



The Call Number

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My Summer Job at Crater Lake

By Michele Rowic, SLIS graduate, 2006

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Have you ever wondered what it might be like to create a library on a collapsed volcano? Last summer, I interned at Crater Lake National Park (CRLA). At 594m, Crater Lake is the deepest lake in the United States, partially filling a caldera formed by the cataclysmic implosion of Mount Mazama over 7,700 years ago. The resulting scarred, boiling, dead zone is now a peaceful, serene and majestic National Park.

As preparation for my time at CRLA, I went to Seattle last May to visit the National Park Service (NPS) Pacific West Region's supervising librarian, Nancy Hori, one of the few NPS employees with an MLIS degree. Nancy would be the supervising librarian for my job at CRLA, and she provided an overview of my duties, the databases I would use, the various cataloging systems, the library user groups to expect at CRLA, and the library policies and procedures. Because there is no onsite librarian at CRLA, Nancy was my contact for technical guidance, which proved vital throughout my time there.

I arrived at Crater Lake in early June, after suffering the excesses of NPS regulations, such as the extensive Homeland Security background check that had the Federal government questioning my partner about my patriotism. I quickly grew accustomed to the beauty and thin air of the mountains and the walls of snow that hem in every human activity; because the Park is situated at over 2 000m altitude, the snow never completely disappears, though the 3-meter high drifts are largely reduced to sporadic patches by mid-July. I became acquainted with CRLA vernacular, such as "roofalanch," (when snow suddenly sloughs off of a steel roof), and met the other "seasonals" (fellow summer-time employees). My living quarters in "Sleepy Hollow," CRLA's seasonal employee housing section, known to be one of the nicest seasonal housing facilities in the NPS, were shared with two other park employees. We each had our own bedroom, and the house was very clean and spacious. The monthly rent of \$200 was deducted from my paycheck. More than 20 residences in Sleepy Hollow housed a variety of Park employees ranging from fire crews to spotted owl crews, botanists to lake crews, interpretive crews to this librarian.

After two weeks of general training on the aquatic and terrestrial ecology of the Park, I began the process of securing and organizing over 600 documents for the new research library. I reported to Mac Brock, the Chief of Natural Resources. The research library was part of Mac's vision for a new Science and Learning Center. Numerous National Parks are opening similar Learning Centers ("Centers"), where visiting researchers, artists, educators and students may utilize Park facilities such as libraries, office spaces, meeting rooms and bunk spaces. The Centers encourage the collaboration of people from within and without the NPS to promote research of NPS lands and other resources.

CRLA already had a library for the cultural and interpretative staff, but was lacking a collection for the natural resources staff. The new research library was to house various published and unpublished natural resources research that had been collected by Park employees and visiting scientists.

The majority of materials I worked with were articles and reports. The materials collected for the research library were enumerated in the online NPS natural resources database known as NatureBib. The NatureBib database went back to the early 1990s and was last updated in the mid-1990s. CRLA had over 1,600 citations in NatureBib, all of which were scattered throughout the Park in various offices.

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For example, some documents were located in the Steel building in the aquatic ecologist's filing cabinet. I had to arrange to meet various employees to get access to their offices and filing cabinets.. In some cases the specific employee had retired years ago, and the filing cabinet was no longer in existence, or had been moved. Most compromising of all to my attempts to garner these materials was the passive resistance of several staff members to the project.

In addition to locating and collecting materials, I also uploaded the NatureBib citations into a local bibliographical database using ProCite database software. I created electronic copies of documents when possible and linked them to the ProCite database. Each park in the NPS uses ProCite for their local automated catalog and they upload their local holdings to a larger union catalog known as the NPS Voyager Library Catalog (different from the NatureBib database). Not all NPS libraries have uploaded their holdings to the union catalog.



Image of the Crater Lake Science and Learning Center. The research library is located in the bottom left room. Image from <http://www.nps.gov/parkoftheweek/crla.htm>

August 25 had long been set as the date that the Center would open. Due to contractor error and the above-mentioned passive resistance, construction had long fallen behind schedule, yet the date had established its own inertia--Senators, the Governor, the NPS Director, and all manner of subordinates had penciled the date in. On the appointed date, CRLA celebrated the grand opening of its Science and Learning Center, which houses the new research library, and then the Center promptly closed again as the last politician was scooted out the door.

