

CONNECTICUT LIBRARIES

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the Connecticut
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Association

Going the Distance

The Online MLS/MLIS

by Earl Roy

Distance learning programs for degrees in library and information science are rapidly coming of age. Their increasing popularity can be attributed to several factors, including a largely working student population and the inaccessibility of library schools to potential students in many parts of the country and the world.

Critics of distance education for the MLS/MLIS often claim that there is a need for interaction with fellow students and faculty if the student is to emerge a well-rounded professional. But advocates counter that distance education actually increases interaction by necessity, and that the same goals are achieved in different ways. Scheduled chat rooms, threaded discussion groups, and group activities carried out via e-mail help mitigate the physical separation of online students. Several distance programs also require an internship at a library in the student's neighborhood. Still, an awareness of the stigma risked by the librarian earning a distance degree is betrayed by the explicit promise in some program descriptions that transcripts for on-site and online students are

indistinguishable. Despite the skepticism of many current librarians, the "graying" of the profession should inspire a closer look at the issue.

Distance learning is not new, though emerging technologies are changing the ways in which it is carried out. Originally, it was a means for an institution to serve the portion of its traditional community unable otherwise to participate in the educational system. Some MLS/MLIS programs still employ the closed-circuit television, video cassettes, and videoconferencing that are a legacy of this history, but most are largely, if not exclusively, using Web sites to deliver coursework,



Read to Grow hospital volunteer Susan Adams and Baby Day author Nancy Elizabeth Wallace visit a new mother at Yale New Haven Hospital, giving her the RTG literacy packet. (Story on page 9)

counseling, and the means for students to interact with instructors and with each other.

For library schools, the shift toward online programs seems ideally justified, since its provision of education in the library and information sciences to all (that is, all who are qualified) parallels strikingly the mission of the library to maximize access to information. And, of course, it has not gone unnoticed by administrators that distance education can prove lucrative, funneling financial support to institutions whose local programs are not otherwise self-sustaining.

The logistics of these programs can differ in important ways. Most, including those of Syracuse University, the University of Pittsburgh

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<http://cla.uconn.edu>

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Taking the Plunge

Quinnipiac Converts Special Collections Material to E-Text

by Terry Ballard

At Quinnipiac University's Arnold Bernhard Library, we have been active in tracking the 19th century books available for free online. We started by adding links for online texts to our OPAC records—particularly for microform titles. We also published a list of "Library of American Civilization" titles that can be found for free on the web (<http://invictus.quinnipiac.edu/lac.html>). Since only 10% of this collection was online, I found myself getting impatient about the other 90%.

One day it occurred to me that we had everything necessary to do our own Web publishing project:

- The library has its own server, Invictus, for whatever projects seem useful.



A History of the Colony of New Haven by Edward Atwater is the first text to be published as part of Quinnipiac's digitization project.

- We had scanning equipment and graphics software.
- We had experience putting together web pages. I asked Director Charles Getchell, if he would approve the project, and the answer was "Go for it!"

First Efforts Looking at our special collection of Connecticut books, we found more than 100 titles that could be published legally on the web (anything before 1920 is fair game). We chose *A History of the Colony of New Haven* by Edward Atwater as our first e-text because:

- It was long out of copyright, and nobody else had web-published it.
- It was one of the microfilm selections in the Library of American Civilization.

- We had two copies—just in case. We checked to see if the image gathering could be outsourced to

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BOOKS

LOOKING AT

Edison's Eve: A Magical History of the Quest for Mechanical Life

Gaby Wood (Alfred A. Knopf, 2002)

"You want to throw that ball out there the same way every time—the same way, every time, like a machine. You want your delivery to be like a machine—the same way every time," instructed my father. An excellent bowler, he was passing on his knowledge to his young son. For some activities, you must put aside what makes you human and "execute" like a machine.

Noticing a blurb on Gaby Wood's *Edison's Eve*, I assumed it to be about robotics. Indeed, her introduction is filled with information on human efforts to bring life to mechanical creatures. Once I started reading, I realized that Ms. Wood was more interested in human nature than in automatons. Humans seem to need to turn themselves into machines and also to turn machines into humans. Wood's examples of man's attempts to create artificial life are always fascinating and sometimes surprising.

In 1997, when chess champion Gary Kasparov took on IBM's Deep Blue II computer, the story of "The Turk" made the rounds. A Hungarian named Wolfgang von Kempelen developed this automaton chess player in 1769. An almost life-size wooden figure of a man, Kempelen's creation became known as the "Turk" because of its turban and droopy moustache. At the insistence of Emperor Joseph II, Kempelen demonstrated the chess player for the entertainment of the Austro-Hungarian Court and toured Europe with it. The Turk defeated almost all challengers, even Napoleon and Catherine the Great. In a game played before the Royal Academy of Sciences in Paris, Francois Andre Danican Philidor, considered the greatest chess player of the eighteenth century, defeated the Turk, but recalled later that the match had exhausted him like no other that he had ever played.

Humans seem to need to turn themselves into machines and also to turn machines into humans.

As popular as the chess player was, it inspired awe and, perhaps, terror in the hearts of many. Some visitors crossed themselves upon seeing it. Ladies were known to faint from fear. Kempelen himself had dismantled the Turk shortly after he built it because of his concerns about popular reaction to the automaton. It took an imperial request to bring the automaton back to life. The machine appeared to think, to beat humans at their own game, and to trespass upon the domain of man, perhaps upon the domain of God. Of course there were skeptics, but the majority of viewers preferred to be mystified. It was not until many years after the Kempelen's death that the Turk was revealed to be a man in a machine, not a machine endowed with intelligence. Kempelen and his successor, Johann Maelzel, hired chess masters to "direct" the moves of the Turk from within its cramped quarters. While the chess player was a marvel and wonderful entertainment, it borrowed its intelligence from the best brains its exhibition cities had to offer.

