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TECHKNOW

A Quarterly Review of Bright Ideas
For the Technical Services Division

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21st Century Library Technicians For 21st Century Technical Services

by Rosanna M. O'Neil, Head of Collections Services
William F. Maag, Jr. Library, Youngstown State University

When I started at Youngstown State's Maag Library in February, 2006, I had not worked full time in a library for nearly 12 years. I had spent that time as a library industry consultant, as well as managing a library book and media supply company. Twelve years, with the lightening pace of library and other technologies, is a long time.

I had kept up by going to conferences and workshops, reading professional books and journals, volunteering at the local public library, doing a stint as an adjunct reference librarian, and, of course, gleaning what I could from Internet resources. I had also become a stronger user of libraries from the customer side and found myself frustrated by having to be served rather than serving. What I was reading and learning about was being processed, in my mind, but out of context. During the last year it became crystal clear that hands-on application, within the daily operation of a library, was the

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LC Working Group on the Future of Bibliographic Control

The Library of Congress (LC) is holding a series of meetings across the country to gather information on the future of bibliographic control. *Written testimony will be accepted by the Working Group on the Future of Bibliographic Control until July 9, 2007* (although the Web page says July 15, 2007). All viewpoints are welcome, but public library viewpoints, in particular, are needed. Please consider contributing your views on what you see as the future of bibliographic control by writing a letter to:

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More information is available at: <http://www.loc.gov/bibliographic-future/>

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key to truly understanding technological trends and their application in libraries. And so I returned.

Libraries for the 21st Century

A former colleague shared with me in 2004 that she believed that "open source" software was the "future" for libraries; that it would be our salvation. While I knew then what "open source" was in *my* world, I wasn't quite sure what she meant in terms of how it would affect libraries. Libraries have enjoyed extensive automation since the 1970s, most of which has been vendor-driven. Once I returned to work in libraries, it didn't take me long to come to the same conclusion as my colleague, particularly in the context of technical services. Too often our options for streamlining and service improvements are limited by our wallets and/or our vendor's willingness to keep up with trends, and to provide products, either free or affordably. For example, here we are in 2007, and we still don't have effective, automated authority control. I can only look bleary-eyed at

LC RSS Feeds

<http://www.loc.gov/rss/>

The Library of Congress Subject Headings Weekly Lists and Library of Congress Classification Weekly Lists are now available as RSS feeds. Subscribers receive extremely current information which strengthens their cataloging contributions. Staying up to date is now much easier. Check it out!

our vendors and dream of open source technologies that will unburden us from this neglect and the additional staff time necessary to make up for it.

At the spring 2007 Northern Ohio Technical Services Librarians (NOTSL) conference, Russ Crabtree of Holy Cow! Consulting ended his presentation by saying that information is crucial to the future of humanity. He went on to say that libraries, as the curators of information, should all have as their mission "to save the world." If we believe that, and I know that I do, then the mission of technical services should be to provide the best possible access, within our purview, to that information.

To achieve that end, we must have not only optimal workflow design, but we must build in continuous improvement and a life-learning attitude. For, in actuality, what *is* access? When I left libraries 12 years ago it was limited to the catalog, accessed in person, or via telnet or gopher. We searched for what we needed in an environment that was basically a holdover from the card catalog days. Now the information comes from any corner of the world, including automatic updates via RSS feeds. What was the interface 12 years ago? It was what the ILS vendor provided, and rather clunky at that. Now it's federated searching, from a third party, including via open source software. Back then we employed outdated paper union lists for supplying article photocopies. Now single-click document delivery is commonplace.

Hardware and software aside, what if we're serving up garbage? What if that single click results in a match to the wrong record? What if our information seekers, who miraculously chose

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TechKNOW is published on the Internet by the Technical Services Division of the Ohio Library Council. It is available to Technical Services Division members at the Ohio Library Council's Technical Services Division Web site at <http://www.ohio.org/TechnicalServices.asp> (password required)

and at the *TechKNOW* mirror site at Kent State University Libraries and Media Services at <http://www.library.kent.edu/techknow>. For more information, to submit articles or book or product reviews, or to be placed on an e-mail announcement list for new issues please contact Margaret

Maurer at Kent State University Libraries and Media Services at 330.672.1702 or at <mailto:mbmaurer@kent.edu>. *The opinions expressed in this publication are the responsibility of the authors alone and should not be interpreted as the opinions of the OLC.*

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to come to us in the first place, can't find the materials they need, either physically or virtually? How do we prevent this?

Finding and Keeping the *right* 21st Century Library Technicians

All of this has everything to do with technical services staff in the 21st century. While I came to this position with a thorough knowledge of libraries and considerable technical services experience, re-entering was like jumping on a moving train. I quickly learned that the hurdles were higher than expected, the learning curve was tantamount to a curve ball, and that I needed time and patience with myself and with others to regain speed. A library technician may come to us knowing what a library "is," but it is up to us to make sure they know what a library "does," and therefore their entry experience may be similar.