While the research library will not be operational until the snows of 2007 have melted away enough to allow for further construction, and though there are many more materials for the next librarian to hunt down in the Park, the opening was an important marker for the library. It is now firmly entrenched in its own space (a room of the rehabilitated Superintendent's house, a beautiful National Historic Landmark built of stone and furnished in the dark-stained, rough-hewn Imperial Monterey Style) with full administrative, if not staff, support, and with a significant start to its ultimate collection of materials.

In the creation of the research library at CRLA, I worked in a highly autonomous environment. This was due more to an endemic lack of funding in the NPS rather than any faith entrusted to me by my superiors. Parks are notoriously understaffed, and Park libraries are an underutilized, misunderstood part of the NPS structure. For example, the pre-existing library at CRLA has been made nearly useless by lack of funding. The most obvious manifestation of this is that library switched to Library of Congress (LoC) call numbers on the spines of its books but ran out of funding before it could convert its card catalog from Dewey Decimal to LoC. The only way to find materials in this library is to talk to the Historian, who has memorized the collection. This situation is not uncommon in NPS libraries. Guidance is available from the "Chief Librarian" of the NPS Library Program, but the Program does not enforce policies and procedures in NPS libraries. Out of 20,000 NPS employees, there are approximately 15 librarians with an MLIS degree. The NPS has approximately 400 libraries, housing an estimated 5.7 million items. Without standards and routine policies and procedures, much of the collection is unavailable to researchers.

There is a great need for more MLIS students and professionals in NPS libraries. Volunteer and paid positions are available and more information may be found at the NPS Library Information Center: <http://www.library.nps.gov/>. The NPS Pacific West Regional Library's web site <http://www.nps.gov/ccso/library/library.htm> also has contact information and the Library may have some volunteer opportunities. For more information on NPS Research Learning Centers, visit <http://www.nature.nps.gov/learningcenters/>.

The CRLA Library Technician job listing that I replied to last year is available at: <http://polaris.gseis.ucla.edu/labuse/jobs/description.asp?id=607>.

The E-Portfolio Challenge

Beginning last fall, SLIS students faced a new requirement; those who do not plan to write a thesis must complete an e-Portfolio as their culminating experience. The “pioneer class” of Fall 2006 took up the challenge and did us all proud; 252 students enrolled in the e-Portfolio 289 class, and 91% passed! According to faculty coordinator Jane Fisher, “No one was disqualified from the MLIS Program because of not passing LIBR 289 last semester.” About 20 students received Incompletes for various reasons, and three students received No Credit grades because they did not start their portfolio. These 23 students are joining 205 others in taking 289 this semester.

Detailed information about the e-Portfolio requirement on the SLIS Web site (<http://slisweb.sjsu.edu/289/289spring07.htm>) includes a handbook and video orientation Webcasts for both the San Jose and Fullerton campuses (links under Resources in the handbook outline). Members of the intrepid pioneer class also offer advice to their fellow students:

Mary Ungermann-Marshall: “The e-Portfolio was a wonderful experience! It was fun! I know this might sound crazy, but having written a thesis for my M.A. in Humanities 6 years ago, I have something to compare the SJSU SLIS experience to. Reviewing my work and experience and how I might apply it in future situations has been very valuable to me as I search for employment. Wish me luck!”

Mary E. Colman: “The e-Portfolio experience was a powerful lesson in the need to be organized. At first, finding all the pertinent material seemed insurmountable, but gradually it turned into a combination treasure hunt and creative writing exercise. My words of advice would include checking how each course taken reflects a given competency, and filing completed assignments under each heading. Also consider your outside community work as possible additions to the portfolio. Remember, when you are grumbling about Dr. Woolf’s Contacting a Legislator Assignment, that you are ‘articulating the ethics and principles of libraries’ and it will fit nicely into Competency One. Also, there is no substitute for a sense of humor, and an advisor who shares it! Cheers to Dr. Loertscher.”

Debra Bowen: Tips to complete the e-Portfolio:

- ▶ **START AS SOON AS POSSIBLE**
- ▶ Organize all past assignments, papers, presentations by course (e.g. create a folder named 200-Info and Society and put all documents you have for that class in it.)
- ▶ Collect and Organize all other proof (other degrees or training documents, any work related documents/presentations, volunteer work, etc.)
- ▶ Keep Plone organization simple and consistent for each competency
- ▶ Organize a folder on your PC that matches what you have created in Plone (this makes it easier to change/add/delete files)
- ▶ Keep file names short, but long enough so you know what they are
- ▶ Be consistent in naming files (e.g. always use lower case, always use an underscore instead of a blank space, etc.)
- ▶ A document/presentation may be used as proof for more than one competency
- ▶ Did I mention—Start as soon as possible!