The Turk was preceded in mechanical ingenuity and, perhaps, outdone by the creations of Jacques de Vaucanson. His flute-playing android (1738) and his mechanical duck attracted

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Vince Juliano
Book Review Editor

LOOKING AT BOOKS

Continued from page 2

visitors to exhibitions for over one hundred years. The former creation required Vaucanson to make an exhaustive study of how sounds are made by flute players. His automaton was extremely complicated, but designed so that Vaucanson could demonstrate its mechanics. As complex as its system of bellows, pipes, strings, wheels, and weights was, the mouth, lips, and tongue were the most intricate parts of the machine. Just as Kempelen's chess player would provoke questions about machines thinking, Vaucanson's Flute Player shocked because it was a machine that breathed. The mechanical duck (1739) revealed Vaucanson to be not only a master of mechanics, but also a scientist who boasted that students of anatomy could not find any mistakes in the 400 parts that comprised the creature's wings. The duck could drink, quack, eat from the exhibitor's hand, and perform a number of other life-like functions. Vaucanson used the duck to demonstrate the process of digestion. His duck even defecated! Appointed Inspector of Silk Manufacture by Louis XV of France, Vaucanson revolutionized the industry with new looms, literally replacing men with machines and causing a workers' rebellion in Lyon.

Gaby Wood's perspective is insightful. She sees Thomas Edison's talking doll project as an effort to reproduce human-like offspring via the assembly line. To her, early motion picture pioneer George Melies and his contemporaries were seeking to capture and manipulate human life through a machine. Her most surprising discussion, however, regards the brothers and sisters of the Schneider family. Called the Doll Family, the Schneiders were dwarves. Hired as Coney Island entertainers, they later became circus stars and appeared in films. The author observes that, by calling themselves "dolls," the Schneiders invited audiences to view them as mechanical objects brought to life, challenging the public to once again ask, "What is it that makes us human?"

Read additional reviews by Vince Juliano at <http://cla.uconn.edu>

Write A Book Review

Vince Juliano will take a break from his reviewing duties for the summer. If you have a book you would like to review for the July/August issue of *CL*, please contact the editor at dkapp@aol.com. The review should run to about 850 words and would be due by June 20. ■

Connecticut Libraries solicits articles, news, opinions, and photographs about matters of interest to the state's library community. Send contributions to:

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*Deadline: Second
Thursday of the month.*



Karen McNulty

FROM THE PRESIDENT

Take Us To Your Antechamber

Springtime is wild at most libraries, with academics coming to a close and National Everything taking place. It's the time when librarians most desperately wish that they worked in small royal tombs chock full of strange but silent gilded animal forms, bizarre scrolls, and Coolattas. By June, the weather is better outside, but exhaustion from the storm of being the main attraction during a brutal winter has taken its toll inside. On top of all this, the war in Iraq has left our spirits stripped dry. Mummified into glaring stiffness, remote sealed passageways where scarabs are snapped up by poisonous desert snakes sound quite civil to us at this juncture. Shhhh! It's a secret; vacation is near.

But don't pack yet. Summer reading is looming large. We're awesome, sinking into the hot blowing sand as we chant, "You are not an interruption of my work, you are the purpose of it." Libraries are the pyramids of their communities, where two-ton blocks have been carefully planned to trap large numbers of summer reading logs as staff members unravel and unwrap in response to the demands of the ruling class. Take us down below, quick!

Never fear; Evelyn is here to remind us to play. Portrayed by Rachel Weisz in the recent "Mummy" movies, Evelyn the British Museum librarian, collector of spells and Books of The Dead, provides for our pilgrim needs as we complete spring renewal and beg for a summer break. Who better to show us the promise of our renewal journey than the actress who guarantees the continuation of our occupation through her personal off-screen pledge, "I find Hollywood really toxic!" Evie is quirky. Evie is sexy. Evie knocks down rare book stacks like dominoes. Evie has the courage to be a research librarian, a warrior, and a lover of adventure. Evie is our new amulet, our new dynastic model of the ideal librarian, a species arisen.

Lunging past scorpions under Evie's care, we are not afraid to discover how the myth of the mummy's curse was born, or ask where this summer's reading club theme came from. After all, we are the caretakers of the documents relating to these matters and all other sources of information about the entire world. We discover and uncover Rosetta Stones every day. We are great at deciphering mysterious out-of-state visitors and performers we can't afford. If you weigh our hearts against the Feather of Truth, we float straight back to Thebes, ready to answer inquiries about tax form #8810 or show toddlers where the bathrooms are. We loan our sandals and sweaters to dripping campers who were just running in for one minute. We will wrestle figs or drain the Nile for much less than what The Rock earns. But give us the down time first. We need to rest amongst gold masks to re-ignite our faded glory. Don't say the word video right now.

The sarcophagus itself is too claustrophobic. Can we just hang out here in the candle-lit antechamber? Just need a little silence. Don't worry; we won't let the cooked meals for the passed souls go unnoticed. We'll paint prisoners and slaves (that will get a lot off our chests) with henna and contribute in some lame way to the hieroglyphics. We promise not to be gone 3000 years and we'll emerge intact, free of flax and resin, richer in a new life form than those for whom this grandeur was intended. Totally Dirt Cheap Beer will be in order. Celeb magazines. Chocolates.

Whatever your revival path, whether you find treasure in the obvious, the ordinary or the clandestine, you can be assured that, because you are a librarian, natural selection will always bring you back.

I have enjoyed serving as your president. I could have created a final column about legislative business in Washington or woes with the budget. But I didn't. Contact the new head pharaoh Les at: leskoz@yahoo.com.

HIGHLIGHTS

President During the past two months, Karen McNulty presented testimony at the Legislative Office Building; attended legislative breakfasts in Canton, Newington, and Suffield; and was present at meetings of the Legislative Committee, Mentoring Committee, and the State Library Board. In addition, Karen attended the Legislative Potluck Supper and the Annual Conference.

Meeting Date Changed Les Kozerowitz proposed that the CLA Executive Board meet on the first Thursday of the month instead of the second, and the board approved this change. The mid-summer board meeting will be held on Thursday, August 7 at Easton Public Library. Meeting dates for the rest of the year are: September 4, October 2, November 6, December 4, January 8, February 5, March 4, April 1 and June 3.

State Library Ken Wiggin reported: C-Car—BeavEX will provide service to 81 libraries while the current C-Car staff will provide service to remaining libraries. BeavEx is expected to begin service on June 1. Budget—\$450,000 for the CLSU's has been added to the Appropriation Committee budget for FY/04 & FY/05. The book budget is expected to receive more funding and iCONN money remains solid. The Connecticut Library Consortium planning process is proceeding and the nomination committee will be appointing a new board.