The key, of course, is to hire the right people, train them effectively, and to patiently nurture them throughout their careers. We have to have well-trained, thinking, caring, engaged technical staff, those who know extremely well the "how" while we deal with the ever-changing "why." To do that, we need to have job descriptions and training that address not only current tools and trends, but we also must build in potential success by seeking the right people for the team. Jim Collins posits in *Good to Great*, his best-selling follow-up to *Built to Last*, that if your company or organization wants to go from good to great, and stay there, you have to have the right people working for you, in the right positions (the right people on the bus, facing in the same direction!). In other words, "...the old adage, 'People are your most important asset' is wrong. ... The right people are."⁷ Time and patience are also critical when grooming new library technicians to the world of libraries because we are a labyrinth of services and technologies, and it's easy to get lost and to become disengaged.

The key, of course, is to hire the right people, train them effectively, and to patiently nurture them throughout their careers.

Job Descriptions and Hiring for the 21st Century

Between September 1, 2007 and February 28, 2008, I will most likely be losing four of five staff in my collections services department to early retirement—three technicians and one librarian. Depending on one's point of view, this can either be an opportunity, or a calamity, or the former rising like a phoenix from the ashes of the latter. Okay, so it won't be fun, but it will indeed be interesting and I would be remiss not to make the most of it. After all, how often does one get to replace nearly all of their senior staff with idealistic new talent?

Given the hiring policies in a state institution, I will be constrained to use the standard LMTA2 job description. Fortunately, some level of computer

literacy is noted, as well as some type of library training or experience. Internally, each will have a primary responsibility, such as basic ordering, PromptCat processing, and binding. Then, given that we only have three technicians, and because good customer service requires it, they will each eventually be cross-trained for backup duty as these positions are today.

However, I will not permit hiring constraints to be a factor in finding just the right people for *our* bus! The job interview and reference questions will be even more crucial as screening tools, designed to ascertain the requisite characteristics critical to their success and ours. Here are some examples I intend to use:

1. Please indicate examples in your personal and work life which demonstrate *strong organizational skills*.
2. Please describe, in as much detail as possible, your *computer literacy*. I'll also follow up with prompts, such as, "Do you have an e-mail account and how often do you use it?"
3. Would your friends, family, and colleagues

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say that you are *flexible*? Please provide examples.

4. This position requires *exceptional* attention to detail. Do you bore easily? Please describe some situations where you have exhibited *strong attention to detail*, and at what level of accuracy.

5. What does it mean to be *customer-oriented*? Do you consider yourself such? When in your life have you been on the giving end of *customer service*? What was your worst customer service experience as a customer?

6. Would your current supervisor say you were *honest, sincere, and ethical*? What have you done either in your current position or other positions to exhibit these qualities?

7. Would you characterize yourself as a *life-long learner*? Why? Can you provide us with examples? [such as watching PBS?]

It is also important to have someone who *analyzes* well and can *memorize* considerable amounts of information. Constantly referring to the definition and formation of the MARC21/245 field will not enhance productivity!

Training for Technical Services in the 21st Century

Libraries have traditionally provided all of the basic training for their technical staff. This training has been, in the same tradition, all about the tasks assigned, not about the fundamentals of libraries. Our technical staff are being assigned the "how" of many different workflows, with a multitude of trends and technologies, and we can no longer teach tasks in a vacuum. We must provide our technicians with more depth to support their success in our world.

Today's training programs should consist of the following fundamental elements:

1. Libraries 101: a thorough introduction and overview of libraries in general.
2. My Library 101: a thorough introduction and overview to the library
3. My Parent Institution 101: an introduction to the library's municipal, regional or school district authority.
4. Fundamentals of Technical Services, including collection development.

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TS Division Programs at OLC Spring Chapter Conferences

This spring's Chapter Conferences featured presentations and workshops from many dedicated volunteer experts.

A Panel Discussion on **Best Practices for Acquisitions** was presented by Jennifer Bull from Ashland Public Library, Susanne Nirschl Coger from Barberton Public Library, and by Sheryl Globe and Constance Strait from Greene County Public Library.

Herding Cats: Controlling Fiction Series was presented by Amy R. Deuble and Kim Volenik from Marion Public Library.

Music 101 for Non-Musical Library Staff was presented by Georgianne Balcas Doyle from Cuya-

hoga County Public Library and by Daniel Boomhower from Kent State University.

Technical Services on the Web: Spotlight on Online Resources was presented by Michael Monaco from Cleveland Public Library and by Michael Christian Budd from the Public Library of Cincinnati and Hamilton County.

What's Behind the Cross-References: Basics of Authority Records was presented by Sevim McCutcheon from Kent State University Libraries and Media Services, by Becky Dean, OCLC and by Cliff Glaviano, Bowling Green State University Libraries.

Many thanks to these dedicated presenters. A good time was had by all!

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5. Fundamentals of Public and Access Services.
6. A–Z training for the job assignment.

The details of this type of training are best exemplified by the offerings of library technician programs around the country² and in Canada. In designing a training program, we now have the option to use online instruction where possible. For example, a truly excellent program for understanding the web and associated technologies (“Learning 2.0”) can be found at <http://plcmclearning.blogspot.com/> the Public Library of Charlotte and Mecklenburg County. Also worth noting is Belmont Technical College’s affordable online program at http://www.btc.edu/Future_Students/programs_list_detail.cfm?ID=82. Surveying the library technician programs mentioned above can assist in formulating a program that works specifically for the library. Finally, enlisting assistance from across the library for the orientation and training of new staff, including reference desk time, ILL 101, and circulation, will provide a fuller picture of library life.