Sami Lange: Top Ten List — What NOT to do in the e-Portfolio

- 10) **Stress** — It’s either now or later. If you stress you will most likely lose sleep, get headaches or be cranky. Try and find what you need to relax and just continually work.
- 9) **Listen to other students** — (Yes, don’t listen to me!) Listen to your advisors. They count the most! If they want APA, do APA, if they want you to tighten up certain parts of the writing, do it. They are your ticket to graduation! A nice note from a friend doesn’t beat an Incomplete and a late diploma.

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- 8) **Look too closely at the examples** — Don't think there are only a few right ways to do things. There are many ways of reading and proving the competencies, so be confident in your experiences and how they relate to the field.
- 7) **Ignore Planning** — Set up your calendar, and be aware of the deadlines. Find out how long it takes your advisor to return competencies so that you can get feedback.
- 6) **Format incorrectly** — Pay attention! Is each paragraph indented, are the titles capitalized? Make it simple for your advisor to breeze through the format of your papers and just concentrate on the meat of your introductions and evidence.
- 5) **Wing it on your own** — Can't make it to campus? That's no excuse. With the option of viewing video orientations from both Dan Fuller and Linda Main there's no reason not to get a broad overview early on.
- 4) **Deliberate on each competency** — Are you pondering each competency? STOP! Breathe and read each competency several times. I found that as I got familiar with the language of the competencies and refreshed myself on all my back-up material, I could understand ones that previously stumped me (or I thought I would have trouble proving).
- 3) **Wait** — "Next week I can sit down with a cup of tea and put on some light jazz (or sit down with some whiskey and stay awake) and then I will start my competency." Wrong! Start now, even if it's for fifteen minutes. Every minute counts, every re-write and new idea will make the e-Portfolio smoother in the end.
- 2) **Trash Everything** — "Hmm, I don't need these discussion board postings on my LIBR 202 group database project." Yes you do! Save everything you can, from teacher responses to group e-mails to discussion board postings. It all counts.
- 1) **Argue with your advisor** — Did you see Linda Main's lecture? "Cooperate and graduate, cooperate and graduate." This new mantra is serving me well. Work with your advisor and you will be successful!

Sami Lange is currently in e-Portfolio and has been enjoying lovely fires and warm cups of tea, quietly chanting "cooperate and graduate" with a laptop next to her.

Professional Associations Day

By Lucy Bellamy, LISSTEN VP, Fullerton

At LISSTEN, networking is our last name! We sponsor events that introduce SLIS students to librarians who work in a variety of organizations. Professional Associations Day was held on October 29, 2006, at the CSU Fullerton campus. Representatives from more than 15 associations were present not only to create an awareness of their association to potential members from the library student community, but to enjoy a day of outreach to us, their future colleagues. I have attended this event over the last three years, since I began my journey towards my degree, and I can honestly say, each event continues to build upon the inspiration that initially motivated me to pursue my degree.



Suellen Cox explaining advantages of joining CARL. Photo by Vlasta Radan

I have come to know some of the familiar faces and met some new colleagues, and their commitment to supporting new librarians and their field amazes me. At the event, each representative gave a brief introduction, providing basic details such as association membership dues, benefits, and employment opportunities through their network. While this information is valuable, more important are the relationships that are established between students and working professionals. Every librarian present, from this and past events, has not hesitated to offer guidance to library students looking to find their niche. For me, it is this connection that solidified the value of the event.

Networking Advice

Workin' It

By Leslie Wolf

Everyone talks about “networking,” but if you are new to the work world you might think it just involves asking people if they know about jobs. Networking is much more long-term, more ambiguous, and more far-reaching than you might ever imagine.