ACLB The annual awards banquet will be held on October 9, following the Connecticut leadership conference at the Water's Edge resort.

ALA The ALA summer meeting will be held in Toronto. A new ALA website went into effect in early April. Sandy Brooks and Pam Perll will attend the ALA-sponsored COPE III conference in Chicago.

Career Recruitment There is still time to apply for the LTA scholarship—see the CLA web page for information. SCSU, in conjunction with the Bill Gates Foundation, will offer four scholarships to library students from CT to study at Southern. Recipients will then work in urban areas for four years following graduation.

Children Suzanne Maryeski reported that a second Children's Roundtable program would be held in September at the Wallingford Public Library.

CLASS Pam Perll presented an update on the salary survey. The database now has 456 entries and shows a \$14/hour average salary with 42% of those surveyed working full time and 67% receiving benefits.

Conference Bridget Quinn-Carey thanked everyone for their planning. After review of the evaluation forms, room size was the main concern. Mary Ann Rupert reported that total attendance for this year's conference was 975, down slightly from 2002. She noted a growing discrepancy between Tuesday and Wednesday attendance. Evaluations were all above average; the travel distance received most of the comments. The silent auction was very successful.

Friends The spring newsletter has been mailed. Friends awards will be given at the annual meeting on June 7 at the C.H. Booth Library in Newtown, 9:30 am - 1:00 pm.

Legislative Chris Bradley reported over \$1000 in donations for the potluck supper. There were over 150 attendees. ALA Legislative Days in Washington are May 12-13. CLA's delegation: Karen McNulty, Susan Herzog, Sam Brown, Michael Golrick, Marge Storrs, Ken Wiggin and Michael Moran. Tony Bernardo will serve as Legislative Committee co-chair next year.

NELA Connecticut's participants in the New England Library Leadership Symposium are Melissa Behney (Connecticut College), Camille Moore (ECSU), and Christina McGowan (Fairfield University). The annual NELA conference will be held at the Centrum Centre in Worcester, MA on October 26-28.

Publicity Chris Bradley announced that the CT library calendar project would be discussed at its next meeting. Mary Louise Jensen will assist with this project.

Other Dency Sargent is retiring as executive director of CRLC and will be honored at a reception on June 30. * ECL has run the LTA certificate program at Three Rivers CC. Because of impending changes, ECL is unable to sign a renewal contract. Hali Keeler will be taking over Sandy Brooks' responsibilities.

"Ask Les"



Incoming CLA President Les Kozerowitz would like to use his monthly *CL* column to respond to questions and comments from the membership. If you have an issue you would like him to address, please contact him at leskoz@yahoo.com or 203-899-27680, x123. His first column will appear in the July/August issue of *Connecticut Libraries*. ■

Annual Business Meeting

April 9, 2003

Treasurer Veronica L. C. Stevenson-Moudamane reported that the association is financially well situated. During FY03, the organization operated within funds received as income through memberships, program fees, and conference. The Budget and Finance Committee reviewed CLA's portfolio in light of today's volatile economy with our Schwab account representative. He advised CLA to maintain its allocations as they are and to review the portfolio in FY04. As of March 31, 2003, CLA's checking and Schwab accounts contained a combined cash and investment value of \$135,217.68.

By-Laws Change Procedures Chair Vince Juliano moved to incorporate proposed bylaw changes as published in the March 2003 issue of *CL*. The proposed changes to Article VI—Officers & Elected Representatives, Section 6, Secretary/Treasurer, create the position of Secretary/Treasurer Elect on the Executive Board. The Secretary/Treasurer Elect is to be elected to serve a three-year term, the first year to coincide with the last year of the outgoing Secretary/Treasurer's term, so that the incumbent can train the incoming officer. Michael Golrick seconded the motion, which was passed unanimously.

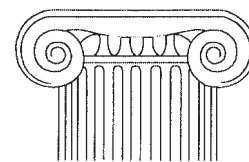
Guest Speaker Michael Golrick introduced ALA presidential candidate, Dr. Herman Totten, Regents Professor in the School of Library and Information Sciences at the University of North Texas. Dr. Totten briefly described his five-issue presidential platform as CLASS: 1) Cultural Diversity, 2) Learning, 3) Access for All, 4) Service, and 5) Salaries.

Candidates Presented Nominations Committee Chair Mary Engels presented the slate of candidates for officers of the association: Vice-President/President-Elect, Christine Bradley; Secretary/Treasurer Elect, Jan Fisher; ALA Representative, Susan Herzog; NELA Representative, Kristin M. Jacobi; Region 1 Representative, Mary Lou Wigley; Region 2 Representative, Tony Bernardo; Region 4 Representative, Bernadette Baldino. No other nominations were offered by the membership. Michael Golrick moved to accept the slate of officers as presented; Vince Juliano seconded, and the slate was passed unanimously by voice vote.

2004 CLA Conference Co-Chairs Jay Johnston and David Bryant ■

Edited and abridged from the minutes of CLA's 112th Annual Business Meeting. Minutes provided by Veronica L. C. Stevenson-Moudamane, Secretary/Treasurer 2001-2004

HERITAGE



The first libraries in Granby date to the early years of the 19th century. In 1812, the Social Literary Society was formed "for improvement in useful knowledge." The Salmon Brook Library Company was established in 1822, the Young Gentlemen and Ladies Library in 1830, and the charter for the Granby Library Association, the antecedent to the Granby Public Library, was secured in 1869. After fire destroyed this structure in 1916, a new building given by the Bunce family opened in 1918 and served as the Granby Public Library until 1982.

Meanwhile, another library grew and flourished in North Granby. In 1888, Frederick H. Cossitt left \$10,000 in his will to the Corporation of North Granby for the purpose of building a free public library near his childhood home. This unique building, sometimes described as "riverfront gothic" in style, today retains its early charm, with few exterior changes, and its original cypress bookcases are still used. Cossitt's first librarian, George S. Godard, went on to serve as Connecticut's third state librarian.

The two libraries operated independently until 1966 when a town ordinance standardized library services and established the Granby Library Board with representatives from both libraries. This board administered Cossitt Library, while the Granby Library Association continued its responsibility for the Granby Public Library.