These are exciting times in libraries (funny, I think I’ve been saying that for decades). If our staff is not also excited then these will be trying times for

libraries. If we want our library technicians to be excited by what excites us, we have to show them the way. We come to our positions armed with an M.L.S., the foundation of librarianship that makes what we do make sense. We become lifelong learners by default because our profession is in a constant state of flux, growth, and new vision. Our training programs should create a firm foundation for lifelong learning for our staff as well. Encouraging them, and sometimes funding them, to attend conferences, meetings, workshops, and training in new technologies should be built into the operating budget.

And if by chance we find we’ve hired the wrong person, one that, despite our best efforts, isn’t able to face in the same direction as others on the bus, then we must either work it out, or suggest they get on a different bus, perhaps even within the library or the organization. (After all, not everyone is cut out for technical services work.) Every new hire is critical, every training program fundamental to the library’s success or failure. We drive that bus. All aboard?

¹Jim Collins. *Good to Great: Why Some Companies Make the Leap... and Others Don't*. New York: Collins, 2001, 64

²Council on Library/Media Technicians, <http://colt.ucr.edu/ltprograms.html#Resources>

MARC Record Guide for Monograph Aggregator Vendors available on PCC Web Site

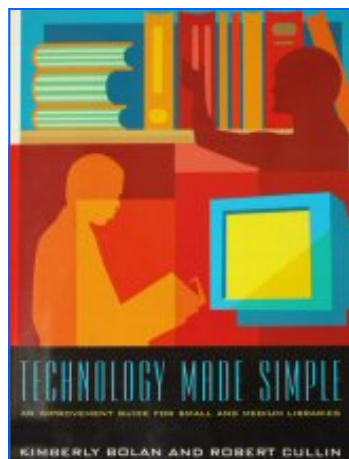
<http://www.loc.gov/catdir/pcc/vendorguiderevised.pdf>

The Program for Cooperative Cataloging (PCC) posted a final version of the *MARC Record Guide for Monograph Aggregator Vendors*. The principal audiences of this guide are the publishers and vendors that make the aggregations of monographs available to libraries. It emphasizes the importance of MARC21 records to represent electronic books in our catalogs, and provides clear standards, helpful tips and a sample record template to assist them.

It should be pointed out that there are other local uses for this document. For example, it can provide a baseline standard for minimal level records created by libraries to represent remote electronic monographs in their own catalogs. It can also be useful as a tool to educate systems staff about these records, thereby facilitating batch record loads. Acquisitions librarians can also actively promote the guide during contract negotiations with vendors as a tool to ensure quality records. Check it out!

Kimberly Bolan and Robert Cullin. *Technology Made Simple: An Improvement Guide for Small and Medium Libraries*. Chicago: ALA, 2007. 213 p. ISBN 978-0-8389-0920-1. \$40 (members \$36)

Technology Made Simple is a technology improvement guide scaled perfectly to small or medium-sized libraries. Designed to teach the “non- or semi-technician” how to plan for and understand technology in a realistic way, it succeeds because it never descends too deeply into the technology itself. Instead, the authors’ scope is the whole picture of technology as it relates to small- to medium-sized libraries, including chapters on its impact, assessment, learning, planning, staffing, budgeting and purchasing, implementation and marketing, training, policies and evaluation.



The authors recognize that each library community has different service needs and that these needs must determine the technological services provided by the library. This text therefore focuses on assessing the existing situation as the only basis for an individual library’s solution that is cost appropriate. It thus becomes a great starting place for small- to medium-sized libraries without a technology staff.

The authors of *Technology Made Simple* created this unique book as a consequence of their specific experiences with technology in libraries. Kimberly

Bolan’s experience as a librarian in small to medium-sized libraries grounds the book firmly in that reality. Robert Cullin has a strong technology background. The two combine to write an easily read, technically accurate yet realistic handbook that provides the needed background for decision-making into the future. For example, the “Know IT” section ranks current technologies into four groups: *Must have*, *Must get*, *More is better* and *Technology thrillers*. This ranking identifies existing technologies and helps libraries map their path toward them. But an understand-

ing of these categories also helps libraries categorize new and emerging technologies into the future.

This book is very current, and it is very useful. There is also a substantial amount of practical information. Topics in the “Know IT” section give the generalist an introduction to computers and computer networks, focusing on what is needed to negotiate with vendors. There are extensive appendixes, including almost 30 pages of worksheets for planning. There are practical lists of common and avoidable mistakes, as well as lists of simple ideas for troubleshooting technology. Good advice is also provided regarding backups, maintenance and disaster recovery. A companion Web site supplements the book.

A Day in the Life of TS

<http://www.youtube.com/watch?v=J6iRDOe4Bw4>

The Arlington Heights Public Library wants you to know about the fast-paced world of TS—Technical Services. *Behind the Scenes in Technical Services* portrays TS activities as a hospital emergency ward. In TS, “...we see the beginning and the end.” Hilarious!

Web 2.0—The Machine is Us/ing

Us <http://www.youtube.com/watch?v=6gmP4nk0EOE>

We are in the midst of rethinking the relationships between people, information and the Web. The movie has no dialogue, relying on rapidly shifting visual images to convey its message. Created by Michael Wesch at Kansas State University, the film features music by Deus. Very cool, very short, very nice!

Connie's Corner

As the newest Coordinator for the Technical Services Division Action Council of the Ohio Library Council, let me say thank you for electing me and welcoming me to my first entrée into the world of OLC. I am taking over from Roger Miller, whose capable hands have tended the Technical Services Division this past year. Thank you, Roger, for all your hard work, dedication and innate ability to get things done.

