

# CONNECTICUT LIBRARIES

A Publication of  
the Connecticut  
Library  
Association

## Keeping Up with Library Technology

*Resources for Training & Learning Are Endless*

by Sylvia Boyd

How are you managing to keep pace with the ever-changing world of technology? It's not easy. Libraries need to invest staff time and money to stay current with technology or at least not fall too far behind the curve.

Luckily, library technology learning resources and training opportunities abound in Connecticut. Many of the best sources are just a mouse click away. Ct.webjunction.org is packed full of useful technology courses, including a Basic Computing and Application Series, Managing Public Access Computing, and a Networking Series. A Business Skills course is also available. If you like learning in a self-paced environment via the Web, this is the place for you. You can take courses as time allows and skip the stuff you already know. The site even has an E-learning Institute to help libraries create and implement their own courses for the staff or the public.

A new trend in libraries is learning technology in 15 minutes a day. Library 2.0 in 15 minutes a day is a good wiki that allows you to develop a course for your library or to just browse through the Library 2.0 topics for those that you need. It cov-

ers Firefox, blogging, wikis, RSS feeds, social bookmarking and networking, flickr, YouTube, music sharing, Second Life, Twitter, Widgets, Podcasting, Gaia online and more. If any of these terms are unfamiliar, take a quick look at the site and in 15 minutes you'll be a little more tech savvy: [instruction.wiki.org/Library\\_2.0\\_in\\_15\\_minutes\\_a\\_day](http://instruction.wiki.org/Library_2.0_in_15_minutes_a_day)

Another online course on Library 2.0 is "5 weeks to a social library," which teaches librarians about social software: [www.sociallibraries.com/course/about](http://www.sociallibraries.com/course/about). It covers blogs, wikis,

RSS feeds, flickr, social bookmarking and networking software, including Second Life. It is another independent study option and it takes five weeks to complete the course. Each week the library staff learns about a social software tool and uses it to build competencies.

Technology vendors can be a great source for training and professional development but it is important to be able to separate the sales pitch from the training. SirsiDynix, [www.sirsidynixinstitute.com/future.php](http://www.sirsidynixinstitute.com/future.php), offers professional development webinars on a variety of topics. Access to events is free for libraries, and speakers are typically leaders in the field. Recent SirsiDynix Institute events included RSS Feeds and Creating a 2.0 Library.

If your learning style is more suited to a classroom environment, be sure to visit [evanced.info/cslib/evanced/eventcalendar.asp](http://evanced.info/cslib/evanced/eventcalendar.asp) to sign up for classes that are held all over the state. Kris Abery ([kabery@cslib.org](mailto:kabery@cslib.org)), continuing education coordinator for the State Library, will be happy to hear your suggestions for classes. Perhaps you would be willing to teach a class or can recommend an instructor or speaker.

Connecticut community colleges are also a valuable source for basic computer classes. Some community colleges will even design courses to meet a library need. The staff at Housatonic Community College is very helpful in this regard, going so

*Continued on page 10*



## TECHNOLOGY

Welcome to our Second Annual Technology Issue. Each of *CL's* technology columnists has written an article for this edition. You will find it packed with valuable information. Enjoy it and keep it for future reference. *David Kapp, Editor*



### Keeping Up with Library Technology

by Sylvia Boyd,  
page 1



### Cascading Style Sheets

by Bruce Johnston,  
page 5



### Let's Play Tag

by Kate Sheehan,  
page 7



### Google Web Tricks

by Sharon Clapp,  
page 9

# OBVERSION Librarians as Finders and Keepers

Film critics occasionally write about so-called “guilty pleasures” to explain their affection for movies or actors/directors of dubious value that the critic likes but has trouble justifying. One of my guilty pleasures over the years has been actor Steven Seagal, of the soft speech, big biceps and ponytail, who also starred in one of my favorite guilty pleasure movies: *Under Siege*.

An unlikely story about terrorists who take over a U. S. battleship, *Under Siege* has a scene I always anticipate with eagerness. At the opening of the story Segal’s character, a skillful counterterrorist, has been busted to the rank of ship’s cook following some misadventures. By the end of the movie he has shot thousands of bullets and pretty much single-handedly recaptured the ship, its decks now littered with the bodies of terrorists. “I thought you said you were a cook,” a sailor says. “I’m also a cook,” Segal replies, rolling his eyes as if enjoying the joke with the rest of us. I’m laughing as I write this—guiltily of course.



William Uricchio

I’ve always been intrigued by people who, in the course of cooking up their occupational stew, suddenly become heroes of one sort or another. I particularly enjoy reading stories about librarians who make serendipitous and often astonishing literary discoveries among the volumes tucked away in their care.

A quick look through some online newspaper indexes yields a number of instances like this from North American and British newspapers. These include librarians who have located a Beethoven score missing for 155 years, an unknown poem by Lord Byron, a religious book owned by Lincoln that opened new research into his spirituality, stories by Hemingway that expanded his canon soon after the publication of what was purported to be his complete works, and a chart signed by Columbus, which he may have used on one of his voyages to the New World.

Most of these articles are accompanied by indications that the finders made their discoveries while cataloging, searching through old storage areas or

*Continued on page 3*

## BOOKS LOOKING AT

### Send: The Essential Guide to Email for Office and Home

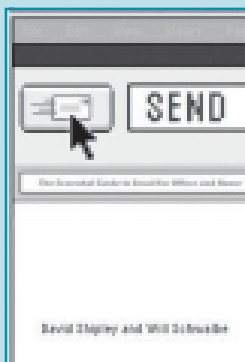
by David Shipley and Will Schwalbe (Alfred A. Knopf, 2007)

“Oh, damn!” I had hit the **REPLY** button, instead of the **FORWARD** button. The system in use in our office was new to me, quite different from the Outlook, Netscape, Juno, Hotmail, and text-based applications I had used before. “What a stupid mistake,” I chided myself.

Truthfully, I had made several mistakes before pressing the **REPLY** button. First, I should have spent more time learning the unfamiliar email system. Then, I replied to an email, which had been sent to me as a “cc,” before the intended recipient had had a chance to read it. I responded immediately and out of frustration with the totally unacceptable contents of the email. Finally, I had not proofread what I wrote. The result: I had embarrassed myself and given someone I hardly knew the impression that I was an unprofessional “hothead.” It was *mea culpa* time, and I knew it.