A new central library was debated in the 1970. In 1980, a shared-space library and senior center building was approved at referendum. In 1982, the Granby Public Library was dedicated. At this time, the two town libraries were finally united within the Granby Department of Library Services.

The new 8021 square foot Granby Public Library quickly became a center for community activity: for seniors stopping in after activities in the adjacent Granby Senior Center; for middle and high school students, who were able to walk to the library after school; for commuters who found the location an easy stop on their way home from work; and for the crowds of preschoolers and parents who quickly fell in love with the bright children's room, its preschool area, and story time window seat.

As the collection grew and space was needed, "Help the Children's Room Grow Up" raised enough local funds for additional shelves, magazine and paperback carousels, and slatwall display. In 1997, at the end of its first long-range planning cycle, the Library Board made a presentation to the Board of Selectmen, reviewing accomplishments and emphasizing the need to analyze space requirements. Although it was apparent that our library should double in size, other town departments had needs even more critical. Later that year, when other municipal building projects were discussed, it was proposed that library renovations could be linked to the construction of a new senior center. If the children's room were moved into the vacant senior/meeting room space that shared the building, we would acquire over 1700 sq feet, almost doubling the space for children's services. In 1998, Granby residents approved a municipal complex capital improvement project by a 620-238 margin, which included a

new police department, senior/teen building, town hall expansion, and library renovations. In November 1999, the Connecticut State Library Board awarded a construction grant in the amount of \$159,878, which was approved by the State Bond Commission in 2000.

The same architectural firm, building committee, and owner's representative (clerk of the works) served through all of the municipal projects. We knew from experience the benefits of face-out display on walls, end panels and shelving, so we hired Library Display Design Systems to review the layout and ensure that it was an integral part of the plan. Good communication among the committee, the contractor, and the library staff allowed us to plan a schedule that would cause least disruption to library services and require the shortest closing to the public.

On November 11, 2001, a small bulldozer arrived and the project was officially on its way! Patrons were routed through the unused portion of the building while the entry was worked on; when it was finished, Conn-Strux began work on the "old senior center." On March 11, 2002, the library closed to the public for the final stages of work. On April 9, it was "open for business, better than before." The project was completed in five months, a month ahead of schedule. The experience reinforced what librarians already know: planning is both a challenge and an answer.

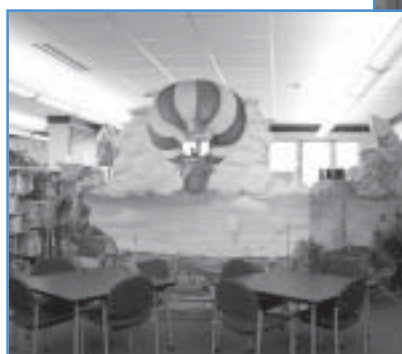
The front entrance to the library has automatic doors opening into a foyer that welcomes patrons with a display of community information and links the two main areas of the library. A display case allows colorful exhibits at the entrance to the children's room. A new kid-high circulation desk permits staff to welcome young patrons. The room features a large picture book area where children and parents can read and play, collection space and seating for older elementary and middle school children, an office for the children's librarian, a program room, and storage space for children's program materials. The focal point is a large mural of busy critters and creatures and people reading. The reference/quiet reading room offers comfortable seating

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Granby Public Library

by Joan Fox

Director Joan Fox
Architect Jacunski Humes, LLC
Contractor Conn-Strux, Inc.
Total Cost \$487,144
State Grant \$159,878
Size 9971 sq ft.
Collection 47,868 volumes
Population 10,347



Granby's Children's Room



Granby's Teen Zone

Fairfield's Nutmeg Project

*A Community
Collaborates*

by
*Barbara Hawkins,
Lauren Mody, and
Gayle Bogel*

What do children's librarians dream of? They dream, hope, and pray that *more* children will read *more* books.

Here's an idea: Select a group of ten enticing books. Booktalk them in the local schools. Secure an abundant number of these books. Promote them in school media centers, in the public library, and in PTA newsletters. Display them in the schools and public libraries. Let the kids read a few that sound good to them. Have a self-service station where the kids can jot down comments about the books and read what their friends have written. Then let them pick their favorite, using voting machines. Bingo! You have a formula for getting more kids to read more books.

This formula worked in 2002/2003 for Fairfield. How did we do it? In a word—*collaboration*—collaboration among the public schools, the PTA, and the public library. The starting point was the Nutmeg Children's Book Award program. The Nutmeg Awards are a straightforward idea: Nominate the best of notable new children's books, encourage students to read the nominees, give them a voice in selecting the most popular book, and give the author an award. Here's how this concept became a community-wide project in our town.

The Beginning: Jennings Elementary School Library by Gayle Bogel

I am an unabashed Nutmeg supporter; ready to seize any opportunity to promote this wonderful program. In 2001, as a former teacher-turned-librarian and member of the Nutmeg Selection

Committee, I came away from each Selection Committee meeting convinced that the potential for using these books is enormous.

Knowing that librarians' and teachers' time is precious, I devised a low-maintenance proposal to put the books in Fairfield's Jennings School library. I asked the PTA to buy multiple copies of each of the nominees, and they agreed to purchase five copies of each title. Then, I created a notebook with a description of each book, samples of reviews, and a sheet where students could rate each book—or write their own reviews—as it was read. I included Nutmeg promotional material and a short history of the awards and placed the notebook in the library for student use; teachers were given a copy for classroom use for reading enrichment. With the help of Library Media Specialist Virginia Millington, a display was set up in the library, and the books were prepared for circulation.

In May 2001, Virginia and I booktalked the books to 3rd and 4th grade students. This was our "test" year to see how things would proceed. Response was immediate and overwhelming—within an hour and a half, 35 of the 50 books had been checked out, and we knew we were off to a great start. The following January, students in grades 4-5 participated along with 18,000 other children across Connecticut in choosing *Among the Hidden* as the 2002 Nutmeg Award winner, and the PTA agreed to fund the program on an ongoing basis.

Word spread, and Lauren Mody, Language Arts Enrichment Coordinator, Fairfield Public Schools, became interested in using the program in the elementary schools she serves. Her enthusiasm led her to secure district funding to extend the program to all ten Fairfield elementary schools, and she suggested the possibility of including the public libraries.

