% of all department heads did not receive any training other than that received in library school before being promoted to a middle management position.

Findings

More than 1,000 librarians responded to the survey during a 3-week period in March 2011. One thousand one hundred forty-two participants began the survey and 1,093 fully completed the survey. For purposes of this study the questions answered by those who started but did not finish the study were still included in the summation of total responses. This sample represents 1.87% of ALA members⁴ or 0.76% of the total population of librarians as estimated by ALA.⁵ A sample this size is considered to be statistically accurate 99 percent of the time, within plus or minus four percent both for ALA members and for the estimated total librarian profession.

Academic librarians were by far the largest participants in the survey with 49.1% of survey takers self-identifying as working in an academic library. Public librarians came in second at 26.9%. School librarians were the third largest category with 13.0%. The category of “Other” was a distant fourth at 7.0%. And special libraries (3.5%), and corporate libraries (0.5%) round out the library types. Almost a third (32.7%) of the respondents had been out of library school less than three years, more than 37% graduated between four and 12 years previously, 12.6% had been out between 13 and 20 years, and 17.6% had graduated library school more than 20 years earlier.

The authors were interested in how long individuals had been in their current position and were surprised that almost half (48.3%) had only been in their current position for 3 years or less. Since more than 40% of the sample had been out of library school for 8 years or longer, the authors were startled that the current job tenure was so short. This may show a bias in who subscribes to listservs – those newer in a position may need the support offered more than senior librarians – or it may show that newer hires have a bit more time to answer surveys. Only 4.1% had been in their position more than 20 years and future research may target this demographic to determine perceptions of senior librarians on junior librarian’s management skills and knowledge.

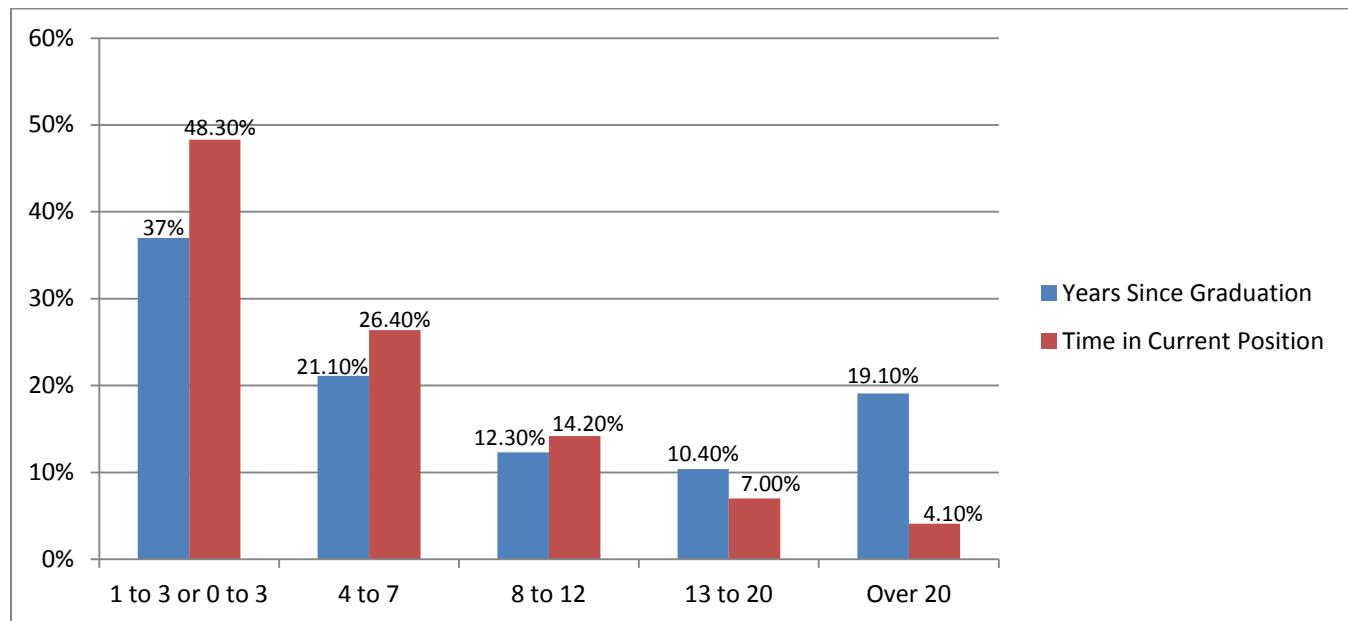


Figure 1: Years since Graduation Compared to Years in Current Position

The “management status” of each responder’s position was important because the authors were interested in seeing how current managerial duties may or may not affect response, as well as in getting some idea what percentage of responders actually were, or at least considered themselves, managers. There was the following disclaimer on this question: “We know ALL professional jobs have some type of management of people or resources or services, but here we are asking about whether your job would be considered a traditional management position,” which mirrors the belief that all librarians are managers whether they want to be or not. However, for purposes of this study the authors were looking at whether a responder’s job description labeled them as a manager or not. About one third of the responders (32.2%) considered themselves to have no management responsibilities. This ties very closely with those responders who have only been out of library school less than three years (32.7%), but more research will have to be done as even many “entry level” position descriptions seem to include a great deal of management responsibility and there are librarians who have worked for years in non-managerial positions. About a quarter of the respondents (25.4%) considered themselves to be “lower level

management,” about a quarter (25.8%) “middle management” and 16.6% identified themselves as having upper management responsibilities such as being a director or a dean of a library.

The authors were very interested in the question of what percentage of librarians went into their graduate education with the expectation of/desire to become managers in the future. The authors’ bias was that most librarians went to library school with no intention of going into library management and the study seems to support this. Only 34.7% answered “Yes” to the question, “In library school did you have any long-range professional goals of getting into library management, i.e. you always knew you wanted to be a director or head of access services?” A further 50.3% replied “No,” and a not insignificant 15.0% responded “Absolutely Not!”

One of the more surprising findings was the disconnect between the desire to receive management training in library school and the actual willingness to participate in it while in a graduate program. Sixty-three point nine percent stated they wished they had taken more management classes in library school; yet in response to another question asking them about what they would have done as students, as opposed to what they wished they had done with 20/20 hindsight, only 38.1% said that they would have taken more classes in management if they had been available. Thus, the survey exposed practitioners who wish they had had more management education while still in school, but who also recognized that they would not have attended additional management classes if they had been offered.

It is clear librarians are willing to further their management education and are already doing so. Seventy-one point one percent of the responders are interested in taking additional management courses and 64.5% of the responders are already furthering their management education through classes (139 respondents – 12.17%), conferences (562 respondents – 49.21%), seminars (496 respondents – 43.43%), web-based learning (540 respondents – 49.29%) and self-study (630 respondents – 55.16%).

Conclusion

An overwhelming number of respondents either did not think library schools were providing enough management training to their students (40.0%), or were uncertain as to whether library schools were providing adequate training in management (45.6%). Only 14.4% felt that library schools were

doing a good or adequate job training new librarians for the management duties they would encounter in the working world. With such a large gap between those who think the training is not or may not be adequate and those who think it is, it is clear that today's library schools are not meeting the challenge of training new managers. This survey is not alone in promoting this message. Mackenzie and Smith (2009) found that "... as a result of the lack of explicit guidance from ALA as to how the master's level curriculum should endure specific people-management learning outcomes, library managers enter the field at a disadvantage" (p. 140). And the need for management skills in librarianship is only increasing. In 2004, a group of British academic librarians presented a vision of the library in 2010. They felt library staff would increasingly need finance skills, marketing abilities and the ability to measure impact as well as provide for traditional information literacy (Parry 2007). Indeed there is little doubt that these skills are in higher demand today than they were even five years ago.

The disconnect between the availability of management classes and students' willingness to take them means that library schools must set the standard and insist all students have a strong core background in management. For anyone to assume that management is something that one can simply learn on the job at the expense of a well-run department or library seems impractical and detrimental to the profession. This article's authors submit that training in management while in library school, whether students plan to be managers or not, is essential to their professional success as librarians. Additionally, schools and professional organizations need to find inexpensive, open-access ways for librarians to get further training on management issues and best practices.

¹ Survey and results can be found in the appendix.

² Listservs included:

March 1, 2011	libadmin@ala.org	jama-mmdg@ala.org
March 3, 2011	cjc-l@ala.org	collib-l@ala.org
March 4, 2011	uls-l@ala.org	
March 7, 2011	alsc-l@ala.org	publib@webjunction.org
March 16, 2011	aaslforum@ala.org	

³ The e-mail sent to the various listservs including the following: "We are conducting a very short poll asking librarians/information specialist who have been out of library school at least one year to tell us their perception of the management training offered at their library school."

⁴ Based upon a 61,000 member estimation – including librarians, publishers and other parties interested in libraries. <http://www.ala.org/ala/aboutala/governance/annualreport/annualreport/aboutala.cfm>

⁵ Based upon a 150,296 total population estimation.