Apparently, I’m not alone in finding myself in such a situation. Authors Shipley and Schwalbe, who at times play the role of Emily Post in the electronic age, offer readers several pages devoted to email-related groveling. I can attest that they are correct when they advise that an apology by email alone may not do the trick!

We often use email as a substitute for conversation, forgetting that an email interaction is not the same as talking. Email messages do not convey mood, feeling, nuance or irony nearly as well as we express them with voice, gesture, and facial expression. Email leaves a trail, a record of what we “said,” not what we thought we said or what we meant to say or what we should or should not have said. People other than the intended audience may read that electronic trail. The book opens with memorable examples from the files of Michael Brown, former Director of the Federal Emergency Management



Agency. “Brownie” didn’t fiddle while Rome burned. However, he did do “a heck of a job” tapping out emails filled with sarcasm and wisecracks about his wardrobe and dog care needs as Hurricane Katrina devastated New Orleans and the Gulf coast.

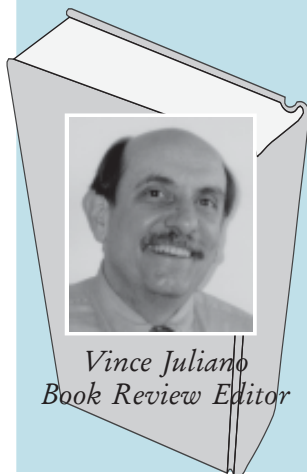
Most of us are not as cavalier in our use of email as Mr. Brown. Still, we are alerted that unintentional misuse of basic email functions can ruffle feathers, even in low-tension work environments. For that reason, the authors go to some length to impress upon the reader the vital differences between Cc, Bcc, and

Forwarding. If you worked in a structured office environment before the advent of email, you probably learned back then when and when not to use Cc and Bcc in your (typed) correspondence. You may even have used these tricky little abbreviations to play office politics. However, computer users who lacked that prior experience may have been mystified when they saw the Bcc option for the first time in Outlook.

Shipley and Schwalbe explain things so that you will understand when to use which ... and why it matters!

- Cc: I want you to know and I want the others to know that I want you to know.
- Bcc: I want you to know and I *don't* want the others to know that I want you to know.
- Forward: I want you to know and I may want to add something to the original message and I may or may not want others to know that I want you to know, but if it so happens that I don't want them to know I want you to know I want to take no chances that they might accidentally find out due to a Reply All slip of the finger. (Got that?)

*Continued on page 4*



Vince Juliano  
Book Review Editor

## OBVERSION

*Continued from page 2*

doing other routine tasks. The Hemingway papers involved a librarian at the *Toronto Star*, where the author had once worked as a cub reporter, who came across a number of puzzling documents in the newspaper's archives and set about trying to authenticate them. To these librarians' credit, they had the knowledge and foresight to recognize what they had encountered—something that speaks well to the intelligence and talent of these members of our profession and, arguably, to our profession at large.

Sometimes the unearthed treasures have ironic connections, such as a manuscript by British poet Philip Larkin discovered in the Leicester University Library where he worked in the 1940s as, you guessed it, a librarian.

Of course, there is a downside to this, too. Often recognizing the aforesaid talent and intelligence of librarians, the general public has high expectations for our abilities to find the treasures in our collections. We sometimes disappoint them as noted in an article entitled, "Interest in Bach Renewed, It's Back to the Libraries," (*Toronto Globe and Mail*, March 21, 1985) about the discovery in a volume at Yale's Beinecke Library of a number of "lost" Bach preludes. A researcher is quoted as saying that the volume in question was right under the noses of library professionals who didn't know what they had even though it had been fully cataloged. Another specialist commented that this situation should eventually be all for the good: "Librarians are not going to be caught, if you will, with their pants down, which is what happened at Yale. They will now be looking at their miscellaneous collections" for similar treasures. And so the search continues.

Speaking of lost treasures, now that the latest Indiana Jones movie is in production perhaps it is time to lure Stephen Segal to star in a new guilty pleasure about librarian finders and keepers. At the end there would be a scene of countermusicologist Segal at the Beinecke, weapon in hand, with the bodies of musicologists all around him. "I thought you said you were a librarian," a police officer would ask. "I am also a librarian," Segal would answer just as he dropped his pants. Cue guilty pleasure laughter.

*William Uricchio, director, Trecker Library, Greater Hartford Campus, UConn*

---

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

**David Kapp, Editor**  
**davidkapp@comcast.net**  
**Phone: (860) 647-0697**  
**4 Llynwood Drive**  
**Bolton, CT 06043**

*Deadline: Second Friday of the month prior to publication.*



## FROM THE PRESIDENT

### Academic Librarians

#### *CLA Needs You and You Need CLA*

*Guest Column by Paula Cook*

**When I was a member of an academic library support staff in the mid-1980s, my supervisor was a wonderful reference librarian who was an active CLA member—and the person who urged me to get involved in the Connecticut Library Association. At the time I was working full-time during the day, going to library school at night and studying all weekend long. I did not have a lot of time to spare but I joined CLA. I went to conferences. Eventually I joined a committee. I learned how important it is to stay informed, meet new colleagues, and evolve professionally.**

As the years passed I gained valuable experience and enhanced the academic portfolio of my professional work: CLA committee meetings attended, programs that I helped to plan, articles written and published, conferences attended, and college and university committees that I served on. As an academic librarian I am required to prepare and submit this portfolio for promotion and tenure. The Connecticut Library Association has afforded me opportunities to meet my professional goals. More importantly, I've learned so much, met interesting people, and have felt that my participation has made a difference in my professional and personal life.

You too can make a difference to this organization. If you are an academic librarian new to the field (or not!) and are not a member of CLA, please consider joining. Visit [www.ctlibraryassociation.org/sections.html](http://www.ctlibraryassociation.org/sections.html) to see the variety of CLA committees that you can join, learn from, and in the process, enhance your academic portfolio.

The chair of the Reference & Adult Services Section is currently vacant. If you have exciting new ideas and would like to gain leadership experience, this may be the perfect opportunity for you. As a committee member or chairperson you will be responsible for developing programs for the annual conference. You can make a difference to this organization. CLA needs your enthusiasm and your ideas.

#### What's on Offer for Academic Librarians at CLA's 2008 Conference?



Steven J. Bell

**Steven J. Bell**, associate university librarian for research and instructional services at Temple University, and **John D. Shank**, instructional design librarian and director of the Center for Learning Technologies at Pennsylvania State University, will present a program on "The Blended Librarian." If you teach library instruction classes or want to learn more about "blended librarians," you won't want to miss this session.