The Technical Services Division has been active in *TechKNOW* this year, with a couple of articles coming from our ranks. Roger Miller wrote an article on NACO libraries and I co-wrote an article with Amey Park of Kent State on the situation with series authorities at the Library of Congress. Jennifer Bull of Ashland Public Library has provided original poetry to our journal, giving us all food for thought on the library world and beyond. Thanks

to Margaret Maurer from Kent State for getting each issue together. It is a monumental task.

In 2006 at OLC's Leadership Conference our division worked on getting programs planned, shepherded and organized for the Chapter Conferences in 2007. Now that the OLC Chapter Conferences are over, we eagerly await the evaluations. Some of the excellent programs presented at were: Best Practices for Acquisitions: Panel Discussion; Herding Cats: Controlling Fiction Series; Music 101 for Non-Musical Library Staff; Technical Services on the Web: Spotlight on Online Resources; What's Behind Cross-References: Basics of Authority Control.

Last spring the Technical Services Division held its second Mohican Retreat for Technical Services staff at the Mohican State Park. We are currently in the planning stages for Mohican 3 to be held in 2008. If you have any suggestions for speakers, topics or trends, please contact me at the e-mail address below. We will be meeting again in July to firm up our plans so there is some time to get your ideas to us.

OLC elections are upon us. For our Division, two new members-at-large will be elected.

If you are a new member of the Ohio Library Council and the Technical Services Division and are interested in working with us as an Action Council member, please contact me. It is the dedicated staff of our public libraries that make the OLC what it is—a professional organization that represents the interests of Ohio's public libraries, their boards of trustees, library staff and Friends of the Library.

— *Connie Strait*
Head of Technical Services
mailto:cstrait@gcpl.lib.oh.us

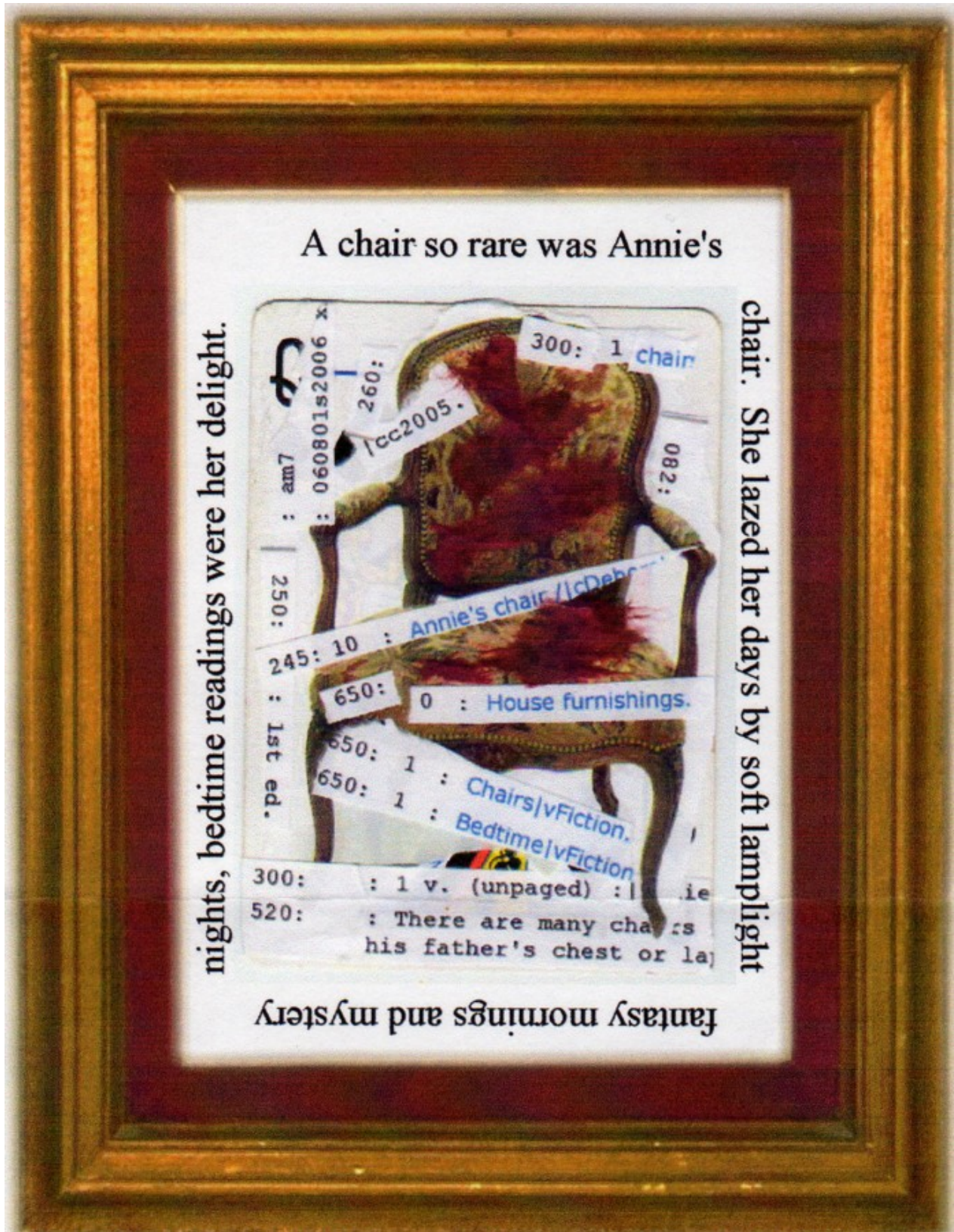
OH-Cataloging Blog is Born

<http://www.oh-cataloging.blogspot.com>

by Andrea Christman
Catalog Librarian, Dayton Metro Library

Do you ever wonder what's going on in the Ohio cataloging community? Are you tired of going to a number of different websites to find information on classes, conferences, and job openings? While you're surfing, materials to be cataloged continue to pile up on your desk!