<http://www.ala.org/ala/professionalresources/libfactsheets/alalibraryfactsheet02.cfm>

References

- American Library Association. (2010). About ALA. *American Library Association 2009 – 2010 Annual Report*. Web. 28 June 2011
- American Library Association. (2011). ALA Library Fact Sheet 2: Number Employed in Libraries. *ALA.org*. Jan. 2011. Web. 10 May 2011.
- Galvin, T. J. (1976). Beyond survival: library management for the future. *Library Journal*, 101(16), 1833-1835.
- Gerolimos, M., & Konsta, R. (2008). Librarians' skills and qualifications in a modern informational environment. *Library Management*, 29(8/9), 691-699.
doi:10.1108/01435120810917305
- Gerolimos, M. (2009). Skills developed through library and information science education. *Library Review*, 58(7), 527-540. doi:10.1108/00242530910978217
- Gorman, M. (2004). Whither library education? *New Library World*, 105(9/10), 376-380.
doi:10.1108/03074800410557330
- Hibberd, B. J. & Blankson-Hemans, L. (2004). An assessment of LIS curricula and the field of practice in the commercial sector. *New Library World*, 105(7/8), 269-280.
doi:10.1108/03074800410551020
- Holt, R. E. (2005). Shibboleth: A next-generation view of the MLS. *Library Review*, 54(9), 519-523. doi:10.1108/00242530510629533

Johnson, I. M. (2009). Education for librarianship and information studies: Fit for purpose?

Information Development, 25(1), 14-15. doi:10.1177/0266666908101258

Mackenzie, M. L., & Smith, J. P. (2009). Management education for library directors: Are

graduate library programs providing future library directors with the skills and knowledge they will need? *Journal of Education for Library and Information Science*, 50(3), 129-142.

McClure, C. R. (1980) Library management: Can they manage? Will they lead? *Library Journal* 105(20), 2388-2391.

Parry, J. (2008). Librarians do fly: Strategies for staying aloft. *Library Management*, 29(1/2), 41 50. doi:10.1108/01435120810844630

Rooney, M. P. (2010). The current state of middle management preparation, training, and development in academic libraries. *Journal of Academic Librarianship*, 36(5), 383-393.

Young, A. P. (2006). Library Quarterly management literature, 1931-2004. *Library Quarterly*, 76(1), 58-80.

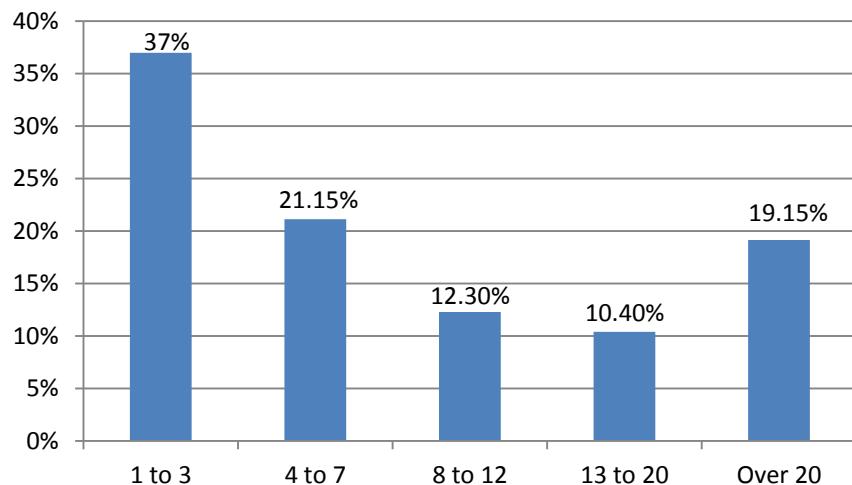
Appendix

Survey and Results

1.) How long has it been since you graduated library school?

- a. 1-3 Years
- b. 4-7 Years
- c. 8-12 Years
- d. 13-20 Years
- e. Over 20 Years

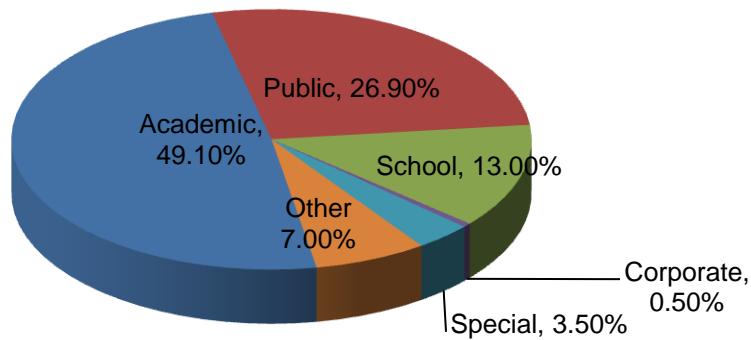
Years Since Graduation



2.) What kind of library do you work in?

- a. Academic
- b. Public
- c. School
- d. Corporate
- e. Special
- f. Other

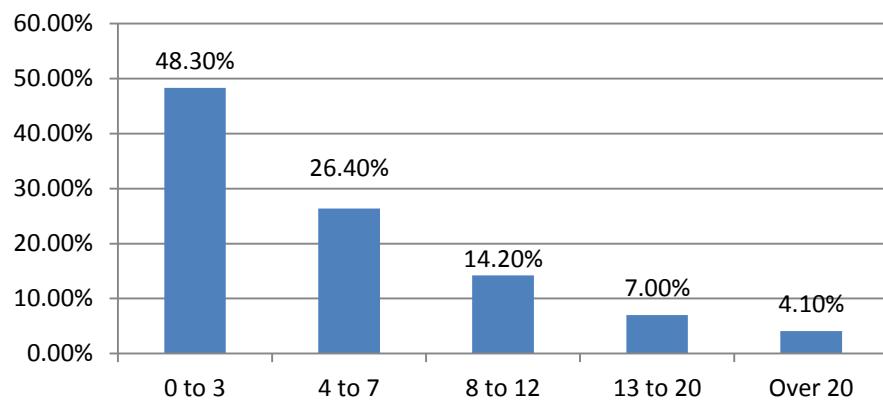
Type of Library



3.) How long have you been in your current position? If you are not currently employed, how long were you in your last position?

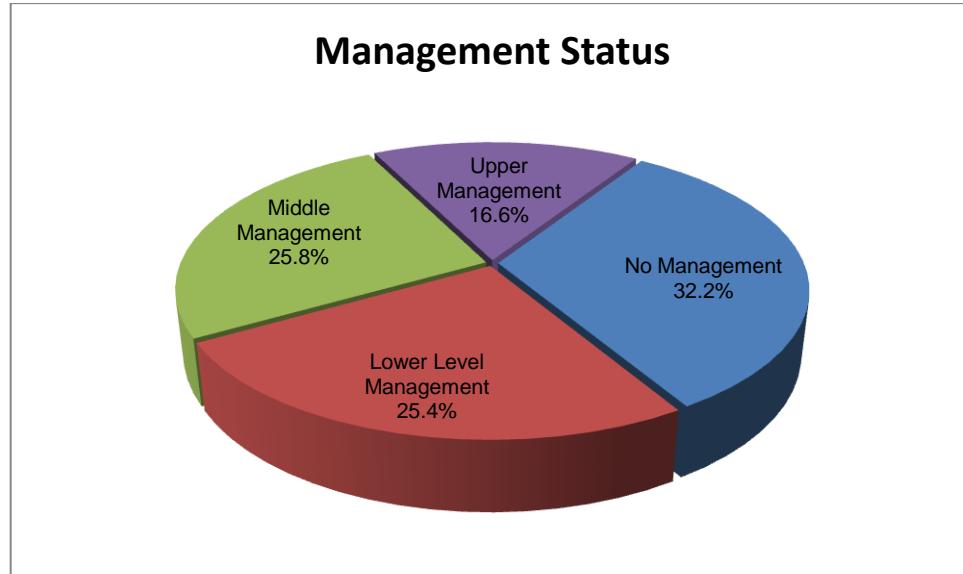
- a. 1-3 Years
- b. 4-7 Years
- c. 8-12 Years
- d. 13-20 Years
- e. Over 20 Years

Years in Current Position



4.) What is the “management status” of your current or most recent position? (*We know ALL professional jobs have some type of management of people or resources or services, but here we are asking about whether your job would be considered a traditional management position.)

- a. No management responsibilities. (Entry level or no supervisory duties.)
- b. Lower level management responsibilities. (Unit management. Supervising student employees.)
- c. Middle management responsibilities. (Department head.)
- d. Upper management responsibilities. (Director. Dean.)



5.) In library school did you have any long-range professional goals of getting into library management, i.e. you always knew you wanted to be a director or head of access services?

- a. Yes 34.7%
- b. No 50.3%
- c. Absolutely Not! 15.0%

6.) Do you think your graduate program provided adequate coursework in management?

- | | |
|--------|-------|
| a. Yes | 41.5% |
| b. No | 58.5% |

7.) Would you have taken additional courses in management if they had been offered knowing your feelings about management education AT THAT TIME?