The Catalyst: Fairfield Public Schools by Lauren Mody

I look for innovative ways to stir student imagination, find ways to involve them, and have them take responsibility and feel good about learning. Gayle's success at the Jennings School sold me on the Nutmeg project. With district funding, I purchased multiple copies of each title for each of our ten libraries. The media specialists and teachers were excited and extremely supportive. Gayle's "low maintenance" notebook was duplicated and formed the anchor of each Nutmeg center. Media specialists and teachers implemented the program and set up Nutmeg incentives in their

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Nutmeg News 2003

Kate DiCamillo, winner of the 2003 Nutmeg Children's Book Award for her book, *Because of Winn-Dixie*, was unable to attend an awards ceremony because of previously scheduled commitments, so no ceremony was held this year. She sent her regards to Connecticut readers saying, "Tell everyone (the kids, the teachers, the librarians) that I said, 'hey,' and that I am deeply grateful for the 2003 NCBA award." She also sent a special letter to the children of Connecticut.

Marissa Barstow, a student at the Lordship School in Stratford, won the 2003 Nutmeg poster contest. Second and third place winners were Jaclyn Reis from Glastonbury and Sarah Perkins from Mansfield Center.

Book Wholesalers, Inc. donated five complete sets of 2004 Nutmeg nominees to help promote our program. The books were awarded to: Mary E. Griswold School in Kensington, the Wheeler Library in North Stonington, the Gunn Memorial Junior Library in Washington, the Orchard Hills Elementary School in Milford, and the Ann Antolini School in New Hartford. Many thanks to Craig Seeger and BWI for their support of the Nutmeg program.

The winner of the CLA raffle for a set of 2004 Nutmeg nominees donated by Bound to Stay Bound Books is Phyllis DaCorte of the Acton Public Library in Old Saybrook. ■
Margaret Borchers, 2003 NCBA Chair

FAIRFIELD'S NUTMEG PROJECT

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libraries. Parents helped with projects, book talks, displays, and spreading the word.

Students became critical project partners, infecting the school community with enthusiasm and energy. They visited classrooms to promote the books, designed posters and displays, and wrote articles for school newsletters and take-home flyers that encouraged parents to participate.

The program gathered momentum as Barbara Hawkins, Fairfield Public Library, began to promote it as part of summer reading. We invited library staff to visit classrooms just before summer vacation to promote the Nutmeg books along with the summer reading list. The incentives—the opportunity to vote for their favorite book and to win books, posters, and (this was the clincher) pizza—had the students ready to read their way through the summer! Students continued to promote the books over the summer with press releases and in the public libraries. They scanned the notebooks to see who had read what and how their peers had rated the books, and we realized that peer evaluation was an important factor in the program's success.

The Culmination: Fairfield Public Library by Barbara Hawkins

In March, 2002 I was approached by Gayle Bogel, who asked if the Fairfield Public Library would work with the schools and PTA to promote the Nutmeg books. It sounded great, and we immediately agreed to participate.

Gayle also introduced me to Laureen Mody of the Fairfield schools. Our task was to booktalk the books at each elementary school during late May/early June. We were especially enthusiastic about inviting kids to the library because we knew that the schools would loan us their multiple copies for the summer and we wouldn't be caught balancing short supply with heavy demand. Our technical services department put a temporary sleeve on each book, identifying the school it belonged to; this helped when it came time to return the books in September.

We set up a self-service Nutmeg center (no need for adult or staff monitoring) in the library with multiple copies and the notebook Gayle had created. Hundreds of kids used the information all summer, noting their name and school, checking off titles as they read them, and jotting down ratings for each book—and they continued to read throughout the fall months.

In January 2003, we called the Fairfield Registrar of Voters to ask if we could borrow a voting machine. Sure enough, voting machines are plentiful in January. Getting one into the library was easy and inexpensive, only \$60 delivered by the Public Works Department. The "polls" were open for one week—a couple hours each day after school and a few hours on weekends. A selectman came to observe the voting and to pose for a newspaper "photo op" with our young voters.

The Wrap Up

The Nutmeg Book program was the agent for our highly successful collaboration between the Fairfield Public Schools and the Fairfield Public Library, illustrating the benefits of synergy among PTA volunteers, schools, and the public library. The beauty of project is that other communities can replicate it. As a team effort, no group or person felt overwhelmed. The project took on a life of its own as students took responsibility for promoting it; their enthusiasm and excitement became contagious. Nutmeg titles, summaries, bookmarks, and ballots are available from the Nutmeg Committee, and the program can be tailored to any town and can be repeated again and again.

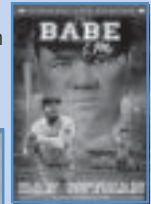
In Fairfield, the project has had the additional benefit of bringing together people of all ages, from many parts of town, and with different points of view, to collaborate on the project. That collaboration continues as funding is sought to repeat and expand the program. We hope to involve private and parochial schools in town as well an inter-district school.

The project created a community of readers and gave Fairfield students a broader perspective as they joined other children in this statewide program. And of course, we all agree that the bottom line in defining success is this: we got *more* children to read *more* books! ■

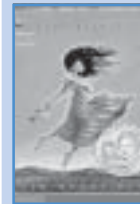
Barbara Hawkins, Head of Children's Services, Fairfield Public Library; Laureen Mody, Language Arts Enrichment Coordinator, Fairfield Public Schools; Gayle Bogel, PTA Nutmeg Award Coordinator, Jennings Elementary School, Fairfield, and Assistant Director/Children's Librarian, Easton Public Library

Nutmeg Nominees 2004

Babe and Me
by Dan Gutman



Esperanza Rising
by Pam Munoz Ryan

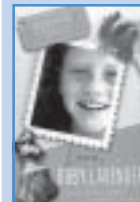


Following Fake Man
by Barbara Ware Holmes



Gracie's Girl
by Ellen Wittlinger

The Kite Fighters
by Linda Sue Park



Love, Ruby Lavender
by Deborah Wiles

The Power Of Un
by Nancy Etchemendy



Walking To The Bus-Rider Blues
by Harriette Gillem Robinet

The Wanderer
by Sharon Creech



The Year of Miss Agnes
by Kirkpatrick Hill



TECHNOLOGY

WebJunction A New Online Community of Librarians



*Isabel Danforth
Technology Columnist*

WebJunction is an online community of libraries and other agencies sharing knowledge and experience to provide the broadest public access to information technology.