Make your life easier by subscribing to OH-Cataloging, a blog dedicated exclusively to the Ohio cataloging community. You can subscribe to the RSS feed or have postings delivered to you via e-mail. While you're there, submit any happenings at your library (employee news, unique ideas, practices, workflows, etc.) that you think would be of interest to the Ohio cataloging community.



A chair so rare was Annie's

nights, bedtime readings were her delight.

chair. She lazed her days by soft lamplight

300: 1 chair
 260: /cc2005.
 082:
 245: 10 : Annie's chair /lcDebn
 650: 0 : House furnishings.
 650: 1 : Chairs|vFiction.
 650: 1 : Bedtime|vFiction
 300: : 1 v. (unpaged) : l...ie
 520: : There are many cha...s
 his father's chest or la)

fantasy mornings and mystery

by Jennifer Bull

Cataloging Playaways: An Evolving Standard

by Jeanne Poole, Cataloger/Assistant Manager, Technical Services
Toledo Lucas County Public Library

The July 2006 issue of *TechKNOW* included an article on cataloging Playaways, a relatively new way for people to listen to digital audio books that has become popular in public libraries. When seeking help cataloging Playaways, AUTOCAT readers were subsequently referred to this article, with mixed consequences. Some on the listserv felt that the cataloging described in the article required revision. Concerns were focused on the General Material Designator (GMD) used for the materials, on the dimensions of the items, and on the coding of the 007 field.

This is a great example of how cataloging standards evolve. Catalogers begin by doing what they do best, attempting to adapt the known to the unknown; to describe materials and provide access to them. They throw a few examples out there on OCLC, others react, they discuss, and ultimately they come to consensus. This messy process is how new standards are born in a cooperative environment. If you have been a cataloger for even a short period of time you have seen this happen over and over again.

Playaways are truly unique. Unlike some media that libraries have dealt with in the past, they are neither fish nor fowl. DVDs, videos, cassettes, CDs, CD-ROMs and DVD-ROMs all require an additional piece of equipment so that they can be played and enjoyed. Playaways, on the other hand, are complete in and of themselves. Not only do they contain a book but they contain the device needed to play them. Consequently, it is difficult to determine exactly what they are.

Are they a sound recording? Definitely, just as books on cassette and books on CD are. Are they an electronic device? Yes, because they contain a computer mechanism that allows them to be played without an additional peripheral device. So which way does one go with them?

Our initial thought was that yes, indeed they were electronic resources—a thought based on the recognition that an intrinsic part of them was the computer mechanisms needed to play them. Since we were wading into new waters, however, we decided to see if OCLC contained any records for them, and if it did, how were they cataloged? We also checked online catalogs in Ohio libraries that may have purchased them. To our surprise we found that practically every record we looked at treated the titles as sound recordings, a finding that made us review our belief that Playaways were essentially electronic resources. Our subsequent cataloging decisions reflected this change in course.

It would now appear that our initial belief/inclination that Playaways are electronic resources could be more correct. This belief is supported by messages on the AUTOCAT discussion list and by an email we received in December from Jay Weitz at OCLC. At that point in time Jay was inclined to select *electronic resource* as the proper GMD for Playaways. He also noted that the OLAC Cataloging Policy Committee (OLAC CPC) that met at ALA Midwinter in Seattle seems to be leaning toward a GMD of sound recording. It's good to have diversity of thought, but the issue is still not resolved. And this pesky issue lurks in the background of the next sticking point, how to present the dimensions of the item.



The majority of records in OCLC have measured the Playaways in centimeters with some variations

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in dimensions. "8 x 5 cm." seems to be a fairly common measurement; though a second measuring of them indicates that "9 x 6 cm." would be more accurate due to rounding up of fractional centimeters. To quote Jay Weitz again, and by extension AACR2 6.5D:

"Dimensions of sound recordings in AACR2 have mostly been recorded in inches. AACR2 6.5D says outright to use inches for discs, cartridges and reels; implies the use of inches for cassettes; stipulates millimeters for sound track film; states that no dimensions are to be given for rolls; and is silent about any other sound recording medium."

Jay, however, goes on to state that:

"In the spirit of Rule 0.23, however, we can look for guidance elsewhere. For three dimension artifacts and realia, 10.5D limits us to centimeters. But for electronic resources we are left adrift once again. Discs/disks, cartridges and cassettes are measured in inches according to 9.5D1, with the option of using centimeters; 'other carriers,' which could reasonably be interpreted to include the Playaway, may be measured 'in inches or in centimeters, rounding up as appropriate.' Further complicating things, 9.5D1 'rounds up' variously to the next quarter-inch for discs/disks and cartridges, but to the next eighth-inch for cassettes. Considering all of these factors, my (utterly non-binding) inclination is to go with inches—and if my translations of roundings from '8.6 x 5.2 cm.' are correct—as follows: "3 3/8 x 2 1/8 in."