John D. Shank

The College & University Section will present **Megan Fox**, web & electronic resources librarian at Simmons College, who will talk about trends in mobile tools and their applications in libraries.



Megan Fox

Also scheduled to appear is **Lee Rainie**, founding director of the Pew Internet & American Life Project in Washington D.C., which conducts research on how people use the Internet and how it affects their lives. Before founding the Pew Internet Project, Rainie was the managing editor of *U.S. News & World Report*.



Lee Rainie

There are lots of great programs scheduled for everyone at the next CLA conference. We hope to see you all in April!

*Paula Cook is a reference librarian at Manchester Community College and co-chair of CLA's 2008 annual conference.*

# HIGHLIGHTS

**President** Carl Antonucci is working with the conference co-chairs and conference committee to develop an author's showcase and other programs for the 2008 conference.

**ACLB** Stan Siegel reported 160 people are registered for ACLB's "Trustee's Boot Camp" in Westbrook.

**ADA** Mary Engels reported on the success of the September 25 "Employment and the ADA" program in Farmington.

**Awards** This committee needs a chair. Anyone who is interested should contact Carl Antonucci (cantonucci@ccc.commnet.edu).

**CEMA** Chris Bradley reminded the board that the new name for this group is Connecticut Association of School Librarians, CASL.

**CLASS** John Cayer reported that registration is underway for the "Career Renewal 2007" conference on November 2. His committee is working with the Personnel Committee to establish a minimum salary guideline for support staff. Alice Knapp indicated that this information would be available in the spring of 2008.

**CLC** Chris Bradley reported on the schedule of upcoming CLC meetings and events in October and presented the idea of "how to" programs that libraries could sponsor to help patrons learn about new technology such as web cams, iPods, and digital photography.

**CSL** Sharon Brettschneider's report included Tom Newman's guide on WebJunction describing State Library and CLC services. Also highlighted were the highly successful National Book Festival in Washington, DC, with approximately 120,000 attendees, and the iConn goal of being "searchable" through Google. Sharon and Ken Wiggin met with Connecticut Education Network (CEN) and Department of Information Technology representatives to discuss policy/procedures regarding law enforcement requests for information such as IP addresses. She noted that the governor has not yet signed the bonding package that includes \$10 million for public library construction (\$5 million to be used in distressed communities).

**Children** Gail Zeiba reported on the success of the Children's Roundtable "Jump into MySpace!" program, which earned a \$1,450 profit for CLA.

**College & University** John Leonetti reported that 32 people are registered for the Social Networking program scheduled for October 19.

**Friends** Anita Wilson forwarded a written report highlighting National Friends of the Library Week (October 21-27) and a program about how to keep your volunteers, to be held in Glastonbury.

**Legislative** Peter Ciparelli reported that the committee is working on dates for receptions to honor legislators who have supported CLA this past session. A draft of the CLA legislative agenda will be presented at the November board meeting. The committee is looking for a co-chair to work with Suzanne Maryeski on the legislative breakfast to be held in February or March 2008.

**Membership** Janet Woycik reported membership to date to be 707.

**Procedures** Sandy Brooks is updating the by-laws.

**Publicity** Betty Anne Reiter updated her earlier report on a proposal she received from the Community Foundation's "One Book for Every Child." The program is extremely complex if offered on a statewide basis; the committee has decided to implement it as a demo project in Eastern Connecticut to see how well it works.

**Public Libraries** Hali Keeler reported that the committee is working with ADA on the "What's Better Than Netflix®? Not Flicks" program from the Library for the Blind and Physically Handicapped on October 24 in Farmington.

**LTA Courses** Hali Keeler noted that Three Rivers Community College is offering two LTA courses this fall: Cataloging and Public Services. Capital Community College is offering Public Services and Internship.

## LOOKING AT BOOKS

*Continued from page 2*

The authors inform us that the Subject line is the most important line in an email. It is the writer's chance to clarify what she wants to say, both to herself and to the recipient. It helps a busy recipient to decide whether or not your email is worth opening. A clear subject line alone may be enough to help the recipient take action (e.g., "Yes, I can meet you at noon."). They also observe that, as a string of emails grows longer, the subject of the exchanges tends to evolve, often to the point where the original Subject line is no longer relevant and may cause confusion. Many of us have scanned fruitlessly through the Subject lines of saved emails searching for a message about something important, only to find what we are looking for buried in an email bearing a Subject line on a totally unrelated topic. Shipley and Schwalbe suggest editing the Subject line when introducing a new topic in a reply to an earlier email.

Finally, the authors assure us that, despite a recent study, email is not making us dumber. It only seems that way!

*Read more reviews at [www.ctlibraryassociation.org/reviews/lookbook.html](http://www.ctlibraryassociation.org/reviews/lookbook.html).*

### CLA Joint YA Roundtable

Presents

**Chris Crutcher**

**November 13**

**9:30 a.m. - 4:00 p.m.**

**Canton Public Library**

#### Chris Crutcher

is among the most respected authors of YA literature. Among his many awards are: ALA's Best Books for Young Adults, ALAN Award for significant



contributions to YA literature, and the ALA Margaret A. Edwards Award for lifetime achievement in writing books for teens. Formerly a child and family therapist and the director of an alternative school, Crutcher is a controversial figure whose books are frequently censored and even banned. He is a staunch advocate for the freedom to read, and speaks frequently on censorship. **Cost per person:** \$50 CLA member, \$65 non-member (includes lunch) **Information or to register** Katie Bunn at [kbunn@cantonpubliclibrary.org](mailto:kbunn@cantonpubliclibrary.org) or 860-693-5800

# Cascading Style Sheets (CSS)

## Adding Style to Your Website Content

by Bruce Johnston

Recently, a few people have asked me about cascading style sheets (CSS) and their role in websites. What are cascading style sheets, anyway? Why use them? How do they help us manage a website as it grows, and content pours in from new and different sources? This article is intended to serve as an introduction to CSS for those who are curious but don't know much about it.

In the beginning, there was the Web. And the Web was good, especially when HTML was a simple mechanism for delivering content via basic web pages. However, it was not destined to remain very simple or very basic for very long. One cool thing led to another, and soon there was a lot of potential for this new medium. CSS came into existence as a mechanism for applying style (e.g., fonts, colors, spacing) to web pages and has been actively promoted as such since the earliest days of the World Wide Web Consortium, or W3C (see [www.w3.org/Style/](http://www.w3.org/Style/)). The W3C has been in existence since 1994 and is the authoritative source for web standards (see [www.w3.org/](http://www.w3.org/)).