I participated in a focus group at the NELA conference in October 2002 that was designed to provide input into a "Web-based portal for public library staff to help them provide computing access." The Gates Foundation funded the project with several partners including OCLC. They were "interested in input on what would be most beneficial to you in a portal given your viewpoint as a front-line librarian who works with the public and computers." From information gathered at similar focus groups across the country, a beta web site called Staying Connected was created.

This spring, Russell Library received four Gates Foundation computers; during the training sessions, our trainer told us about Staying Connected, which has now become WebJunction and available to librarians at <http://webjunction.org>. "WebJunction is an online community of libraries and other agencies sharing knowledge and experience to provide the broadest public access to information technology."

There are a number of features here that encourage users of this portal to share information with other library staff. You can subscribe to an email newsletter, read about success stories at other libraries, or contribute in any way that you can. When I first connected to the site, I had problems logging in. I reported these using the "contact us" button at the top of the page and received an email response the same day. If that level of support continues, this site will be a valuable asset.

As you enter WebJunction, you see five tabs across the top of the home page *Policies and Practices*, *Technology Resources*, *Buying Guide*, *Learning Center*, and *Community Center*. You can see the full structure of the web site by clicking on the site map at the top of the page. These major subdivisions make logical sense, but using the search box at the upper right provides you with a well-defined results list of items across these topics. Items are identified as an article, lesson, or handout. Most of the items are in pdf or WORD format. If you have an item that you would like to share with other libraries, the *Contribute Now* link, which appears on the right side of most pages, provides you with a form to do that. You can attach a document from your computer and submit it to WebJunction.

In *Policies and Practices* you can explore policies, technology planning, marketing, public access computing, and funding. The lead article there is about *The New York Times* awards for public librarians.

The *Technology Resources* area features the Scout Report—one of the most ancient Internet resources around. Topics covered here include basic computer support, hardware, software, Internet networking, accessibility, and security. Select "software," and then "application software" and find a list of neat how-to items ranging from Checkbook in Excel to Publisher Frames.

Major areas in the *Buying Guide* include reviews, general purchasing advice, discounts, and donations. TechSoup, under discounts and donations, offers discounted software to libraries. By following their rules, you can get lots of software at minimal cost. Once such offer is a Symantec AntiVirus 100 user license for only \$190. That must be a popular item since it is currently out of stock.

The *Learning Center* has on-line courses, from networking to web certificate, office applications to upgrading to WindowsXP. Once you register for a course, it will show up in your list of "my courses." One interesting subdivision here is *Leading Training*, which includes *Developing a Training Program*, *Designing and Delivering Lessons*, and *Training Tools*. These items help you develop training programs for your patrons.

I sampled a few training programs and they seem to provide a wide range of information. The courses offered should fill many needs of public access librarians. I predict that these courses will be a valuable asset to the library community, which currently is hurting for staff training funds.

The *Community Center* provides library staff with several means of direct communication. There is a list of forums on the main page. If you have not used this type of online discussion, play with the first one—*Getting Started*. Just click on a topic and get started. I discovered TechAtlas and TechSurveyor, which are tools for non-profits who need to develop technology plans.

The member directory is also in *Community Center*. That allows you to match profiles to user names seen in the forums and to send email to people if you want to communicate privately. The area uses a form to send email; your email address is not revealed for spamming purposes.

I Am Curious George provides space to ask questions. The questions and answers are dealt with in a lighthearted way. I like some of the librarian humor sites that are included in one question. I wonder if older questions will be archived as time goes on. *Community Center* also provides an archive of the email newsletter. That is a great resource since we often receive email on one computer but wish to access content from some other place.

The Internet has been able to build communities of people who are geographically widespread but have a common interest. I believe that the *Community Center* of WebJunction stands to become its most productive portion. It is a place where we can share information, ideas, and experiences. Responses can be quick. No travel is involved. From browsing through the website I have already found two or three areas that I can use in my work. Here's hoping that this community grows and prospers.

Isabel Danforth is Head of Technology Services, Russell Library, Middletown, and Chair of the CLA Information Technology Roundtable.

Once upon a time Laurie Ruderfer, who worked at the Fair Haven Clinic, asked Roxanne Coady, owner of R.J. Julia Booksellers, to help round up used books to hand out at their clinic as part of Reach Out and Read, a program that promotes literacy and gives kids their very own books at their well visits. The community filled up two school buses with over 12,000 books.

Roxanne was shocked to learn from those participating in the program how many children coming to the clinic have never owned a book. Clinic pediatrician Laurel Shader told Roxanne she would never forget the incredulous look in the eyes of a nine-year-old boy who learned he could keep the book he had been reading in the waiting room. In the US, a nine-year-old who has never owned a book is not acceptable. So began the incredible journey that brought the medical community, publishers, bankers, philanthropists, business people, and librarians together to create Read to Grow (RTG).

First established as the Books for Babies Fund in 1998 through the Community Foundation for Greater New Haven, RTG was organized and run by volunteers and community leaders. Yale New Haven Hospital became its first partner with Hospital of St. Raphael's joining in 1999. RTG incorporated as a non-profit organization in 2000 and has continued to grow, adding Lawrence and Memorial Hospital, New London, in 2001 and St. Francis Hospital and Medical Center, Hartford, in 2003. Since its inception, over 100,000 new and gently used books have been distributed to children throughout the state.

The National Adult Literacy Survey, directed by the US Department of Education, reported that 49% of the national population reads between levels 1 and 2 (level 1 being the lowest and level 5 the highest reading skills) and estimates that 41% of Connecticut's population reads at levels 1 and 2. The importance of early literacy development cannot be overstated. Children routinely begin school unprepared to learn without the basic skills that come from being exposed to books and reading.

There are many literacy and reading programs being carried out locally, regionally, and nationally. Most are focused on a particular age or socioeconomic group and are not linked to other literacy resources in the area. There are significant gaps in service and many missed opportunities to teach this critical skill to children. RTG partners with other literacy organizations to close those gaps. Our goal is to provide access to books and resources needed

to allow each child to become literate, to have an opportunity to enjoy reading, and to succeed in life.