The final issue concerns the correct coding of subfield m and n in the 007 field in sound recordings. Subfield "m" (007/12) deals with *special playback characteristics*. We are provided with the following choices:

- a—NAB standard (National Association of Broadcasters)
- b—CCIR standard (Comité consultatif de la radiodiffusion standard)
- c—Dolby-B encoded, standard Dolby
- d—dbx encoded (required)
- e—Digital recording. Item requires digital playback equipment

- f—Dolby-A encoded
- g—Dolby-C encoded
- h—CX encoded
- n—Not applicable
- u—Unknown
- z—Other—Playback characteristics for which none of the other codes is applicable.

We can immediately discard the majority of these choices since we know nothing about their Dolby encoding processes or indeed if they are Dolby encoded. That leaves us with the following choices: "e" "n" "u" and "z". Since this subfield code deals with playback and we know that Playaways are some kind of digital, computerized device, a logical choice is "e"—a digital recording, an item that requires digital playback equipment.

Subfield "n" (007/13) deals with the sound's original *capture and storage* and gives us these choices:

- a—Acoustical capture, direct storage
- b—Direct storage, not acoustical
- d—Digital storage. Material is captured using electrical equipment and stored using digital techniques. Do not confuse this with digital playback techniques.
- e—Analog electrical storage
- u—Unknown
- z—Other

Since the Playaways themselves and their packaging do not provide any information on how their contents were recorded, the only logical choice is "u"—unknown.

While discussing the 007 field, it may well be prudent to add an additional 007 for the electronic resource aspect of Playaways. The field would be very helpful for patron and staff searching, especially if the library's ILS indexes and searches on the 007 fields, or uses them to limit searching. The appropriate choices for an 007 field to represent the electronic resource aspect of Playaways are displayed on the next page.

So here we are, a bit more knowledgeable about the subject of Playaways, and therefore, better able to make more informed decisions. But unfortunately, our core question is still not answered: What exactly is a Playaway? Is it a sound re-

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007 Field Coding for Playaways

Subfield a (Category of material):	c	Electronic resource
Subfield b (Specific material designation):	z	Other
Subfield d (Color):	n	Not applicable
Subfield e (Dimensions):	z	Other
Subfield f (Sound):	a	Has sound
Subfield g (Input bit depth)	nnn	Not applicable, no images
Subfield h (File formats)	a	One file format
Subfield i (Quality assurance targets):	u	Unknown
Subfield j (Antecedent/source):	u	Unknown
Subfield k (Level of compression):	u	Unknown
Subfield l (Reformatting quality):	u	Unknown

coding? An electronic resource? A mix of both that requires its own unique category? Or a precursor to more exciting formats that we will all have to deal with?

The good news is that the Online Audiovisual Catalogers' Cataloging Policy Committee (OLAC CAPC) and the Music Library Association's Bibliographic Control Committee's Subcommittee on Descriptive Cataloging (MLA SDC) have formed the *Joint Task Force on Best Practice Guidelines for Cataloging Playaways*. This task force is

charged with examining the descriptive issues surrounding the cataloging of Playaways. They have been asked to create best practice guidelines for AACR2 by August 2007 and for RDA by November 2007. Task force members include Heidi Frank, Bill Anderson, Joe Bartl, Robert Freeborn and Jay Weitz.

Hopefully the Task Force will provide us with insights and help on this intriguing but challenging format. Stay tuned for the answer to this and other Playaway questions!

What Would You Like to See at Mohican 3?

Last spring the Technical Services Division held its second retreat for Technical Services staff at the Mohican State Park. These retreats now correspond to OLC's new biennial state-wide conference schedule, and therefore offer opportunities for technical services librarians and staff to attend a state-wide event geared to their area of interest.

Dubbed the *Mohican Conferences*, these two-day events have featured nationally important and interesting speakers on technical services and library information systems, with keynote addresses from Janet Swan Hill or Sheila Intner. The Mohican State Park resort setting also provided a comfortable and relaxing environment with opportunities for networking and recreation.

The Technical Services Division has decided to plan a third Mohican retreat for the Spring of 2008.

What would you like to see at Mohican 3? What topics are important to you? What do you need to know and understand? Who would you like to hear speak? What are your training needs?

If you have any suggestions for speakers, topics or trends, please contact the OLC TS Division Coordinator, Connie Strait, at mailto:cstrait@gcpl.lib.oh.us. The division action council will be meeting in July to firm up plans and would appreciate your input. Thanks!

Candidates for Technical Services Division Office

This summer the Ohio Library Council will hold its 2007 elections. Members of the Technical Services (TS) Division will have the opportunity to choose from four candidates to fill two TS Division Action Council seats for 2008-2010. Once elected, the TS Action Council will elect the officers for the TS Division. To help you decide who to vote for, we asked each of the candidates to tell us what they think the TS Division could be doing, and here's what they suggested:

Heidi Beke-Harrigan

Instructor of Library Science, Assistant Cataloger/
Evening Reference Librarian
Everett Cattell Library, Malone College

I think that the OLC Technical Services Division should continue to innovate, advocate and educate for all aspects of technical services. TS programming and collaborative work represent significant opportunities for the future.