Before we talk about standards, though, what does it mean when we say that CSS applies style to web pages? "Style," in this case, means how a web page will look on-screen, which may be device-dependant, and as a printout. Depending on how it is presented, identical content can appear very differently on a web page. Ultimately, though, a style sheet governs only the presentation of the page and is not representative of its content.

The actual "stuff" on a web page is written in XHTML, which adheres to its own set of standards. CSS makes it possible to dress up a page with a style sheet. Better still, it allows the web designer to dress up a group of pages, or even an entire site, consistently, coherently and from just one place, the style sheet. Need to update the look of the site? No problem. Just go to the style sheet, make changes or even swap the whole thing out, and voila! An updated look is in place in no time, without having to touch each individual page on the site.

Now that we have a description of what CSS actually does, how is a discussion of web



Bruce Johnston

standards meaningful to it? There are standards for XHTML (see [www.w3.org/MarkUp/](http://www.w3.org/MarkUp/)) and CSS (see [www.w3.org/Style/CSS/](http://www.w3.org/Style/CSS/)), both of which are on one side of a very important equation. The other side is the intrepid visitor to your library's web site. All of those cool functions specified in the markup language and with CSS have to be supported on the end user's browser in order for the whole thing to work. There is no way that is going to happen unless the folks who build and update versions of browsers like Internet Explorer, Firefox, Safari, Netscape, and others accept some working document describing what a function does and how it is to be written in order to work as expected.

Despite the best efforts made to create and adhere to standards for coding websites, as a practical matter web designers have always had to adopt a "try it, test it and tweak it" approach when writing new pages. This process needs to be done with every different browser and browser version likely to hit the site. A fix for one browser can break another, making site updates seem more like a journey (laden with pitfalls and roadblocks) than a destination. This is because those wonderful web standards, including those for CSS, have never been consistently and universally adopted, nor are they ever likely to be.

This problem with support for web standards on the browser end has been recognized for a long time. In the late 90s, I worked for an employer that went so far as to configure company computers to use a specific version of Netscape specified by IT, and nothing else. In a controlled computing environment, this assured consistent behavior of company Intranet pages on their computers. However, that has never been an option for controlling how a page functions on a public website, and there are now more web browsers available to our patrons than ever before.

The good news is that in recent years, despite increasingly complex standards, browsers have generally been supporting them better. There are still anomalies and uneven or non-existent support for some standards, but more and more are broadly supported.

So let's finish with an encouraging conclusion. If you have a CSS element that works one way with one browser and another way with everything else, you can "trick" the browser into following a different line of code by writing it using syntax that is recognized only by the browser you need to trick. The "tricked" browser will present the page as intended, and other browsers will simply disregard any code

*Continued on page 10*



## TECHNOLOGY

*CSS allows the web designer to dress up [a page], a group of pages, or even an entire site, consistently, coherently and from just one place, the style sheet.*

## Demystifying Mold

### *What It Is and How to Deal With It*

by Sandy Brooks

**A**s a librarian, I've had many questions about mold. Having worked through a disastrous mold outbreak at one library, I was eager to prevent any appearance of mold in my current work situation. But mold is mysterious, and I wanted to learn more about it—from an expert.

While looking for workshops on the topic of mold in libraries, I came across a program called “Demystifying Mold” being offered by Dr. Thomas Parker in New Orleans. That was too far to go for a one-day workshop, but I thought I might be able to bring this expert to Connecticut to train others and me about mold.

Thanks to a faculty development grant from my employer, Eastern Connecticut State University, and additional support from Pat Banach, our library director, I was able to bring Parker to Smith Library in May, where he presented his workshop to 23 library staff from various state institutions.

Thomas Parker, aka the “Bugman,” has a bachelor's degree in entomology and plant pathology from the University of Delaware, and a Ph.D. in entomology from Purdue University. He has worked on insect and mold problems with such top museums and libraries as the Smithsonian Institution, the Rockefeller Foundation, the Philadelphia Museum of Art, and the National Park Service. He has a team available to remediate mold blooms in libraries and archives throughout the eastern U.S. (see [www.museumpestcontrol.com](http://www.museumpestcontrol.com)).

“Mold,” Parker told us, “is a living organism.” There are mold spores in the air around us all the time, even inside our air conditioned buildings, since most mold spores are too small to be filtered out by HVAC systems. Spores are also carried indoors on our clothes and shoes. Usually, mold spores are dormant, but if a “trigger” event occurs, they can become active, and then you will see mold blooming in your collections and elsewhere.

Many people believe that if the relative humidity of your building rises above a certain critical point, you will have a mold outbreak. Parker said that there is no magic humidity range that is safe; rather, it is a sudden and extended change

in relative humidity that acts as a trigger event to cause mold to bloom. Sudden jumps in humidity can be caused by a disaster—a burst pipe or other flooding situation, a fire that is extinguished with water, or an HVAC system malfunction. If the

humidity is brought back to “normal” quickly, disaster can be avoided.

Not convinced? Think about tropical areas where high humidity is part of the normal climate, but the tropics are not covered in mold! Even if your usual relative humidity is 65% or 75%, you'll likely never see a mold bloom. High risk begins beyond 75% RH; at 100% humidity you'll see mold in three to four days.

“Books are sponges,” Parker said. They absorb excess moisture from their surrounding environment. If they reach saturation, even though they don't feel wet to the touch, you have a prime situation for a mold outbreak.

Parker dispelled the common belief that freezing kills mold. Most disaster planning advisors tell you to freeze wet books. This is good advice, but it does not kill the mold; it only extends the time you have to address the problem. Heat, however, does kill mold spores. You can sterilize books by heating them to above 104 degrees F (40 degrees C). Heating books for about three hours should kill almost anything you don't want in them. Parker's recipe for dry books: Put a pan of water on the bottom rack of your oven and the book(s) on the top rack; set the oven on “warm” (about 170 degrees) for three hours; garnish with a slice of lime.

Keeping the air circulating through your building and library collection can help to avoid high concentrations of moisture. Positioning stacks so air vents circulate air down the rows, instead of blasting the spines of a single row, is useful. Ceiling paddle fans can also help. Professional mold experts like Parker can analyze your building and recommend changes if you have continual problems with mold growth. If the air is well circulated, temporary spikes in humidity, such as those commonly experienced in New England weather, can be minimized.