- | | |
|--|-------|
| a. Yes, even as a student I wanted more management training. | 38.1% |
| b. No, I was focused on other aspects of librarianship. | 61.9% |

8.) If you could go back in time to library school now would you take more management classes?

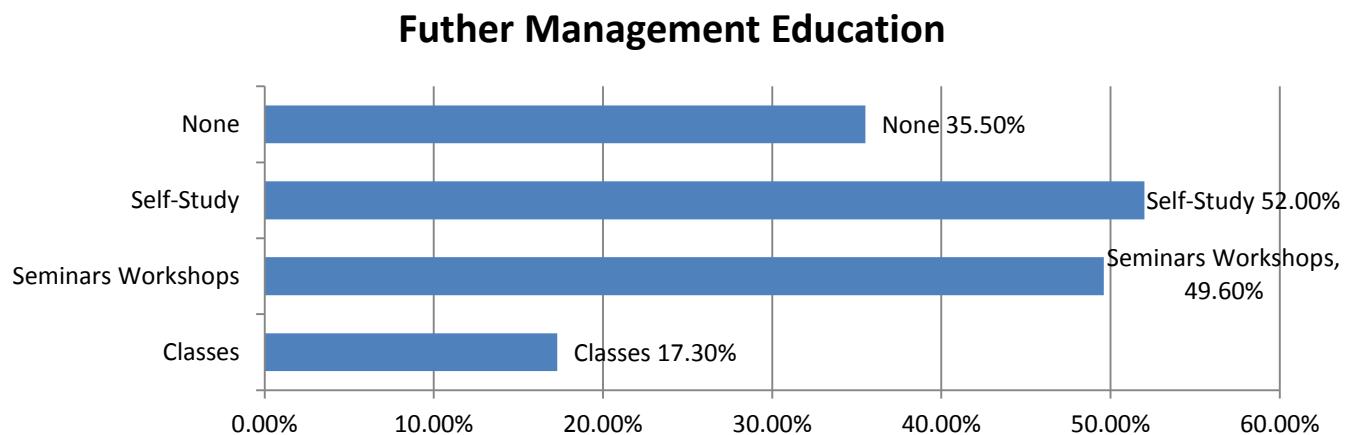
- | | |
|---------|-------|
| a. Yes. | 63.9% |
| b. No. | 36.1% |

9.) As a working professional would you take additional courses in management now if you had the opportunity?

- | | |
|---------|-------|
| a. Yes. | 71.1% |
| b. No. | 28.9% |

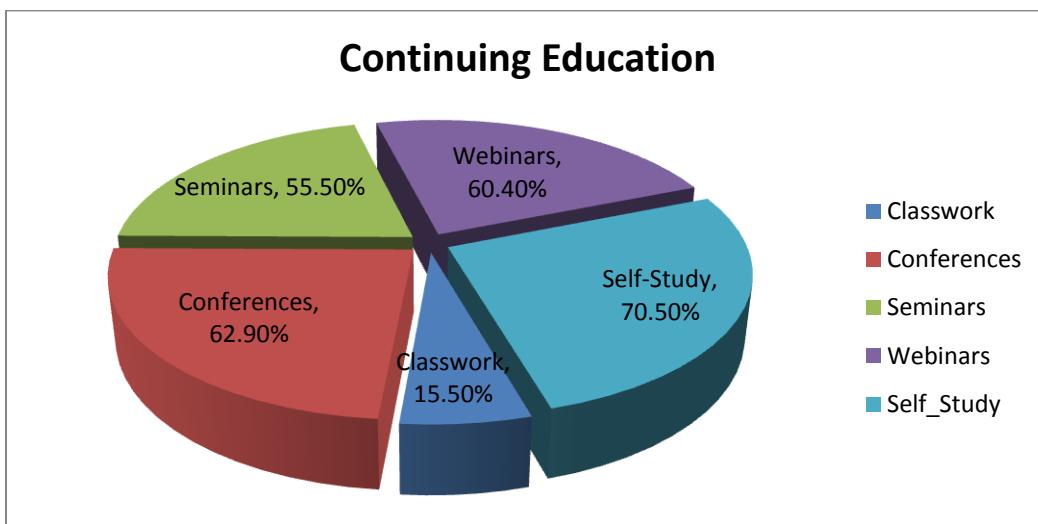
10.) Have you furthered your management education since library school graduation? (Please select all that apply.)

- a. Yes, I've taken classes.
- b. Yes, I've attended seminars and workshops on management issues
- c. Yes, I've read management oriented literature and/or other forms of self-teaching.
- d. No, I've focused on areas outside of management.



11.) If you continue your management education how do you usually receive it? (Check all that apply.)

- a. Formal Classwork
- b. Conferences.
- c. Training Seminars.
- d. Webinars and online education.
- e. Self-study.



12.) Do you think library school today is properly training new librarians for the management duties/issues they will face in the working world?

- | | |
|------------|-------|
| a. Yes | 14.4% |
| b. No | 40.0% |
| c. Unknown | 45.6% |

13.) If your answer to the previous question was “No” could you give us some examples of topics/issues/training that are being neglected? **426 Responses**

*These responses will be analyzed in a later article.

14.) Is there anything else you would like to comment on about how library school prepared you to be a manager? **392 Responses**

15.) If you would like to receive the results of the survey and article, or if you would like the authors to contact you, please leave your email address and a quick note about your interests. **167 Responses**

How to Become an Essential Librarian

Breanne Kirsch

University of South Carolina Upstate

Abstract

Becoming an essential or indispensable librarian will allow new librarians to have increased job stability and other benefits. Based on personal experiences and research, I have compiled a list of six steps to becoming an essential librarian: find a mentor, read the literature, collaborate, adapt, become a leader, and be persistent.

Introduction

After obtaining the Master's Degree in Library Science, what comes next? How can new librarians become an integral part of the libraries in which they work? This article will attempt to answer these questions and describe how to become an essential librarian in one's library.

During the job hunt, new librarians come across many different job advertisements. Some of the most sought after skills or personality traits listed in the *Chronicle of Higher Education's* job listings for librarians are the following:

- service-oriented;
 - familiar with current and emerging technologies;
 - innovative, proactive, self-motivated, or strong leadership skills;
 - adaptable, flexible, dynamic, or versatile;
 - collaborative, good teamwork skills, or good interpersonal skills
- (“Job Search Results,” 2011).

Most librarians who enter the library profession in hopes of working with patrons are already service-oriented. Most new librarians are already familiar with technology from their experience as students and in everyday life. The last three are characteristics that new librarians need to improve if they haven't already gained these skills in previous professions. Little has been written about how to improve skills as a new librarian. This article attempts to fill this gap in the literature by discussing the steps to becoming an essential librarian.

Who is an essential librarian? Essential librarians fulfill a needed and indispensable position at their institutions. Functioning in this integral role can have wide-ranging benefits. If a person is seen as an essential component of the team, then the administrator will not want that

person to leave for another library, resulting in increased job stability. This increased stability could lead to raises, bonuses, or other job benefits being offered to the essential librarian. Perhaps the essential librarian will have the opportunity to attend more conferences. How can you become an essential librarian at your library? Simply follow the six steps outlined below: find a mentor, read the literature, collaborate, adapt, become a leader, and be persistent.

Find a Mentor

Finding a mentor is the first step to becoming an essential librarian. When a librarian first begins working at a new library, it is important to learn the ropes. This can be accomplished by obtaining a mentor, sitting in on meetings, or observing a more experienced librarian. Finding a mentor and shadowing can occur during library school or at a librarian's first professional position. According to the American Library Association's (ALA) New Members Round Table (NMRT) Mentoring Guidelines, "a mentor is an experienced person who provides guidance and support to a developing professional" (NMRT, n.d., para. 4). Moore, Miller, Pitchford, and Jeng (2008) discuss the two kinds of mentors: formal and informal (p. 77). Moore et al. (2008) state that formal mentors are matched with mentees based on program parameters, while informal mentors can be found through personal connections that focus on building relationships between the mentor and mentee (p. 77).

At one of my previous, part-time positions, I did not have a mentor and needed to learn things on my own. I learned things at a slower pace than if I had a mentor to assist in my transition and training. With the lack of a mentor, I did not learn the library's culture. As a result, I did not know what was expected of me when creating bibliographic instruction sessions. If I had stayed in this position, I would have looked for an unofficial mentor to assist me in learning about the library's culture.

According to Moore et al. (2008), multiple mentors are needed for each individual since one person is unlikely to be able to act as the only support for that individual (p. 78). I have found this to be the case and will describe my journey of being a mentee at the University of South Carolina Upstate. In August 2009, when I began my position as the Evening Public Services Librarian, I was assigned a librarian mentor who brought me up to speed on university policies and culture. In addition to this formal mentor relationship, my office neighbor turned into an informal mentor to me, because I felt free to ask her questions as they popped into my head. She is the Coordinator of Reference and a wonderful role-model librarian. I have learned a great deal about how to become a good librarian and really use my librarian skills to the best of my ability. With the assistance of my mentor and role-model, I was able to learn the ropes.