Michael Christian Budd

Cataloger, The Public Library of Cincinnati and Hamilton County

I think that the OLC Technical Services Division should advance technical services in Ohio libraries through continuing education, information on developing technologies and practices, and promotion of technical services as a primary library function.

Angela Johnson

Collection Development Coordinator
Pickaway County District Public Library

I think that the OLC Technical Services Division should continue its role of helping us to navigate the changes that new technologies, cataloging outsourcing and new formats are having on our profession, and ultimately our customers.

Jeanne Poole

Cataloger/Assistant Manager, Technical Services
Toledo Lucas County Public Library

I think that the OLC Technical Services Division should discover and promote ways to market technical services and its value to administrators and public service staff and to continue to provide learning opportunities for library staff.

Many thanks to these wonderful candidates for volunteering to run for office.

TSLIBRARIANS Discussion List Serves all Ohio

The TSLIBRARIANS electronic discussion list was created in the fall of 1999 to promote communication and sharing between technical services staff in all types of libraries. The list has distributed information on new job postings, training opportunities, standards revisions and conferences, and has been a resource of advice and answers. By utilizing the resources at Kent State University, we were able to create an electronic discussion space that was not limited by type of library, by type of technical services librarianship or by organization, and this has had unintended consequences. Since its creation it has been officially adopted by no less than three different professional associations

within Ohio as "their" official electronic discussion list: The Northern Ohio Technical Services Librarians (NOTSL), The Academic Library Association of Ohio's Technical Services Interest Group (ALAO TSIG), and OLC's TS Division Action Council.

TSLIBRARIANS list traffic is very low, with many members finding no need to digest their messages. Very little off-topic discussion takes place, although the list is not moderated. To subscribe to TSLIBRARIANS, or to review the list's archive, visit <http://www.isoftware.com/SCRIPTS/WL.EXE?SL1=TSLIBRARIANS&H=LISTSERV.KENT.EDU>.

Public Library Comments are Needed by LC's Working Group on the Future of Bibliographic Control

*An editorial by Margaret Beecher Maurer, Head, Catalog and Metadata
Kent State University Libraries and Media Services*

In the interest of supporting the dialogue on bibliographic access in the future, the Library of Congress (LC) has established the *Working Group on the Future of Bibliographic Control* comprised of nationally-respected library and information science professionals from across the country. They are holding a series of three meetings to gather information on

- Who is using current bibliographic data and how they are using it.
- Whether or not current bibliographic data is meeting user needs.
- What changes or enhancements to bibliographic data are needed/recommended to better meet user needs?

Two of the public meetings have already been held, one on March 8th at Google headquarters in Mountain View, California, and one on May 9th in Chicago at ALA headquarters. The final meeting will be on July 9th, at the Library of Congress, in the Mumford Room. That meeting will focus on the economics and organization of bibliographic data.

The discussion has been far-ranging and informative, but very little testimony at these meetings has been from those concerned with public library bibliographic data. Public libraries are also under-represented on the Working Group. It is therefore crucial that librarians and staff in public libraries take the time to provide written comments.

There is some confusion regarding how long written testimony will be accepted. Dr Marcum, Associate Librarian of Congress for Library Services, has stated that written testimony will only be accepted by the Working Group until July 9, 2007, although the Working Group's Web site provides a July 15th deadline.

This testimony need only take the form of a simple letter addressed to:

Dr. Jose-Marie Griffiths
Dean and Professor
School of Information and Library Science
University of North Carolina at Chapel Hill
CB#3360
100 Manning Hall
Chapel Hill, NC 27599-3360
Or at mailto: jmgriff@unc.edu
Comments can be left on a web form as well at <http://www.loc.gov/bibliographic-future/contact>.

The Working Group charge, committee members and calendar, as well as a variety of working papers and summaries from meetings can be found at <http://www.loc.gov/bibliographic-future/>. I have also assembled a Web page that lists potential talking points and provides links to additional material at <http://www.personal.kent.edu/~mbmaurer/LCBibliographicControl.html>. Additional talking points are welcome; please feel free to send them to me at mailto: mbmaurer@kent.edu. There is also material available on the topic on a variety of electronic discussion lists, blogs and Web sites.

I challenge you to communicate your concerns to LC's Working Group on the Future of Bibliographic Control.

Here's what I'm personally concerned about:

In my opinion, for a long time LC has been moving away from being *the* institution in this country that is principally responsible for providing quality bibliographic records. This is the consequence of a wide confluence of factors and new technologies, but much comes down to budgetary constraints. At the inaugural meeting for the Working Group "...Dr. Marcum noted that LC has no special funding for sharing bibliographic control with other libraries, and Congress has asked the Library of

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Congress to analyze its base budget and demonstrate efficiencies before it requests additional funding.”