RTG collaborates with local agencies, organizations, and businesses to build and maintain literacy awareness within the community. Each literacy program enjoys the benefits of being part of a shared effort to increase literacy and reading activity on a local level. RTG involves parents, healthcare professionals, local volunteer groups, and community sponsors in reaching our youngest citizens with the message of literacy and the resources to make reading a reality. Our model stresses the role parents play in nurturing a love of reading by engaging their child in activities involving books. Studies show that reading to infants from birth stimulates brain development. Through reading aloud to children, parents learn to encourage cognitive, emotional, and academic development. Books become vehicles for learning, loving, and caring.

The RTG network includes two major programs:

Books for Babies In place at Yale New Haven, Saint Raphael, Lawrence and Memorial, and St. Francis hospitals, this program provides every mother and newborn with a new book and literacy information. *Baby Day* by Nancy Elizabeth Wallace is bundled together with a bookmark, library hotline refrigerator magnet, follow-up survey, and family reading tip brochures in a durable bag with RTG contact information on it. RTG has given out over 35,000 new books to date. The literacy packets are placed directly in the baby's crib by hospital staff. Volunteers, under the auspices of the hospital maternity ward and volunteer services department, are trained by RTG's hospital coordinator to visit the families and send a clear message that nurturing the mind is as important as nurturing the body.

Books for Kids RTG is actively involved in community book drives. Volunteers, schools, libraries, community organizations, and local businesses collect new and gently used books

Continued on page 10

by Robin Baker

Mission:
Read to Grow partners with community organizations to provide a continuum of programs supporting literacy development and promoting the joy of reading.



Kids choose their free book during the Books for Kids parade.

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READ TO GROW, INC.

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from their communities. These books are donated to libraries, schools, daycare centers, pediatricians' offices and hospital/clinics in Greater New Haven. *RTG* partners with Citizens Bank, one of our founding corporations, to place book collection/swap wagons at their Greater New Haven branch offices. We have put over 60,000 gently used books into circulation in communities in need. In 2002, we delivered 6950 books to schools, 8500 books to health centers, and 9500 books to community organizations.

RTG also partners with the Southern Connecticut Library Council to enlist the participation and support of local libraries. In particular, the Family Place program instituted in eleven Greater New Haven libraries offers a central source for early childhood information, parent education, literacy promotion, and family support. In addition, *RTG* initiated and maintains the Connecticut Library Hotline, a toll-free number that provides location, directions, phone numbers, and program information on all Connecticut public libraries.

We are now developing another crucial element of our programming. Distributing books and literacy materials to newborns and their mothers in the hospital is an important first step in promoting the joy of reading and literacy from birth. However, we only see these mothers and their babies for a short time, so we are pursuing ways to follow up with families once they have left the hospital. New parents now have the option of returning a response card that invites them to establish an ongoing relationship with *RTG* and to continue to receive books and information regarding events and literacy resources.

RTG is compiling information about other area literacy efforts and developing a referral system to guide new families to the appropriate library, health care, and educational resources available to them. We continue to work with libraries, including their information in our packets and encouraging families to visit them. We are members of the newly formed Greater New Haven Literacy Coalition and the Hartford Literacy Council and are working with them to improve literacy services to these communities.

RTG has a volunteer corps of over seventy-five people. Their activities include: hospital postpartum literacy visits, reading-to-children sessions, database development, book drives/

book distributions, running fundraising read-a-thons, and event planning/staffing. We also have clerical and mailing volunteers. Located at 53 School Ground Road in Branford, Connecticut, our warehouse stores the new and gently used books that are collected and distributed to children throughout Connecticut. Our energetic part-time staff includes: Executive Director Virginia Fowler-Mariotti, Books for Babies Coordinator Priscilla Russo, St. Francis Coordinator Christine Mace, Books for Kids Coordinator Laura Radulski, Office Administrator Robin Baker, Development Associate Tina Silidker, and Office Clerk Kim Spencer.

RTG is unique in its involvement through the healthcare system with children and their families at the moment of birth, when hopes are highest and the possibilities are endless. We are proud of our first five years and look forward to our next. It will take the continued cooperation and commitment of volunteers, friends, and donors to sustain this good work so that in the future we can report that the functional illiteracy rate in Connecticut has fallen from 41% to 0%. We can do this by giving one book to one child to one family at a time. ■

Robin Baker is the Office Administrator for Read To Grow. For more information, please call 203-488-6800 or go to www.readtogrow.org.

GRANBY PUBLIC LIBRARY

Continued from page 5

for reading large print and magazines, and a computer reference/Internet area. Videos and other audiovisual material were relocated in the same area.

Teens were not forgotten during the process. A grant from the Hartford Foundation for Public Giving allowed the creation of a teen zone defined by a "clock wall" of mixed-up times representing the crazy schedules that kids lead. The teen zone offers a wall of videos, tapes, CDs and CD-ROMs, an L-shaped computer/TV area, study tables, six carousels filled with paperbacks, and a non-fiction collection.

A Librarians seminar will be held at the Granby Public Library on August 7. We hope you will visit the renovated Granby Public Library to see how an "inherited room" helped answer our need for additional space.

The CEMA Young Adult Literature Group will meet on June 12 at Wallingford PL from 4 to 5:30 for informal sharing of books for young adults. Bring your favorite titles and enjoy an hour of talking about books. We will set dates for a July meeting by the Connecticut shore and a September meeting, possibly for dinner. For more information, please contact Frances Nadeau, nadeau@ccsu.edu or 860-832-2071. ■

GOING THE DISTANCE

Continued from page 1

(FastTrack), and the University of Illinois at Urbana-Champaign's LEEP program, require some on-campus time in the form of an orientation and periodic visits. Florida State University requires an initial orientation only. Programs offered by Drexel University and Southern Connecticut State University can be completed entirely online, as students of the latter school from Alaska, Israel, Germany, Portugal, South Africa, and from an Indian reservation in North Dakota can attest. Still others, such as those of the University of North Texas and Emporia State University, support regional campus sites to which teleconferences and satellite classes are delivered.