Asking for a mentor can be a great way to learn the ropes at a new library. Librarians love to help people. If you ask, you will likely find a willing mentor, whether it is official or unofficial. If you do not feel comfortable asking a colleague, join one of the various library associations or listservs. Gieskes (2010) discusses the benefits of e-mentoring, where new librarians find mentors available online, which is convenient and does not require travel (p. 147). On [ALA Connect](#) (ALA's online, collaborative workspace), I was able to request mentors in some of the areas of librarianship in which I was less familiar. In addition, I participated in the ALA NMRT Mentor Program. The ALA Connect mentor and NMRT mentor relationships have given me valuable insight into the profession of librarianship as a whole, as well as specific advice to assist with my current position.

Read the Literature

Reading the literature is ingrained in you during your master's program. Research took up much of your time in college and in high school. Hopefully you honed your research skills

during your master's program. The key to research is keeping up with literature in your subject area. While all librarians work in the same profession, areas of expertise can vary greatly. If you are an academic or special librarian, you may have specific areas of expertise, such as the social sciences or humanities. For the sake of this paper, I will focus on librarianship in general, since most readers have this profession in common. The thing I remember hearing over and over in library school was the importance of keeping up with the literature: in other words, reading library journals and other sources of library information. I tend to read the literature that has to do with my current projects. Keeping up with the literature does not have to be as daunting as it seemed in library school.

I have found that e-mail is my preferred mode of keeping up with library literature. That's why I subscribe to *American Libraries Direct*, which provides me with weekly library news and technology news. I also subscribe to library listservs, such as the Information Literacy Instruction listserv through ALA. Reading the articles, summaries, posts, and e-mails help me keep up with emerging technologies, best practices, and other things happening in libraries around the world.

There are many mediums of accessing relevant library literature. Whether through RSS feeds, Twitter, Facebook, academic journals, *American Libraries Direct*, or library-related blogs, find sources that provide you with current information written by scholars of the profession and review them on a regular basis. Keeping up with the literature will allow the essential librarian to come up with creative solutions and keep you up to speed with what is occurring at other libraries.

To help keep up with the literature, I have recently begun reading *CHOICE Reviews* on a monthly basis. I focus on my collection management areas. This has helped me learn about some

great resources to improve our collection. If you do not regularly read *CHOICE Reviews*, I would recommend you start, or read book reviews from another source to which your library subscribes.

You can also browse library journals or blogs for articles that might help your institution. Since I work in an academic library, I focus on journals like the *Journal of Academic Librarianship*, *College and Research Libraries*, or *Library Issues*. If you are a distance-learning librarian, you may want to focus more on journals such as the *Journal of Library and Information Services in Distance Learning* or *Journal of Library Services for Distance Education*. The same is true for public, school, and special librarians. Read journals, blogs, listservs, or library news that focus on your areas of librarianship.

Collaborate

After finding a mentor and reading the literature, what is the next step? The best approach to become an essential librarian is to start collaborating with colleagues. One benefit to collaborating as described by Thomas (2002) is that collaboration helps librarians to grow as professionals and become successful (p. 17-18). Kezar (2005) mentions a few of the other benefits of collaborative relationships and teamwork, including increased efficiency and effectiveness (p. 831).

After obtaining my Master's Degree in Library and Information Science at Dominican University in January 2009, I understood the basics of librarianship and was eager to take the plunge and apply my newly acquired skills. One opportunity to collaborate with my colleagues came as a result of the large number of students who transfer to the University of South Carolina Upstate campus. The Coordinator of Instruction was interested in assessing the research skills of transfer students. A committee of five librarians was created to help assess transfer student

research skills. I worked with four other librarians to create the Foundation for Information Literacy (FIL) quiz that is administered to transfer students to assess their information literacy skills. We completed pilots in 2010 and 2011, and based on the success of the program, we have chosen to continue it. This project strengthened my potential for being seen as a leader in my library and provided me with assessment experience.

I recommend joining a library committee or similar group at your institution to work as a team. Library committees can help provide confidence to new librarians and hone library skills. Assuming the position of project leader or joining departmental committees can reveal your strengths as a librarian and demonstrate to yourself and others that you can fulfill the needs of the library. By working on something that your library or entire institution needs, you not only help your patrons, you also integrate your role with that of your colleagues. Ultimately, you become the person who librarians go to when they need help on a project, advice, and eventually a mentor to others.

This holds true not only for academic libraries, but also public, school, and special libraries as well. Join groups or clubs at your institution to make your face identifiable and library services known to your patrons, whether they are students, the public, or shareholders. Allen and Bradley discuss this idea for school libraries by suggesting that becoming more involved by leading clubs or attending department meetings as a means of becoming indispensable as a library media specialist (2009, p. 50).

Adapt

Wherever you are in your librarianship career, it is important to be able to adapt by specializing and generalizing. The two concepts are simply opposite sides of the same coin. In order to function as an essential librarian and help your library where and when you are needed,

you will need to be flexible. Knowing a little about all areas of librarianship and remaining adaptable to new situations allows you to function successfully and fill voids wherever the need may be in your library. See if your library director will allow you to shadow librarians in other departments or areas of your library for a day. Being versatile will help make you an essential librarian, and you can gain experience that could build the desired skills and qualifications for a future position.

Priestly (2009), who works at both the Long Branch Public Library and Monmouth University in New Jersey, notes:

The reference librarian must have a broad and deep knowledge about the areas of specialization within librarianship. There are specialized positions such as collection development librarian, acquisitions librarian, catalog librarian, interlibrary loan librarian, and serials librarian. Then there is the general reference librarian who must have a general command of all these specialties. It is necessary to pay for this additional knowledge.

Not only is the reference librarian a jack-of-all-trades within the library field itself –in hiring the reference librarian the library is obtaining a jack-of-all-trades for a number of other professions. Surely there is value in the variety of services provided by one person (p. 7).

This is an accurate description of the generalization required of reference librarians and the need to be both flexible and adaptable. The example could be used for librarians working in any type of library since school and special librarians are often the only or one of a few librarians at their institutions and as a result are a jack-of-all-trades in their libraries. While there are many

specialized positions and needs for specialization within libraries, there is also a great need for generalization as the quote suggests.

Another caveat to this discussion is that of hybrid positions. Schultz (2004) states that hybrid librarian positions are being created so that librarians can have blended job descriptions and duties (p. 12). She discusses a position that was created at her library for an “extended collections services librarian” and goes on to say that they were looking for someone with experience in a variety of libraries, including school, public, and academic libraries (Schultz, 2004, p. 12). This generalization may be considered extreme .The library wanted someone that knew about a variety of libraries to fill the new hybrid position. By generalizing at your library, you can gain experience that could give you the desired qualifications for a different position in the future.

Leonhardt (2005), director of the Scarborough-Phillips Library at St. Edward’s University, discusses the importance of having librarians with a holistic approach in which each librarian becomes knowledgeable about all areas of librarianship, such as cataloging, reference, and collection management (p. 13). He suggests that a librarian with a holistic approach will be “a more knowledgeable and valuable librarian, and performance of each responsibility benefits from the having other additional responsibilities” (Leonhardt, 2005, p. 13). This approach is similar to generalizing your abilities and responsibilities. When you try everything you can at your library, you will become “knowledgeable and valuable” or for the purposes of this article, a “go-to” and essential librarian.

On the other hand, it is also important to become specialized. For example, I am one of the go-to librarians for plagiarism issues. I specialize in plagiarism prevention and detection and instruct students and faculty about plagiarism. I am also the go-to librarian for metadata-related

issues, as I will discuss in the next section. Because of my expertise in plagiarism and metadata, I am becoming an essential librarian in these areas. If people have questions, they know they can approach me and rely upon me to have an answer. Find your niche and areas of expertise.

Subject librarians and liaisons are specialized, essential personnel in academic libraries; we become subject experts, thus allowing us to better help our patrons. Feldmann (2006) suggests that, “subject librarians have in-depth subject knowledge, teaching skills, people skills, and negotiating skills; talents that are valuable and could continue to be essential in the foreseeable future” (para. 2). The same idea is true for public libraries. Some positions focus on outreach, teen services, or other specializations. Sometimes school or special librarians are the only librarians at their library, but they still need to specialize and generalize in order to fulfill the needs of their patrons. As a result, the need for specialization and generalization is great in all types of libraries. At the smaller libraries, one librarian can try out almost every aspect of librarianship as Newhouse (2006) did at the Metropolitan State University, St. Paul (p. 35-36). If you are at a larger library, you will have an easier time specializing in a few areas of librarianship. Whether you are at a small or large (or medium) library, it is important to both specialize and generalize to fully explore and utilize your strengths as a librarian.

Become a Leader

To become an essential librarian at your library, you will need to assume leadership roles. One of the most highly sought after qualifications I saw repeatedly when applying for jobs was good leadership skills, including initiative, innovation, being proactive, and being results oriented. Managers look highly upon librarians who can lead when the need arises. According to DeLong (2009), “leadership is not just a matter of position or authority; it should occur at multiple levels within an organization” (p. 445). In other words, all librarians should strive to be

leaders regardless of your current position or title. Cromer (2009) states that “good leadership skills will enhance any librarian’s individual career and the profession as a whole” (p. 888).