Mold spores on a book cover often appear as a fuzzy, circular patch. Fuzzy, sticky, smeary patches are active mold; dry, brittle patches are dead mold mycelia. These can be vacuumed off the book with a small HEPA filter vacuum. Do it outside and wear gloves and a dust mask, then return the book to the collection with confidence. Mold bloom does not beget mold bloom unless you also have a trigger event that raises the moisture level.

One workshop participant said that staff at her library pencil a note into the front of any book from which old mold mycelia have been removed, so even if some circular discoloration

*Continued on page 12*



Cleaning up an outbreak of mold in a library is time consuming and requires proper protective measures.

## Let's Play Tag

by Kate Sheehan

Web 2.0 and Library 2.0 have become pervasive, inescapable buzzwords. Social networking sites are hip and fun, but are they useful? Is it all just toys and kids' stuff? Are you sick of this yet?



Kate Sheehan

The individual sites, toys and tools are not as important as the underlying engine: people. The web was always meant to be driven by interaction and conversation; Web 2.0's revolution is that it lowers the bar for participation. Anyone can have a blog, contribute to a wiki, write an online review or hang out on MySpace or Facebook. Going online is much more likely to revolve around the creation of content than it once was. This is not news, nor is it surprising that the world is filled with wannabe writers, poets, artists and musicians who now proudly post their thoughts, work and creations online.

An unexpected group is the wannabe librarians who join LibraryThing ([www.librarything.com](http://www.librarything.com)) to catalog their books, hold online book discussions, offer reader's advisory, and pen reviews. The result is a treasure trove of information about 2,499,886 unique works. Libraries can put this wealth of data to work in their catalogs with LibraryThing for Libraries ([www.librarything.com/forlibraries](http://www.librarything.com/forlibraries)).

Like Flickr ([www.flickr.com](http://www.flickr.com)) and Del.icio.us ([del.icio.us](http://del.icio.us)), LibraryThing employs tags to let users catalog their materials. For these three sites, the key has been the personal investment users feel in their own things. The average library patron may not be interested in tagging our materials, but she will tag her own photos, bookmarks and books. More keyword than structured subject heading, tags help make what David Weinberger ([www.everythingismiscellaneous.com/](http://www.everythingismiscellaneous.com/)) calls "digital disorder" searchable.

For our catalog at Danbury Public Library, this has meant the addition of recommendations and tags for our books (along with useful links between editions and formats of the same title—a sort of "FRBR lite"). Tags lack the hierarchy of LCSH but are easier for patrons to search and often more thorough in describing the content of a book. The tags applied to our collection by readers are informal, messy and wonderful. Tags like "chick lit" and "cyberpunk" liven up searches and help us keep up with terms our

patrons use. Arguably even more powerful are their recommendations. Reader's advisory is much more fun with nearly 286,000 readers feeding us ideas.

LibraryThing works because its users are a bunch of passionate bibliophiles. What they read is part of who they are. Their tagging is thorough and complex enough to stand beside the structured subject headings generated by librarians. But what about other sites, with a less bookish user base?

Flickr and del.icio.us are darlings of the Library 2.0 crowd. Their utility outweighs the cool factor; librarians frequently call del.icio.us a "second brain." It's online bookmarking, a site where you can save your interesting or necessary links and get at them from any computer. More than that, though, it's social. You tag all of your links, making them searchable and findable, and everyone else does the same. Looking for sites about genealogy? So are a lot of other people, and del.icio.us lets you tap into a collective list of websites about a given topic. A list of your newest links can be embedded on a website, and libraries are using that to share their latest links on subject pages. Since we're all about sharing information, libraries and del.icio.us are a match made in information heaven.

What of Flickr? Is this just the dreaded "come over and see my vacation slides" on digital steroids? Sometimes, but it's more than that. Tagging provides order to what is otherwise a pile of folders and photos with names like DCM-4238 and IMG\_2095. It's a great source of creative-commons licensed photos that are often more interesting than stock photography. Flickr attracts kids with terrible cell-phone pictures of their friends and professional photographers with works of art.

Librarians also use Flickr to share pictures of their programs, staff and facilities. Flickr lets users embed their pictures on a website, and libraries have used this tool to add warmth and personality to their websites. As with many sites that attract librarians, you can find groups devoted to libraries, librarian trading cards, and librarians' desks. There's even a group for Connecticut libraries ([www.flickr.com/groups/ctlibraries/](http://www.flickr.com/groups/ctlibraries/)).

What does all this tagging mean for libraries? Are we to be overthrown by amateurs? Not necessarily. The line between data and metadata is increasingly blurred, and the flood of information is growing. Tagging is just a more public extension of what most people do everyday—keep track of their things, ideas and

*Continued on page 10*



## TECHNOLOGY

*Tags are not a threat, but rather an opportunity for libraries to use the collective wisdom of others to provide more information and better service to patrons.*

# SPOTLIGHT

## Kristin Elliott Library Page, Sprague Public Library



Carol Abatelli

As soon as she turned 16, Kristin Elliott went right down to the Sprague Town Hall to ask for a job. Fortunately for Sprague Public Library, town grant writer Penny Newbury recognized Kristin's potential and worked with Norwich Youth & Family Services to secure Summer Youth Employment funding through the Eastern CT Workforce Investment Board. Thus, Kristin began work as a page in July 2006, splitting her time between duties at the library and at the town's Parks & Recreation Department.

At the time, Library Director Barbaranne Warner had been at Sprague only a little over three months. The library, which occupies several rooms in a charming old stone gristmill on Main Street, had just been renovated with a new carpet, pine shelving and a coat of colonial blue paint.

Kristin joined a staff of two part-time library professionals—the director and her assistant—and two other pages, one grant-funded like herself and another who was working a few hours a week on the town budget. Like the other pages, Kristin started out shelving library books. "Shelving was easy," she says, "because I remembered the Dewey Decimal system from fifth grade."

In no time at all, Kristin began learning the circulation functions of the library's Athena system, moving on next to those of the reQuest ILL system. "She was so eager to learn," Barbaranne recalls, "and I so needed the help!"

By the fall of 2006, Kristin, then a high school senior, was designing library displays and offering a bedtime story hour for local children on Thursday evenings. Over the winter, she began to assist with cataloging, downloading records from iCONN's catalog and adding them to the library's system.