The Connecticut library community is likely most interested in the SCSU program. Mary Brown, Associate Professor and Chair of the Department of Information and Library Science, and a distance learning pioneer, notes a general growth in the number of online students, despite a temporary 2002 drop in enrollment that she attributes to economic hard times. In Spring 1999, 11 percent of the courses and enrollment were online, and by Spring 2003, figures had increased to 63 percent for courses and 71 percent for enrollment.

Professor Brown points out that an analysis of learning outcomes for students enrolled in early online courses at Southern suggested "no difference in student learning in Web-based versus campus sections," adding that it is recognized generally by the SCSU faculty that online study has increased the overall productivity and learning outcomes of students.

To overcome the physical isolation of online students from others in the field, the program has this year obliged each to acquire a mentor. In Dr. Brown's view, "mentoring is an important component of professional learning" for all students, whether online or on-site. She cautions against the evaluation of distance learning strictly in economic terms, noting that "education...is not something we want to vendor for the greatest profit to a market share."

Many local Southern students use the availability of online courses to their advantage, some earning more than half of their degree in front of the home computer. Christina Tabereaux, a recent graduate of the program and now Assistant Catalog Management Librarian at Yale, took about half of her courses online, despite her preference for the traditional classroom. For her, "the primary reason for

selecting online courses was their availability," since often, courses were offered only in that format. Despite the physical convenience of the arrangement, she did not find distance learning otherwise relaxing: "Online classes were more time-consuming than my on-campus courses. This environment required me to be much more proactive; there was no opportunity to kick back and listen to the lecture as one would in an on-campus class." She has mixed feelings concerning her online experience, but admits that the degree to which a course was rewarding depended, for her, more upon the quality of instruction than on its form.

For area students, the availability of distance courses offers a choice, but for others, it satisfies a need. As reported in the April 2002 issue of *Southern Life*, Ashley Baggett, notable as the first MLS graduate of SCSU to complete her degree entirely online (Fall 2001), was happy to find the program, since there is no university in her home state of Virginia awarding the degree. She has been joined by several other out-of-state students, eight of whom (at the time of this writing) had declared their intention to graduate in May.

The issues raised by the increase in distance learning programs in library science and information technology will be settled one way or the other before long. As more graduates assume their duties as librarians, the degree to which criticism of the method is justified will be made clearer. Until then, growth of these programs seems assured, and a dwindling library community may take comfort in the notion that many, who without distance education would not have been able to pursue professional library careers, will soon swell its ranks.

Perhaps the best way for practicing librarians to determine the value of online education would be to take an online course or two—and enhance their professional competency in the process. A list of distance learning opportunities accredited by the ALA can be found at the "Education and Careers" section of its web site. ■

Earl Roy, a member of the CL Editorial Committee, is Catalog Librarian at the Yale University Library and a graduate of Southern Connecticut's MLS distance education program.

Perhaps the best way for practicing librarians to determine the value of online education would be to take an online course or two—and enhance their professional competency in the process.

THANKS!

We would like to acknowledge the special support for the 2003 CLA Annual Conference provided by our sponsoring vendors: JanWay, H.W. Wilson, Bridgeport Bindery, and NEAV Technology.

Conference Co-Chairs Bridget Quinn-Carey & Gail Hurley

TAKING THE PLUNGE

Continued from page 2

a book-friendly operation. It could, but it would have cost more than \$1000, so it was done in-house on a flatbed scanner. This resulted in excellent images, but it was very hard on the book's binding.

The title was first published in chapters as PDF files. Since these files were derived from simple bitmap images, they were not searchable by word. Later, we added HTML chapters and the entire work in a single HTML file, using a very effective OCR (optical character recognition) program called Finereader Pro. As someone who had worked with OCR in the mid-1990's, I was amazed to find out how much the technology has improved. If the original page image was clear, we could convert entire pages to text without a single correction.

The title was published late in 2001. After being listed in the University of Pennsylvania list of more than 15,000 titles free on the web—the Internet Public Library and the Open Directory project—the book is visited 15 times a day. If you count that as individual circulations, it is the most popular book in our library. In particular, it seems to be popular with genealogy researchers.

The second title was Mark Twain's *Burlesque Autobiography and First Romance*, an 1871 title. Since the book was only 47 pages long, it didn't result in the stress on the binding that we found with the New Haven title. In this case, the book was from my private collection, so I took the risk instead of the library. The pages were quite yellow, so they didn't make satisfactory black and white images; we rescanned the entire book in color. This was more readable, but it was extremely slow to load. We finally settled on a combination of text with JPEGs that display the full-page illustrations. Visitors who want a closer look can click on the illustration to see the full page in PDF.

A Regular Operation In 2002, the library purchased a Minolta PS3000 book-friendly scanner. This allowed us to scan titles face up, resting on an adjustable platform. The

machine can create images up to 400 DPI but only works with grayscale images.

I hired a team of four work study students to scan and OCR 19th century documents. In addition to the titles in the Connecticut Collection, we identified more than 30 titles in the library's special collection of books about the Irish Famine that were available to be published on the web. Since no other institution had systematically published books on this topic, Quinnipiac University became the leading supplier on the web when we added our second title. In March of 2003, we completed the conversion of an 1898 title that contained 400 large landscape pictures of Ireland. To get to the full-page images, I created eight subpages that contain 50 thumbnail pictures each. The full image is published as a separate HTML file that links to the previous page and the next page. My work in this collection helped in winning a grant from the university to visit Ireland in May 2003 to research the availability of more documents to add to this online collection.

As of March 2003, eight titles are available, with three more in the works. The previous month, we released a lavishly illustrated book created by the Hartford Board of Trade in 1889. All of the library's projects can be found at <http://invictus.quinnipiac.edu/etexts+.html>

As I look back on the past 18 months of work, I realize that this project has been a constant educational experience. Each job seemed fairly straightforward, and each one turned out to be harder to produce than we thought. However, we take a lot of satisfaction in knowing that the final product will be available to scholars as long as the web exists.

The scanning operation has proven useful in other circumstances; several faculty members have arranged for rare materials to be sent to Quinnipiac through interlibrary loan. Because of the frailty of the books, they were told that they must be used in the building. We were able to capture pages into images without compromising the books in any way. One professor said, "You are able to give me an image that looks better than the original." That is what we strive to do. ■

Terry Ballard is Automation Librarian, Arnold Bernhard Library, Quinnipiac University

Connecticut Libraries

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