Don’t wait to be asked to lead. Create your own opportunities to lead in addition to jumping at the opportunity to lead when it is offered. My first example of taking on a leadership role was while I was attending library school, and a technology competency requirement was introduced. My class was the first group of students who were required to pass the technology competency requirement. Unfortunately, there was no way for us to learn the material for the technology competency other than asking our professors for help outside of class. The requirement involved learning to use Microsoft Office Suite and to create a basic webpage using HTML coding. I felt that students needed to be offered workshops on how to learn the material. So I created a two-hour workshop, which was greatly appreciated by the students who were required to pass the technology competencies. As a result of the success of this endeavor, students in the Dominican University Library and Information Science Student Association (LISSA) have continued to offer this workshop on a regular basis. That self-initiated venture was my first library- related leadership role, but it resulted in success and gave me confidence in my ability to lead.

The second opportunity to lead came when my library dean asked if anyone had experience with metadata. At Dominican University, I learned the basics of using Dublin Core metadata during a digital libraries course. I mentioned that while I was not an expert, I had a little experience using metadata. She explained that we were going to create a digital library and would have to create the metadata for the digital objects. She asked if I would be willing to lead this project and I immediately said yes. As a result, our digital library has been created and my metadata skills were sharpened. I could have approached this situation differently. I could have

just let that e-mail slide by without letting my boss know about my small amount of experience, but I chose to take the plunge and have been happy with the results. Besides helping my institution create a new resource for our online collection, this opportunity increased my confidence as a librarian.

A third example of taking a leadership role involves the issue of plagiarism. A coworker and I took over the role of plagiarism detectors at our institution in 2010 after discovering that no one was responsible for extensively teaching students about plagiarism. Often, plagiarism is assumed to have been taught by someone else: faculty members assume it was taught in high school, and high school teachers may glaze over it and assume it will be covered during college. Thus, while the topic may be covered briefly in some classes, it is not really emphasized in any one class at the University of South Carolina Upstate. This was an area of need at the institution. My colleague and I learned as much as we could about plagiarism through reading the current literature (one of the characteristics of an essential librarian) and discovered that some libraries offer plagiarism workshops for students.

My colleague and I created a plagiarism workshop proposal and our library dean introduced the idea at one of her meetings. The other deans liked the idea, but decided that they needed a workshop for faculty on plagiarism prevention and detection. As a result, we created an hour-long workshop for faculty on plagiarism detection and prevention in addition to the student plagiarism prevention workshop we had already prepared. The learning outcomes for the student workshop were that participants would be able to define plagiarism, describe its importance, avoid plagiarizing, use paraphrasing and quotes properly, and remember to cite sources. My colleague and I are now in the process of analyzing results from the first two semesters of

holding the workshop. This semester we have held 21 student plagiarism prevention workshops so far. Faculty members appreciate this option to introduce students to plagiarism and how to avoid it. By offering these workshops, my colleague and I have fulfilled a need of our institution and become more essential to our library. Even if you do not see yourself as a leader, take on a leadership role if an opportunity or need arises.

Be Persistent

The last important characteristic I want to touch on is that of persistence. This characteristic reminds me of the little engine that could. He kept chugging along, until he made it over the big mountain. As a librarian, you will reach your own mountains that need to be climbed. I traverse hills every day as a librarian, whether it is an in-depth reference question, or the request for a faculty plagiarism workshop. You will need to be persistent to be an essential librarian.

One of the worst things that can happen to a librarian is burnout. Burnout is hard on everyone; the librarian going through it, library patrons, and the librarian's colleagues. I asked some experienced librarians how they avoid burnout, and the most prevalent suggestion was to change focus every so often. In other words, after specializing in one or two areas, change your focus and try specializing in other areas. To be an essential librarian, you will need to go the distance. If you start getting restless, focus on something new. Caputo (1991) wrote an insightful book titled *Stress and Burnout in Library Service* in which she agrees with the idea of changing focus and states that finding new interests can be one method to avoid burnout and recommends attending workshops and conferences as a way to think of new ideas (pp. 129-130). I recommend the Public Library Association Conference, the American Library Association Conference, the

Special Libraries Association, or the Association of College and Research Libraries Conference, depending on your area of interest.

Another of Caputo's (1991) recommendations is exercise; she suggests a brief walk during your lunch break as one method to avoid burnout (p. 128). Some librarians at USC Upstate regularly take short walks during their lunch breaks. Morning exercise makes me enthusiastic and motivated for my day at work. On days that I do not exercise before work, I am a little drowsy and generally not as productive. Even 20 minutes of exercise can make a big difference to your day. Along with the exercise, Caputo (1991) also discusses the importance of nutrition and eating healthy (p. 128). If your library is anything like mine, you know that librarians love to eat. We'll have potlucks every once in a while and the desserts usually take up more room than the rest of the food combined. I love dessert and snacking, but eating an apple as a snack instead can improve my productivity.

Pergander (2006) looked at long-term librarians who never went through burnout or who still enjoy being a librarian. Pergander (2006) states that these librarians found "ways to reenergize every week" and stresses that keeping the job new and fresh is one of the ways of avoiding burnout (p. 79). In this case, change is good. It is important that we keep up with technological change and other changes and bask in change rather than become overwhelmed by it. Take a webinar on a topic that is confusing to you, for example. This can be a helpful way to make transitions and also ensure that you remain essential to your place of employment.

Conclusion

My involvement at the USC Upstate Library has had a snowball effect on becoming an essential librarian by following the six steps of finding a mentor, reading the literature, collaborating, adapting, becoming a leader, and persistence. At the beginning of your career and

throughout, you will want to find a mentor and read literature to grow in your knowledge of library issues and trends to prepare you for the other steps in becoming an essential librarian. As the job advertisements in the *Chronicle of Higher Education* suggest, collaboration, adaptation, and leadership skills are three important qualifications that are desired in many of the librarian positions posted and are important for essential librarians to exhibit. Lastly, to avoid burnout, essential librarians must be persistent. These are a few of the characteristics I see as necessary steps in the ongoing process of becoming an essential librarian. Use your strengths as a librarian, and make yourself essential at your library.

References

- Allen, M. & Bradley, A. (2009). Portfolios: Justify your job as a library media specialist and the media budget during times of budget cuts. *Library Media Connection*, 28(3), 48-50. Retrieved from <http://www.librarymediaconnection.com/>
- Caputo, J. S. (1991). *Stress and burnout in library service*. Phoenix, Arizona: Oryx Press.
- Cromer, D. E. (2009). Special Libraries Association: The importance of leadership. *Journal of Library Administration*, 49(8), 887-893. doi:10.1080/01930820903397226
- DeLong, K. (2009). The engagement of new library professionals in leadership. *The Journal of Academic Librarianship*, 35(5), 445-456. Retrieved from http://www.elsevier.com/wps/find/journaldescription.cws_home/620207/description#description
- Feldmann, L. (2006). Subject librarians in a changing academic library. *Electronic Journal of Academic and Special Librarianship*, 7(3). Retrieved from <http://southernlibrarianship.icaap.org/>
- Gieskes, L. (2010). Mentoring interactively (MIing): New tools for librarian recruitment and retention. *New Library World*, 111(3/4), 146-153. doi:10.1108/03074801011027646
- Job search results. (2011). *Chronicle of Higher Education*. Retrieved from <http://chronicle.com/jobSearch>
- Kezar, A. (2005). Redesigning for collaboration within higher education institutions: An exploration into the developmental process. *Research in Higher Education*, 46(7), 831-860. doi: 10.1007/s11162-004-6227-5
- Leonhardt, T. W. (2005). Holistic librarianship. *Technicalities*, 25(3), 1, 13-14. Retrieved from <http://vnweb.hwwilsonweb.com/hww/Journals/getIssues.jhtml?sid=HWW:LIBFT&issn=0272-0884>
- Moore, A. A., Miller, M. J., Pitchford, V. J., Jeng, L. H. (2008). Mentoring in the millennium: New views, climate and actions. *New Library World*, 109(1/2), 75-86. doi:10.1108/03074800810846029
- New Members Round Table. (n.d.). *Career mentoring guidelines*. Retrieved from <http://www.ala.org/ala/mgrps/rts/nmrt/initiatives/nmrtmentguide/nmrtmentoring.cfm>
- Newhouse, R. (2006). Professional at 28. *Library Journal*, 131(7), 34-36. Retrieved from <http://www.libraryjournal.com/>

Pergander, M. (2006). Still happy after all these years. *American Libraries*, 37(7), 79. Retrieved from <http://americanlibrariesmagazine.org/>

Priestly, B. (2009). Hiring the reference librarian: An examination of duty equivalents. *Library Philosophy and Practice*, 1-10. Retrieved from <http://www.webpages.uidaho.edu/~mbolin/lpp.htm>

Schultz, L. (2004) A new hybrid is blooming. *Kentucky Libraries*, 68(1), 12-14. Retrieved from <http://www.kylibasn.org/>

Thomas, M. (2002). What is collaboration to you? *Library Talk*, 15(2), 17-18. Retrieved from <http://www.abc-clio.com/>

WorldCat Local and the Clinician: Is Discovery Improved?