"Kristin does everything," Barbaranne says admiringly. "She's not really a page."

"Everything" includes answering reference questions from library patrons, teaching them to search the iCONN databases, and offering patrons suggestions for books to read. The library serves about 3,000 Sprague residents, including the villages of Baltic, Versailles, Hanover, and Occum (part of Norwich),



In January 2007, Kristin Elliott spoke to legislators in Hartford about the merits of the Summer Youth Employment Program, urging them to continue funding for the program that has supported her work at Sprague Public Library.

with about 2,000 registered borrowers. The collection is just under 11,000 volumes.

"We've had many people come into our library recently," says Kristin, "because it is now a nicer place to come. We've had a considerable rise in interest in the library because of the staff and their openness to the community."

Earlier this year, Kristin learned that funding for the Summer Youth Employment Program was in jeopardy. In an effort to save the program, she spoke about its merits to a group of legislators in Hartford. Her talk on January 31, 2007 was filmed and later televised on a local station.

Fortunately, funding for the program was secured, and Kristin again worked for the library and the recreation department over the past summer. This fall, she is splitting

her time between Sprague PL and the town's Catholic high school, the Academy of the Holy Family, where she assists Sister Rosemarie Vacca in the library on Tuesday and Thursday mornings. The academy's library collection of somewhere between 4,000 and 8,000 volumes recently was moved to the school from the old fire department. Kristin's knowledge of Dewey is again proving useful as she unpacks the books and arranges them on the shelves.

Back at Sprague PL, Kristin is now the advisor for the library's Teen Advisory Group (TAG), which seeks donations from local businesses for library activities. When I spoke with her in late September, the group was creating a haunted house to raise funds to buy more computers for the library. (They buy second-hand machines and the town's computer guru configures them for service in the library.) Kristin estimates that TAG might raise \$200 from the event.

In September, Kristin enrolled at Three Rivers Community College, where she is taking library and other courses. Her goal is to become a special education teacher. After Three Rivers, she plans to attend Western Connecticut State University.

As one might guess, Kristin is an avid reader. She especially enjoys nonfiction and likes to read about special education, her chosen field. She also very much enjoys photography and takes photographs of "anything and everything, but especially people." She is a "people-watcher" who is fascinated by seeing people in adjacent spaces wrapped up in their own worlds, doing entirely different things.

Where Kristin gets time to do so many things so well is anybody's guess. She will work at Sprague PL on her grant for the remainder of the academic year. The thought of her leaving for WCSU is probably a lot scarier for her library friends than TAG's Halloween haunted house! Members of the library profession can't help but hope that she will reconsider her decision to become a special education teacher and become a librarian instead. However, let's wish Kristin the best no matter what path she decides to take. She is making a terrific contribution to her library and her town and will no doubt make a valuable contribution to whatever field she chooses to enter.

Carol Abatelli, head of collections & electronic services management, Smith Library, ECSU

## Creating a Social OPAC

November 8

Registration 9:30 a.m., Program 10:00 –1:00

Farmington Library

Library innovators John Blyberg (Darien PL) and Kate Sheehan (Danbury PL) share their experiences with integrating user content into the local OPAC. Kate is the first person to link "LibraryThing" to a local OPAC ([cat.danburylibrary.org](http://cat.danburylibrary.org)). John pioneered the "SOPAC" (social OPAC) in his work at Ann Arbor District Library ([www.aadl.org/catalog](http://www.aadl.org/catalog)). Sponsor CLA Technical Services Section  
Registration Contact Priya Rai, [rai@ccsu.edu](mailto:rai@ccsu.edu)

## Google Web Tricks

by Sharon Clapp

An easy, cost-free way to enhance your website is to take advantage of the latest Google offerings. The search giant has ramped up its support for webmasters, providing everything from website statistics to custom search engines. All you need to do is sign up for a Google account by joining Gmail. (As an added bonus, you get free, web-based email service!) Gmail requires an invite, but that's easy to get from your friends, colleagues or websites that allow people to share "invites" with one another. Here are just a few things you can do once you set up that account.



Sharon  
Clapp

**Webmaster Central** Google's "Webmaster Central" site ([www.google.com/webmasters/](http://www.google.com/webmasters/)) helps webmasters add such functionality as Google Custom Search Engines, Analytics, and other Google APIs (Application Program Interfaces) to their sites. APIs allow web browsers or servers to communicate with other programs. Webmaster Central is a good starting point to understand how to incorporate Google goodies into your site. It also offers help with Search Engine Optimization to ensure that your site content is being crawled effectively by Google.

**Google Analytics for Website Statistics** Google Analytics ([analytics.google.com](http://analytics.google.com)) enables you to measure website usage, produce reports, and analyze web traffic trends on your site. Its many features include a scheduler that sets up reports to be run and automatically emailed to you on a regular basis. You can also add other Gmail users to the list of accounts allowed into your reports via the Analytics site. Analytics offers its emailable and downloadable reports in formats ranging from PDFs to CSVs. The interface is relatively user-friendly and response time is good. Analytics also keeps months of statistics, allowing you to run comparisons of traffic from your site over time.

Adding Analytics to your site is a fairly simple proposition. Once you've logged into [analytics.google.com](http://analytics.google.com) using your Gmail account, you set up a new profile for each website (or subsite) that you want to track. For each profile, you'll be given a segment of javascript code to incorporate into your webpages. If you're using include files, you can add the segment of code

into that file and Analytics will be activated for every page referencing the include file (e.g., if you use a common header/footer).

Analytics is a Google-hosted service, making it attractive to organizations that do not have the resources—servers, software, or IT Support—to run their own web statistics programs effectively. Some people, however, feel uncomfortable with Google having full access to their site's usage information. In response to such concerns, Google has published the following statement: "We take the security of your Google Analytics data very seriously and protect all of your transactions with Secure Socket Layer (SSL) technology. We also protect your information with our privacy policy. And your visitors' information is secure, too—your reports don't include identifiable information about your site's users."

There are some downsides to Analytics, of course, and if your web traffic analysis needs are very specific, you'll want to test whether or not Analytics has the features to meet your needs. Also, there is currently a lack of support on portions of the interface (due to the use of Flash) for some Linux OS users.

**Sitewide Search via Google Custom Search Engine** No website can live without the "search site" function these days. Largely because of Google, web users have become more reliant on the search box as a navigational tool. They are also less forgiving of search results with low relevance. Fortunately, Google now offers webmasters the ability to create Custom Search Engines (CSE) for their sites using their highly effective algorithms.