Many catalogers who were once able to accept LC copy without review are beginning to re-think that decision based on the quality of the copy they are finding. Kent State no longer treats LC records as the gold standard. This will impact productivity in OCLC libraries, even in libraries where acquisitions staff are instructed to accept what they find, simply because the poorer quality records contribute confusion during the bibliographic establishment process. *But smaller libraries that are not OCLC libraries will be impacted the most, as LC is the chief source of their bibliographic data, whether through a vendor or Z39.50. These less well-staffed institutions are also the least-equipped to manage this change.*

LC's decision to shift resources from the creation of series authority records (SARs) has also had consequences for public libraries. Public libraries often lack Program for Cooperative Cataloging (PCC) catalogers and therefore do not have the resources to create and share their own SARs. Academic libraries are far more likely to have PCC catalogers, and therefore their new series records are being created at their institutions, and at other academic institutions. Public libraries are scrambling to treat materials similarly in fiction and children's series in the absence of guiding authority records. Furthermore, this added expense has been assumed by each individual library, a much more costly solution to the problem than a centralized provider.

Obviously one of the things on the table at the Working Group's wide-ranging discussions is LC's maintenance of the Library of Congress Subject Headings (LCSH) in its current form. We all know that the LCSH is costly to maintain and to use. Further, there are many who believe that subject access that is under authority control is no longer necessary in the library catalog, and won't be nec-

essary into the future. There are those who believe that controlled subject access can be adequately provided by a less highly-structured subject heading system or by keyword access and social tagging. Their goal is to take the human cost of determining these intellectual linkages out of the cost of providing access.

Again, my concerns are short- to mid-term in nature. My current automation system would return much less specific and more poorly-organized results sets in the absence of controlled headings

than it does in the presence of them, whether or not the headings are LCSH.

My library's approval plans are dependent on the presence of Library of Congress Classification (LCC) and LCSH headings in the biblio-

graphic records. Kent's approval plan vendor uses this data to determine which materials will automatically be shipped to my library. In the absence of this data, my library will probably be asked to pay for LCCs and LCSH headings, at least indirectly, by the approval plan vendor. Again, these costs will be borne by each individual library. Any solution to the bibliographic future must include something for these collection building decisions.

A deeper issue than LCSH is the value of controlled vocabularies and their associated syndetic structure in the library catalog. I grow weary when folks debate LCSH versus keyword access. I think that currently we need both—we need librarian-provided intellectual connections as well as patron-supplied tags and keywords. In my opinion, keyword searching fails to adequately discover and collocate materials in the library catalog at this time. What it does do, however, is provide a darned good key for discovering the vocabulary actually used. Lately I've adopted the idea (and I really can't remember where I first read this) that the syndetic structure works best when the machine is doing the connecting—better than in the old manual catalog. Therefore we need more connections—not fewer, and therefore more authority control records. In other words, it doesn't really matter what the terminology is if it is well-

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connected. Specific terms become more valuable in well-connected environments. MARC21 is the only metadata schema that includes a method for providing these linkages. Other metadata schemas are adopting content standards, interestingly enough.

The usefulness of faceted access to library collections, as demonstrated by the Endeca software, is dependent on the consistent application of controlled vocabularies. Currently, artificial intelligence cannot adequately support this and automating subject access has been called "problematic." And why is Wikipedia suddenly so interested in "disambiguation," their term for resolving conflicts in article titles that occur when a single term can be associated with more than one topic?

Access to library collections by browsing is dependent on the existence of a classification scheme. Again, if LC is not maintaining and providing this classification, then libraries will be doing it themselves or paying vendors for it. How will we collectively manage such a scheme? Public Libraries are probably banking on OCLC's ownership and maintenance of the Dewey Decimal Classification (DDC) system.

In the long run I think the metadata proponents are right. While books will be around for a long time, the future is clearly digital. I believe that we will see machine intelligence that is equal to much of the intellectual work needed to manage and provide access to *mainstream* library materials—those that begin their bibliographic life as ONIX records in particular. This will free technical services librarians to begin describing the materials that are unique to their institutions, perhaps via MARC21, perhaps via another metadata opportunity. It's the short- to mid-term I am worried about. And all those books. Given the nature of the software Kent uses, and the nature of the records that could be coming in the door in the near future, in combination with the nature of my current budget, I am becoming increasingly fearful of an impending train wreck.

Would libraries think that the solution to providing reference service was to buy cheaper, but poorer

quality materials for the collection today so that we could purchase more expensive materials in the future? No, they would not. Would anyone consider that the solution to the future of reference assistance was to tell the reference staff to provide their current patrons with less information so that we can put more resources into providing access to the patron that will be walking in the door a week from now?

If the Library of Congress abandons classification and subject access, perhaps the answer will be a growth in positions in technical services. Yet the closer you get to the ground, deep inside our libraries, you hear the comments and the plans. If you don't need to classify materials, and don't have to provide subject access to them, you can justify moving those professional positions out of cataloging and into some other area. But I have had library directors say this to me. More than once.

Access to library materials through the library catalog must be maintained in the near term, regardless of the future. It's ironic to me that my concerns with this process are so short-term in nature. Technical services librarians tend to think about things in terms of their long-term impact. For once, I feel relatively confident that we will end up someplace that provides our users with an appropriate amount of access, especially given how passionate the proponents of this future are. It's the process of moving to that environment that scares the willies out of me.

Planet Cataloging

<http://planetcataloging.org>

Dave Bigwood announced recently on Catalogablog that catalogers now have their own planet! Welcome *Planet Cataloging*, designed and maintained by Jennifer Lang and Kevin S. Clarke. *Planet Cataloging* automatically aggregates over 30 blogs related to cataloging and metadata, and the list is sure to grow. If you know of a blog that should be added to the list, please send an email to <mailto:nfo@planetcataloging.org>. Very nice!