Linda C.K. Crook

Washington State University

University of Pittsburgh

Abstract

This study examines how the next-generation discovery system WorldCat Local (www.oclc.org/worldcatlocal/) impacts discovery of biomedical literature. The system emphasizes single-box keyword searching and the use of facets for more focused search queries. One purpose of this study is to determine if browsing results over advanced searching is a better discovery method for the busy clinician. This study also explores the effectiveness of keyword searching in WorldCat Local for retrieving a subset of widely cited clinical literature.

Introduction

One of the benefits of next-generation discovery systems is the ability to integrate article-level records for metasearching (OCLC, 2010b). Specifically, the inclusion of records from PubMed in WorldCat.org's central index allows biomedical article resources to be searched along with traditional library catalog records. Since many users seem to prefer single-box keyword searches (Judkins, 2010), appropriate for use in WorldCat Local, this study sought to investigate whether busy clinicians conducting keyword searches were likely to find the materials they needed.

Methods

Several studies comparing PubMed with other databases or comparing different interfaces for PubMed and Medline were examined for this study, in search of a reproducible method that could build on previous research. Anders and Evans (2010) compared PubMed and Google Scholar by using cited literature from a Cochrane Collaboration systematic review as a benchmark for the search results. Falagas, Ntziora, Makris, Malietzis, & Rafailidis (2009) gave investigators case reports to diagnose and compared results of their PubMed and Google searches. Gall and Brahmi (2004) compared Medline searches in EndNote to direct searching in PubMed, using four search strings. Walters (2009) compared twelve databases using a single search string, judging recall and precision based on a pre-identified set of 155 documents.

Vanhecke, Barnes, Zimmerman, & Shoichet (2007) compared the ability of PubMed and HighWire Press to locate specific articles using a list developed by Ioannidis (2005). Ioannidis created this list of the 49 most highly cited clinical studies published between 1990 and 2003 in order to identify those with results that were contradicted or found less effective in later studies. For each of these articles, Ioannidis indicated "type of intervention and disease." Vanhecke et al.

(2007) used these brief descriptions as keywords in their comparative searches of PubMed and HighWire Press. They then measured the frequency of successfully locating the desired article within the first 25 or 200 results. Their purpose of simulating “real life usage by a clinician for ‘quick look-up,’” is a good match for the present study (Vanhecke, et al., 2007, p.1257). Further, the searches are replicable and the desired results were specific.

The methods developed in Vanhecke et al. (2007) are therefore adapted for use in the present study. To simulate user searching and avoid search bias, searches were performed based on the keywords from Ioannidis (2005). For purposes of expediency, the Year facet was used to focus results on the desired article. To verify that the specified articles were present in the database, secondary searches were run using the first four article title keywords, again using the year of publication to limit results. Although these comparison searches were originally run only for verification, they became an important source of comparative keyword data.

Searches were conducted in WorldCat.org in March and April 2011 using the default search option. The searches are saved in WorldCat.org so they can be run again as needed (see Figure 1 or <http://www.worldcat.org/profiles/lindackcrook/savedsearches>).

Results

In 17 of 49 searches (see Table 1), subject keywords failed to retrieve the desired article. The brief article descriptions by Ioannidis included 4-10 keywords each, most of which did not appear in the article citation. In some cases only a spelling change was needed to make the keyword searches successful, while some cases required a reduction in keywords. Searching with alternate spellings (especially in the case of hyphenated words) and synonyms would improve many of the searches.

In contrast, searches using the first four article title keywords (see Table 1) were successful in all but one case. A spelling variation between Ioannidis's (2005) "Alpha-2b" and the database's "Alpha2b" caused that search to fail.

Limitations

For all searches, resources retrieved in the first ten results—the default number displayed—seemed relevant, but this determination should ideally be made by clinicians, with clear standards for relevancy. That approach was beyond the scope of this study. An examination of what practitioners consider a successful search would be particularly revealing. In clinical settings, practitioners often do not search for a specific article, but for articles on a specific subject, to provide information for a current case. Searches that "failed" based on specific article retrieval tests might be considered successful in a discovery context.

The articles identified by Ioannidis (2005) are solely from major journals, and mostly from 1993. A more varied sample might be more illuminating.

Conclusions

Keyword searching can be successful in WorldCat Local both for finding specific articles and for finding materials by topic. Clinicians would be best served by limiting their starting keywords and varying their search terms.

The importance of recall, relevance, and precision must be re-examined in the next-generation discovery environment. Today's busy researcher or clinician has "imprecise search skills" (Haynes, 2010, p.448) and is likely to search using keywords only. Thiele, Scalzo, Poiro, & Nemergut (2010) based their comparison study on the assumption that "the average physician is unwilling to spend more than a few minutes searching for the information required to answer biomedical questions" (p.459). Recall and precision may therefore be less important than the

relevance of the first pages of results, which may provide adequate resources for the immediate need. Karimi, Zobel, Pohl, & Scholer (2009), in examining Boolean and ranked retrieval methods, determined, “recall is not as important as having a large number of relevant documents...sufficient to reward a searcher’s effort” (p.92). Determination of relevance and sufficiency can only be made by clinicians on a case-by-case basis. User testing is needed to fully evaluate next-generation discovery.

References

- Anders, M. E., & Evans, D. P. (2010). Comparison of PubMed and Google Scholar literature searches. *Respiratory Care*, 55(5), 578-83.
- Arcolio, A. & Davidson, S. (April 5, 2010). WorldCat Local at the University of California: Usability Testing: Round Two, Fall 2009: Findings and recommendations from the UC-OCLC fall 2009 assessment project : Summary report. http://libraries.universityofcalifornia.edu/about/oclc_docs/NextGenMelylFindingsApril2010.pdf
- Arcolio, A. & Poe, F. (September 3, 2008). WorldCat Local at the University of California: Usability Testing: Round One, Spring 2008 : Findings and recommendations from the UC-OCLC spring 2008 assessment project : Summary report. http://libraries.universityofcalifornia.edu/about/oclc_docs/WCL_Summary_03Sept2008.pdf
- Breeding, M. (2010). *Next-gen library catalogs*. New York: Neal-Schuman Publishers.
- Connor, E. (2010). PubMed search interface alternatives: A descriptive comparison. *Journal of Electronic Resources in Medical Libraries*, 7(2), 126-134.
- Dorman, D. (2008). The potential of metasearching as an "open" service. *Library Hi Tech*, 26(1), 58-67.
- Falagas, M. E., Pitsouni, E. I., Malietzis, G. A., & Pappas, G. (2008). Comparison of PubMed, Scopus, Web of Science, and Google Scholar: Strengths and weaknesses. *Faseb Journal*, 22 (2), 338-342.
- Falagas, M. E., Ntziora, F., Makris, G. C., Malietzis, G. A., & Rafailidis, P. I. (2009). Do PubMed and Google searches help medical students and young doctors reach the correct diagnosis? A pilot study. *European Journal of Internal Medicine*, 20(8), 788-790.
- Freeman, M. K., Lauderdale, S. A., Kendrach, M. G., & Woolley, T. W. (2009). Google scholar versus PubMed in locating primary literature to answer drug-related questions. *Annals of Pharmacotherapy*, 43(3), 478-484.
- Gall, C., & Brahmi, F. (2004). Retrieval Comparison of EndNote to Search MEDLINE (Ovid and Pub Med) versus Searching Them Directly. *Medical Reference Services Quarterly*, 23(3), 25-32.
- Haynes, R. B., Wilczynski, N., McKibbon, K. A., Walker, C. J., & Sinclair, J. C. (1994). Developing optimal search strategies for detecting clinically sound studies in MEDLINE. *Journal of the American Medical Informatics Association*, 1(6).