To create a custom search engine, login to [www.google.com/coop/cse/](http://www.google.com/coop/cse/) using your Gmail account, then give a name and description to your search engine. Indicate the site's URL. Choose a keyword for the engine to filter on. (If you don't want to preset a search filter, use an \* wildcard in the keyword field.) In the preferences section, make sure that "search only selected sites" is chosen unless you'd like Google to include results from the rest of the web. Make your search engine "publicly accessible." Choose the appropriate remaining preferences, which include options such as the appearance of the search box and results page. The search engine is automatically created. Test it; when you're happy with the results, copy and paste the segment of code provided into your webpage. Besides just being embedded in your webpage(s), the search engine—now publicly accessible—can also be added into anyone's personalized Google

*Continued on page 11*



## TECHNOLOGY

*No website can live without the "search site" function these days . . . Google now offers webmasters the ability to create Custom Search Engines (CSE) for their sites using their highly effective algorithms.*



www.ctlibraryassociation.org

**OFFICERS**

**President**

Carl Antonucci

**VP/President-Elect**

Kathy Leeds

**Past President**

Barbara Bailey

**Secretary/Treasurer**

Jan Fisher

**Secretary/Treasurer Elect**

Alison Wang

**Region 1 Representative**

Tracy Ralston

**Region 2 Representative**

Betsy Bray

**Region 3 Representative**

Siobhan Grogan

**Region 4 Representative**

Cynde Bloom Lahey

**Region 5 Representative**

Bridget Quinn-Carey

**Region 6 Representative**

Theresa Conley

**ALA Chapter Councilor**

Jay Johnston

**NELA Representative**

Mary Etter

**CONNECTICUT LIBRARIES**

is published 11 times each year.

Subscriptions: \$45 in North

America; \$50 elsewhere

ISSN 0010-616X.

**EDITORIAL COMMITTEE**

Carol Abatelli, *Chair*,

Sharon Clapp, Bruce Johnston,

Vince Juliano, David Kapp,

Kirsten Kilbourn, Douglas Lord,

Pam Najarian, Tom Newman,

Kate Sheehan,

**EDITOR**

David Kapp

davidkapp@comcast.net

860-647-0697

**WEBMASTER**

Kirsten Kilbourn

claweb@ctlibrarians.org

**CLA STAFF**

Pam Najarian, Coordinator

cla@ctlibrarians.org

860-346-2444 (v) 860-344-9199 (f)

PO Box 75, Middletown, CT

06457

**JOBLINE**

www.ctlibrarians.org/

ctlibs/jobs.html

**KEEPING UP WITH LIBRARY TECHNOLOGY**

*Continued from page 1*

far as to plan a networking course for three librarians as part of a UBS Warburg grant.

If a library is part of a consortium (and even if your library isn't) you may be able to take advantage of technology training offered by Bibliomation. Funded by a Gates Foundation Grant, Bibliomation staff came to Bridgeport Public Library to instruct 10 staff members in basic computer troubleshooting.

Besides courses, there are other useful technology resources on the Web, designed just for libraries. When writing a technology plan, take a look at webjunction.techatlas.org/tools, an invaluable step-by-step guide. Tech Atlas even includes an inventory component that allows a library to keep its computer inventory online.

Another online tool can help you determine your information technology staffing requirements: webjunction.org/do/DisplayContent?id=13282. Essentially, this is an Excel spreadsheet; by plugging in the number of public computers, staff computers, servers, public computer users, operating systems, branches, wireless networks, etc., you can find out the IT staffing recommended for your library. A library may actually need more or less IT staff, but at least the tool provides a benchmark based on quantitative data.

Of course, a great source for technology information is library literature. Each issue of *Library Technology Reports* (\$337/year for six issues) offers an in-depth treatment of a specific topic. *Computers in Libraries* (\$100/year for 12 issues) is a personal favorite. ALA publishes the *Smart Libraries Newsletter* (\$97 a year), which is also available via email. Its newsletter format does not allow for in-depth treatment of specific technologies but it is a good source of business news. A regular feature is the ILS Scoop by Marshall Breeding, which helps you keep up with changes in library systems. Of course you'll also want to take a look at consumer computer magazines; *PC World* and *PC Magazine* are what your patrons are reading.

If you have time, subscribe to some library technology blogs and listservs. They are free! Some folks would recommend that you do this first, but that depends on your learning style. These can be great sources for ideas, but it is sometimes hard to wade through the personal information that bloggers choose to share. Just type library technology into your favorite blog search engine and you'll have lots to choose from. It's easy to subscribe and unsubscribe, so try a bunch until you find the ones that are helpful.

The ALA Tech Source, LITA blog, and The Shifted Librarian are three that I try to read on a regular basis. As for discussion lists I highly recommend the Conntech listserv and the listserv for your library's automation system. iCONN.org has a wonderful list of discussion lists at [www.iconn.org/staff/DiscussionLists.aspx](http://www.iconn.org/staff/DiscussionLists.aspx).

The hardest part of keeping up with library technology is picking and choosing among myriad resources. So, last but not least, don't forget to read the Technology column in *Connecticut Libraries*. You're sure to find a technology nugget that you can use in your library. ■

*Sylvia Boyd is technology coordinator for the Bridgeport Public Library. Unfortunately, this is the last column she'll be writing for CL. We'll miss her very informative and practical contributions. Thanks, Sylvia.*



Sylvia Boyd

**CASCADING STYLE SHEETS (CSS)**

*Continued from page 5*

they don't understand. While this is referred to as a "hack," it is somehow satisfying to know that even the inconsistencies of CSS among browsers can be used to your advantage. ■

*Bruce Johnston, systems librarian, ECSU*

**LET'S PLAY TAG**

*Continued from page 7*

information. In the case of LibraryThing, this generates a prefab folksonomy that we can slide into our OPAC without asking patrons or staff to do any work.

With del.icio.us, users create a newfangled version of the online directories many search companies offered when the web was a fledgling information source. Instead of Yahoo! employees compiling a list of sites about a topic, thousands of people—browsing and tagging—create their own directory.

LibraryThing for Libraries offers a direct comparison of tags and LCSH, but this is not a race. The two systems are sometimes redundant, more often complementary. LCSH's structure helps avoid confusion over terms with more than one application: are you looking for China the country or china the plate? Because they are assigned by people who have read the book, tags are often more specific than subject headings.