- Ioannidis, J. P. (2005). Contradicted and initially stronger effects in highly cited clinical research. *The Journal of the American Medical Association*, 294(2), 218-28.
- Judkins, D. (2010, February). Expert searching: So you want to use Google. *MLA News*, 50(2), 14.
- Judkins, D. (2011). *So you want to use Google: Comparing PubMed, CINAHL, Google, and Google Scholar*. Poster session presented at the 2011 Medical Library Association Annual Conference, Minneapolis, MN.
- Karimi, S., Zobel, J., Pohl, S., & Scholer, F. (2009). The challenge of high recall in biomedical systematic search. *International Conference on Information and Knowledge Management, Proceedings*, 89-92.
- Kimball, R. (2010). The GeoRef database: A detailed comparison and analysis of three platforms. *Science and Technology Libraries*, 29, 111-129.
- Kimball, R. (2010). The TULSA petroleum abstracts database: A comparison of two platforms. *Science and Technology Libraries*, 29, 92-110.
- Mastrangelo, G., Fadda, E., Rossi, C.R., Zamprogno, E., Buja, A., & Cegolon, L. (2010). Literature search on risk factors for sarcoma: PubMed and Google Scholar may be complementary sources. *BMC Research Notes*, 3, 131.
- Meert, D., & Fitzgibbons, M. (2010). Are bibliographic management software search interfaces reliable?: A comparison between search results obtained using database interfaces and the EndNote online search function. *The Journal of Academic Librarianship*, 36(2), 144-150.
- Montori, V. M., Wilczynski, N. L., Morgan, D., Haynes, R. B., & Hedges Team. (2005). Optimal search strategies for retrieving systematic reviews from Medline: analytical survey. *BMJ (Clinical Research Ed.)*, 330, 7482.
- OCLC. (2010a). *Findings from WorldCat Local Usability Tests, July, 2009-September 2010*. [http://www.oclc.org/worldcatlocal/about/213941usf_some_findings_about_worldcat_loc al_2011.pdf](http://www.oclc.org/worldcatlocal/about/213941usf_some_findings_about_worldcat_local_2011.pdf)
- OCLC. (2010b). Metasearch expands the reach of WorldCat Local. *Next Space*, 14, 18-18.
- Shadle, S. (2009). Electronic resources in a next-generation catalog: The case of WorldCat Local. *Journal of Electronic Resources Librarianship*, 21, 192-199.
- Shultz, M. (2007). Comparing test searches in PubMed and Google Scholar. *Journal of the Medical Library Association*, 95(4), 442-5.

- Spring, H. (2010). Health professionals of the future: Teaching information skills to the Google generation. *Health Information and Libraries Journal*, 27(2), 158-162.
- Steinbrook, R. (2006). Searching for the right search--reaching the medical literature. *The New England Journal of Medicine*, 354(1), 4-7.
- Thiele, R. H., Scalzo, D. C., Poiro, N. C., & Nemergut, E. C. (2010). Speed, accuracy, and confidence in Google, Ovid, PubMed, and UpToDate: Results of a randomised trial. *Postgraduate Medical Journal*, 86(1018), 459-465.
- Vanhecke, T. E., Barnes, M. A., Zimmerman, J., & Shoichet, S. (2007). PubMed vs. HighWire Press: A head-to-head comparison of two medical literature search engines. *Computers in Biology and Medicine*, 37(9), 1252-8.
- Walters, W. H. (2009). Google Scholar search performance: Comparative recall and precision. *Portal: Libraries and the Academy*, 9(1), 5-24.
- WorldCat Local Known-Item Searching Focus Group, January 10, 2010: Notes.* (2010).

Table 1

Keyword Searches

Search #	Keyword search	No. keywords	Item found	Item found w/title keywords
1	zidovudine asymptomatic HIV-1 infection	4	yes	yes
2	lipid lowering decrease coronary lesions coronary artery disease	8	no	yes
3	levamisole fluorouracil colon cancer	4	yes	yes
4	enalapril hydralazine isosorbide congestive heart failure	6	top hit	yes
5	postmenopausal hormonal therapy coronary artery disease prevention	7	no	yes
6	carotid endarterectomy high-grade stenosis	5	yes	yes
7	monoclonal antibody endotoxin gram-negative sepsis	6	yes	yes
8	enalapril patients left ventricular dysfunction	5	no	yes
9	captopril patients myocardial infarction	4	yes	yes
10	angioplasty tPA thrombolysis acute myocardial infarction	6	no	yes
11	captopril slowing disease progression diabetic nephropathy	6	no	yes
12	vitamin E coronary artery disease prevention men	7	no	yes
13	vitamin E coronary artery disease prevention women	7	no	yes
14	nitric oxide inhalation acute respiratory distress syndrome	7	no	yes
15	intensive management reduce type 1 diabetes complications	7	no	yes
16	7E3 high-risk angioplasty	4	no	yes
17	zidovudine reduce perinatal HIV-1 transmission	6	no	yes
18	stent balloon angioplasty coronary artery disease	6	top hit	yes
19	stent balloon angioplasty single-vessel coronary artery disease	8	no	yes
20	vitamin E beta carotene lung cancer	6	yes	yes
21	rt-PA acute stroke	4	yes	yes
22	pravastatin hypercholesterolemia	2	yes	yes
23	pravastatin myocardial infarction average cholesterol	5	top hit	yes
24	carvedilol congestive heart failure	4	no	yes
25	beta carotene retinol preventing lung cancer coronary artery disease	9	no	yes
26	aspirin prevent myocardial infarction men various C-reactive protein levels	10	no	yes
27	triple therapy indinavir 2 nucleosides hiv-1 infection	8	no	yes
28	abciximab glycoprotein IIb/IIIa blockade PCI	6	yes	yes
29	interferon alfa-2b ribavarin interferon alone chronic hepatitis C	9	no	yes
30	pravastatin secondary coronary artery disease prevention	6	no	yes
31	spironolactone severe congestive heart failure	5	no	yes
32	ramipril prevent coronary artery disease high-risk patients without left ventricular dysfunction congestive heart failure	15	no	yes
33	treatment systolic hypertension elderly adults	5	no	yes
34	postmenopausal estrogen progestin coronary artery disease risk factors	8	no	yes

Search #	Keyword search	No. keywords	Item found	Item found w/title keywords
35	endarterectomy asymptomatic stenosis >60%	4	yes	yes
36	estrogen progestin secondary coronary artery disease prevention	7	no	yes
37	lovastatin primary coronary artery disease prevention average cholesterol	8	no	yes
38	estrogen progestin coronary artery disease prevention	6	no	yes
39	folate prevent neural tube defects	5	no	yes
40	flavonoids coronary artery disease prevention	5	no	yes
41	simvastatin hypercholesterolemia previous coronary artery disease	6	no	yes
42	clopidogrel aspirin patients risk ischemic events	6	no	yes
43	vitamin E prevent myocardial infarction death patients coronary artery disease	10	no	yes
44	intensive blood-pressure lowering/low-dose aspirin hypertension	8	yes	yes
45	interferon alfa-2b ribavirin interferon alone chronic hepatitis C	9	yes	no
46	intensive management type 2 diabetes insulin sulphonylureas	7	no	yes
47	bisoprolol congestive heart failure	4	no	yes
48	all-trans retinoic acid acute promyelocytic leukemia	7	yes	yes
49	tamoxifen breast cancer prevention	4	yes	yes

Figure 1

Results of keyword searches as presented in WorldCat Local

The Internet Book of Life: Use The Web to Grow Richer, Smarter, Healthier, and Happier.
Irene E. McDermott. Medford, New Jersey: CyberAge Books, 2011. 240 pp, ISBN 978-0910965897.

Reviewed by Matthew Olsen, Information Literacy Librarian, Kent Library at Southeast Missouri State University

The Internet Book of Life addresses a simple fact of modern life: we use the Internet for everything. Americans go online to work, to play, to socialize, to shop, and to find all types of information. This book is intended to be a guide in using the Web for all of these things – on matters from birth to death and everything in between.

Irene McDermott is a reference librarian and systems manager for Corwell Public Library in San Marino, California. She is also well-versed in pointing out the best of the Internet. Since 1997, she has used her monthly “Internet Express” column in *Searcher* magazine to provide annotated listings of helpful websites structured around a theme like auto repair or holiday excursions. These columns strongly influence, both in format and content, *The Internet Book of Life*, just as they did her 2006 work, *The Librarian’s Internet Survival Guide: Strategies for the High-Tech Reference Desk*. However, unlike her earlier book, which was intended for other librarians, this work is aimed at a general audience.

The bulk of *The Internet Book of Life* is divided into five parts: Relationships, Parenting, Money and Home, Amusements, and Staying Healthy and Happy. Each part is divided into chapters that represent aspects of the life event or activity. For instance, “Parenting” has chapters on pregnancy and parenting tips, kids and homework, and websites for teens and college. The chapters are structured around websites addressing their subject area. In addition to listing a website’s address, there are one or two paragraphs explaining the purpose of the site, how best to use it, and any associated cost. Mobile apps appear where appropriate and screenshots of websites are interspersed throughout the text.

McDermott focuses on the truly functional rather than the trendy or obscure, and thus many of the websites and apps will already be known to librarians, including the *ipl2*, *Purdue OWL* and the *Wolfram/Alpha* app (which she incorrectly lists as free). Occasionally, her choices are curious. *About.com* sites appear far too often, and there is definitely a bias towards California focused information. For the most part the progression of chapters and the subsequent placement of sites are logical, but once in a while a site may have been better mentioned elsewhere. For example, *Facebook* and *Twitter* appear in the chapter on job searching rather than on relationships. Also, while the book is well-indexed, it does not provide a complete listing of websites. Such a listing would facilitate access and help overcome perceived misfiling.

What sets this book apart from other, perhaps more complete, works in the genre, e.g., Paul Burden’s *A Subject Guide to Quality Web Sites* (2010) or Randolph Hock’s *The Extreme Searcher’s Internet Handbook: A Guide for the Serious Searcher* (2010) is McDermott’s very

personal approach. She weaves stories from her life through many of the chapters, from the introduction of a topic, through the annotations, and to the conclusion. At times these stories are surprisingly personal, like when she describes her husband's unsuccessful battle with cancer. However, they provide a kind of narrative glue to the book, and even the most serious topics are handled with a light touch.

The no-nonsense reader looking for a systematic, easily referenced Internet directory may find *The Internet Book of Life* wordy and inefficient, but a more patient reader will come away both enlightened and entertained. There may not be a lot new for a librarian here, but this book would make a great gift for a less savvy Internet user in your life.

Additional Resources

The Internet Book Of Life has a companion blog (<http://imcdermott.wordpress.com/>). It is regularly updated with links and annotations for interesting websites.

Publish, Not Perish: The Art & Craft of Publishing in Scholarly Journals
<http://www.publishnotperish.org/intro/index.htm>

Reviewed by Abigail O. Garnett, Palmer School, Long Island University

Planning that inaugural entry into scholarly publication is an intimidating prospect for new librarians, but often a necessary one. The online tutorial *Publish, Not Perish: The Art and Craft of Publishing in Scholarly Journals* distills the expertise of some twenty-eight sources into a digestible agenda towards scholarly publication. Written by two independent information professionals in contract with the University of Colorado, the website was the August 2007 selection of the Association of College and Research Libraries (ACRL) PRIMO committee. The resultant product seeks to mimic guided instruction through the participatory capabilities of website design.

The tutorial's five self-contained modules cover everything from citation management to resubmitting rejected manuscripts. Portioning up the material creates a flexible template that holds a wealth of information, including a concise summary of Open Access (OA) publishing, a how-to for using journal guides, and a piloted course through the spiky issue of acquiring permissions for copyrighted materials. Those seeking an in-depth look at these topics might turn to one of the sources mined, like P. Paul Heppner and Mary Heppner's *Writing and Publishing your Thesis, Dissertation, and Research: a Guide for Students in the Helping Professions* (2004, Belmont, CA: Brooks/Cole-Thomson Learning), or look for a publication that covers recent developments, like Charles W. Bailey's 2010 compilation of resources on OA, *Transforming Scholarly Publishing Through Open Access: a Bibliography* (Houston, TX: Digital Scholarship). On the other hand, those seeking an introduction or essential review will find this tutorial serves their purposes well.

Unfortunately, the five years since publication have detracted slightly from the website's quality as a reference tool. Occasionally, linked text misdirects to a website other than the one described, and at one point a rotted link to a bookmarking software website unintentionally illustrates the perils of housing your research leads on the web. Still, the utility of a static inventory of citations, accessible from any point within the tutorial, supersedes the frustration of encountering expired links.

As is the case throughout the tutorial, users will find that where minutiae are not actively maintained, the content remains insightful and the design illuminating. The inclusion of interactive quizzes and downloadable worksheets, along with the click-by-click progression through the material, enhance its instructional value and supportive tone (amazingly, the first step on a checklist for handling rejection is "Call your best friend...complain about rejection").

Established scholars may benefit more from suggestions like using lesson plans to launch new research projects, but the majority of the planning techniques provided are also applicable to students and independent authors. The text, which is peppered with direct quotations from publishers, peer reviewers, and authors, can even act as a surrogate for the expertise of a colleague during those inevitable moments of uncertainty. As connoted by the title's play on a stern academic maxim, inclusive support is fundamental to the tutorial's mission. As such,

librarians would benefit from bookmarking this adaptable resource both for patrons and for use throughout their own careers.

References

- Bailey, C. (2010). *Transforming scholarly publishing through open access: a bibliography*. Houston, TX: Digital Scholarship.
- Heppner, P., & Heppner, M. J. (2004). *Writing and publishing your thesis, dissertation, and research: a guide for students in the helping professions*. Belmont, CA: Thomson/Brooks/Cole.

Library Success: A Best Practices Wiki <http://www.libsuccess.org>

Reviewed by Matt Francis, American Heritage Center, University of Wyoming

Created in 2005 by Meredith Farkas, *Library Success* was designed “to be a one-stop shop for great ideas and information for all types of librarians” ([libsuccess.org](http://www.libsuccess.org) – Introduction). In order to achieve this goal, the site uses wiki software to allow registered users to easily create content and update the website. Intended to be a collaborative, community based wiki, *Library Success* allows for anyone to add to, or edit, the site’s content. General topics covered include, but are not limited to: professional development, management and leadership, library advocacy, technology, and library services. There are success stories, resources, and general advice related to the each topic. Each category is organized into numerous sub-topics, making it easy for visitors to navigate the site and locate the information that they are seeking.

As with any community based wiki, the site is largely dependent on its user base. At the time of this review, there were nearly four-hundred registered users, seemingly representing a relatively diverse national and professional background. While not all the users have been active in editing the wiki, enough individuals have contributed, so that the majority of pages are filled with informative links and information. Unfortunately, one troubling sign concerning the user base is a lack of new registrants. An examination of the history page for the user list indicates that the vast majority of users registered during the wiki’s first couple of years of operation, while only around fifty new users registered since January 1, 2008 and only around twenty since January 1, 2010.

As older users stopped contributing to the site, the lack of new users has led to certain content quickly becoming outdated. One example of this can be seen on the “Conferences and Continuing Education Opportunities” page, where the vast majority of the conference opportunities listed took place from 2005 through 2008. Outdated pages such as this one fail to provide viewers with relevant information and at the same time might dissuade individuals from becoming contributors out of concerns that the wiki is no longer adequately supported by the intended community.

Still, despite this one worrisome sign, *Library Success* can be a highly useful reference website. While the site might never develop into a true “one-stop shop for great ideas and information,” the aggregated information that it does contain can be valuable to a wide array of librarians. Students and new librarians can use the site to continue their education and support their professional development, and more experienced professionals are likely to encounter success stories that can positively influence their and their colleagues’ work. However, for the site to remain relevant moving into the future, it is essential that it has strong community support. The librarian profession is constantly evolving, and without new and active users, *Library Success* will have a difficult time addressing the challenges facing current and future librarians.

WritersNet®: Writers, Editors, Agents, Publishers <http://www.writers.net>

Reviewed by Megan Hodge, Assistant Branch Manager, Chesterfield County (VA) Public Library

Billing itself as “the place for writers to showcase their work and exchange ideas on the Web,” WritersNet promises a one-stop shop for writers to get advice from essays and each other, find an agent, and get published, while allowing for editors, agents, and publishers to find new talent (“Writers Directory and Authors Directory,” n.d.). While this sounds like a premise with potential, most librarians – academic, public, or otherwise – seeking advice on how to break into professional publishing will be disappointed.

The site is mostly geared towards fiction writers. This would not necessarily be the resource’s death knell, however, as professionals needing to publish for tenure or promotion face many of the same difficulties as fiction writers: overcoming writer’s block, improving one’s writing style, finding a good editor, crafting a query letter, etc. However, such straightforward and likely oft-needed help is strangely hard to come by with this resource. The “Resources for Writers and Resources for Authors” page provides no such guidance, instead offering lists of links on gratuitous topics such as criticism and theory, banned books, and comparative literature. Likewise, little thought or editorial oversight is given to the site’s “Writers’ books and essential reading” list; under its nonfiction section (the one most likely to be of interest to this publication’s audience, over other such sections such as romance and home & garden), the resources listed are odd titles such as *Life Support : Three Nurses on the Front Lines*, *White Death-Blizzard of '77 Millennium Edition*, and *Blacks in Colonial America*. How these books are must-reads for aspiring authors is unclear and it appears as though any member can submit a book for inclusion on the site’s essential reading list and have it accepted. The freelance writing section consists simply of a link to About.com’s freelance writing page.

More useful is the site’s discussion forums, which are only accessible to registered members (registration is free). Members can post query letters and samples for critique and trade rejection stories. The forums are pretty active, with most having at least one thread active within the last week. However, the site’s focus on creative writing is again evident as the nonfiction forum has only one thread and it’s titled “Yikes! Nobody here....really??”

New librarians looking for step-by-step advice on how to form a writers group, identify appropriate journals to submit to, or simply how to get started writing professionally would be much better served by reading one of the several excellent books published written expressly for librarians. *The Chronicle of Higher Education* has also posted some excellent personal essays on its Web site about how to start and run a successful writing group that would be useful not just for academic librarians, but all other librarians desiring or needing impetus to write as well.

Reviewed by Megan Hodge, Randolph-Macon College and Bryant & Stratton College.

Additional Resources

Crawford, W. (2003). *First have something to say: Writing for the library profession*. Chicago, IL: American Library Association.

Curtis, C.P. (2011). The rules of writing group. *The Chronicle of Higher Education*. Retrieved from <http://chronicle.com/article/The-Rules-of-Writing-Group/126880/>

Gordon, R.S. (2004). *The Librarian's guide to writing for publication*. Lanham, MD: Scarecrow Press.

Smallwood, C. (ed). (2010). *Writing and publishing: The librarian's handbook*. Chicago, IL: American Library Association.