Tags are not a threat, but rather an opportunity for libraries to use the collective wisdom of others to provide more information and better service to patrons. ■

*Kate Sheehan, head of technology, Danbury PL*

**T**he 7th Annual Association of Connecticut Library Boards (ACLB) Leadership Conference was held October 12 at Water's Edge in Westbrook with more than 180 library trustees, directors and others attending. The daylong conference offered the following presentations:

Stan Siegel, ACLB president, welcomed the audience and introduced Connecticut State Librarian Ken Wiggin, who outlined the relationship between CSL and ACLB. A panel of ACLB directors then explained the purpose of the organization in serving library boards and their trustees.

UConn Professor Fred Cartensen, director of the Connecticut Center for Economic Analysis, presented "Demographic Changes," and Sharon Clapp, CSL web resources librarian, delved into the mysteries of the latest in social networking, explaining the character and usefulness of Internet interactive sites such as blogs, wikis, MySpace, Facebook, and Twitter among others.

Connecticut's own "Jane Doe," Barbara Bailey, director of the Welles Turner Memorial Library in Glastonbury, detailed her experience fighting for patron's privacy rights and explained what library boards can do to prepare themselves for confidentially challenges.

Attorney Barbara McGrath, of the Connecticut Urban Initiative at the UConn Law School, discussed changes in Connecticut library statutes, the legal ramifications of donor gifts, not-for-profit status, and other aspects of laws of concern to library boards.

During the lunch break, Lynn Norton and Marie Dowling, ACLB Awards Committee co-chairs, presented a \$1,000 Scholarship Award to Lorna Rhyins of the Bethel Library to help in her pursuit of her MLS.

Judith Higby, Wilton, and John Pacholski, Coventry, were honored as Trustees of the Year.

Additional awardees for outstanding leadership as well as distinguished service to their libraries included: Sharon Cromwell, Chester; Donna Papazian, Bristol; Karen Davies, Ledyard; Bernice Dominick, Vicki Oatis and Isabel Bullen, Norwalk; Marion Sheehan, Canterbury; Ann Korner, Darien; Erica Jonczyk, Falls Village; Ann Penfield, Haddam, and Shelly Cumpstone, Killingworth.

The afternoon session opened with "Marketing Your Library" presented by Stan Siegel, president of the Norwalk Public Library Board, and Rebecca M. Bryan, vice president of Payne Forrester & Associates, wrapped up the day's events by discussing "Fearless Fundraising," providing tips to help turn an aversion to fundraising into a passion for raising dollars. ■

*Stan Siegel, president, ACLB*

## **ACLB Trustee Boot Camp 2008 Conference Summary**

*by Stan Siegel*



Lynn Norton (left), ACLB Awards Committee vice-chair, presents a "Trustee of the Year" award to Judith Higby who, "as president of Wilton PL Association, formed a dynamic team to work for an expansion that more than doubled the size of the library and continued on as an integral part of the board and the necessary fundraising."

## **Discover the Difference!**

Davidson Titles still provides the personal touch—our sales consultants sit down with you and show the actual books you may be considering for purchase.



Contact Jim Swartz at (203) 271-3957

2345 Doctor F.E. Wright Drive • P.O. Box 3538 • Jackson, TN 38303-3538  
Phone: 1-800-433-3903 • Fax: 1-800-787-7935

## **GOOGLE WEB TRICKS**

*Continued from page 9*

home page (iGoogle— [www.google.com/ig](http://www.google.com/ig)). Google CSE also provides usage statistics. In case you're concerned, your educational/non-profit use of the CSE doesn't require ads to appear in the results page. Your search box does, however, require a "powered by Google" attribution. ■

*Sharon Clapp is web resources librarian for the Connecticut State Library. She will discuss Google Maps in the December issue of CL.*



PO Box 75, Middletown, CT 06457

PRSR STD  
U.S. POSTAGE  
PAID  
Hartford, CT  
Permit No. 945

**Connecticut Libraries**  
November 2007 • Volume 49, Number 10

TECHNOLOGY	
Keeping Up with Library Technology ...	1
Cascading Style Sheets .....	5
Let's Play Tag .....	7
Google Web Tricks .....	9
Obversion: <i>Finders and Keepers</i> .....	2
Books: <i>Send</i> .....	2
From the President .....	3
CLA Executive Board Highlights .....	4
Demystifying Mold .....	6
Spotlight: <i>Kristin Elliott</i> .....	8
ACLB Trustee Book Camp .....	11

**DEMYSTIFYING MOLD**

*Continued from page 6*

remains on the book cloth, it is clear the book is not active or dangerous.

If you bring musty-smelling books into your library (perhaps a generous donation?), they may have been stored in a high humidity area. Before adding them to your collection, place them in a discrete storage area where they can acclimate to the lower humidity levels in your library, and the mold will stop blooming. Then you can clean the books off and place them in the stacks.

Some people are allergic or hypersensitive to certain kinds of mold, and some mold is toxic. Minimizing direct contact with mold spores, whether active, or inactive but visible, should be minimized. In the case of an outbreak, technicians in a nearby university or hospital chemistry lab may be able to identify the type of mold. If they find *Aspergillus fumigatus*, close the library and get help—this is toxic! Otherwise, you can attempt the cleanup yourself if you have less than 5,000 blooming books. If you have over 5,000, it's best to hire a professional mold removal service *and* correct the situation that caused the mold to appear in the first place.

Parker's presentation was fascinating. Who knew that mold could be such an interesting topic—with serious implications for both our libraries and our homes? Participants left with a little less "mystery" in their lives, feeling better informed about how a mold outbreak can happen and more confident about how to deal with it if it does. ■

*Sandy Brooks, head of technical services, Smith Library, ECSU*



Sue Horton, Scott Hughes and Barbara Blossveren, newly appointed public library directors for Trumbull, Bridgeport and Stratford, respectively, were honored recently in a ceremony hosted by the Bridgeport Regional Business Council at the Stratford Oronoque Country Club. Pictured (l-r): Sue Horton, Scott Hughes and Barbara Blossveren

The Conntech email list used for discussing issues relating to libraries in Connecticut has moved. If you were on the list, your address has been automatically transferred to the new list and you can send messages using this address: [conntech@mylist.net](mailto:conntech@mylist.net). New subscribers to Conntech can go to: [mylist.net/listinfo/conntech](http://mylist.net/listinfo/conntech), enter their email address, and click the subscribe button.