I'd like to show you what happened with one networking contact since Spring 2006, although I suppose it really started before that. A bit of background: I am an independent consultant focusing on customer service improvement, and I take Pilates at a studio in San Francisco. Here are the steps in the network:

1. At my Pilates studio, my teacher asked if I would be a temporary partner for Susan, who is a director at an academic library. It was a good match and we worked well together.
2. When I took 210 (Reference) in Spring 2006, I had to do an observation at the reference desk. I asked Susan, and she had me meet with a few of her librarians. My paper turned out great.
3. When I went by her office to thank her, Susan had just been handed a difficult project to develop a customer service improvement program. I said if she bought me a cup of coffee I would be happy to give her some advice just as a friend.
4. Susan ended up offering me a 1-year consulting contract to help with the project. We have also talked about writing a journal article together about the project after it is completed.
5. While I was taking 282 (Knowledge Management) in Fall 2006, I helped to lead a workshop at the library asking people what tools they needed that they didn't have. One of the archivists said he wanted a Knowledge Base. I interviewed him and wrote my final paper in the form of a project proposal. Then as a “thank-you” gift, I gave the paper to him so he could send it to his manager.
6. Susan also introduced me to other librarians: one a recent graduate of SJSU and one a retired senior librarian from UCLA who is working part time. Both of them have given me excellent advice and I hope will continue to do so.

What did I learn from all of this?

- ▶ Do things for people without expecting a payback. Good things will come from good actions, but not right away, and maybe not in the way you expect.
- ▶ Always act honorably and do your best work. At the studio, Susan learned that I was a reliable partner and did not walk in late to our sessions. And through our talks during these sessions, we learned more about each other and our work.
- ▶ Be open and giving with everyone; you never know where work will come from. All of these gifts came ultimately from my Pilates teacher.

This is a good example of classic networking: it is effortless, it is rewarding, and everyone feels good about the exchange.

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LISSTEN Library Tours

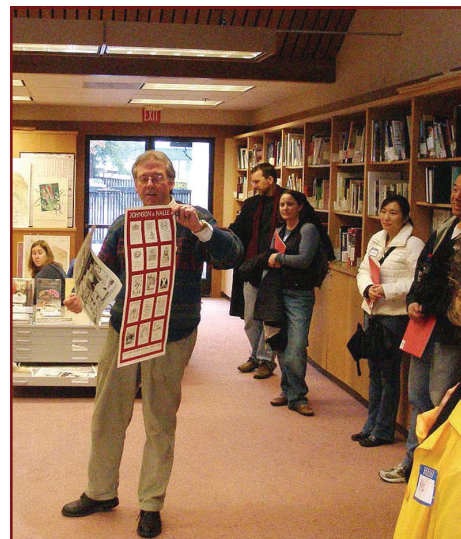
Sonoma County Wine Library

By Tiffany Bronzan, LISSTEN VP, San Jose

It was a cold, rainy day in Healdsburg when 28 librarians, library students and guests met at the Sonoma County Wine Library. For the first time ever, LISSTEN and the Alumni Association hosted a joint social event, creating an opportunity for students and professionals to network with one another.

Bo Simons, Sonoma County's resident wine librarian, gave us a tour of the library's collection and explained the history of the library and how it benefits local growers. A highlight of the tour was when Bo brought out volumes from the library's special collections, including *Libri de re rustica*, published in 1514. The book was in such excellent condition that you would never have guessed that it was 493 years old!

Afterwards we enjoyed sandwiches, wine and thrilling discussions during lunch at the library. Two lucky participants even walked away with a free bottle of wine from a couple of local wineries that we would soon visit. At Dry Creek Vineyard and Passalacqua Winery, we were treated to wine tasting and instruction from experts on the proper way to taste a fine wine. LISSTEN wants to thank the Alumni Association, Bo Simons and the Sonoma County Wine Library for helping make this such a fantastic event.



Wine librarian, Bo Simons, showing artifacts from the library's collection.

Photo by Tiffany Bronzan



Lake View Terrace Branch Library,
"An Eco-Friendly Facility" of LAPL

Photo by Annie Knight

Los Angeles Public Library

By Lucy Bellamy, LISSTEN VP, Fullerton

The Lake View Terrace Branch Library has the distinction of being the only library in the LAPL system to be awarded the platinum rating—the highest—by the U. S. Green Building Council, and is one of only 13 buildings nationwide recognized with this architectural honor (<http://www.lapl.org/branches/62.html>).

Irene Galvan, the Senior Librarian, led a dozen or so SLIS students on a tour of the facilities. From the spacious atrium to the reading room illuminated by sunlight streaming through the floor-to-ceiling windows, the library space is a breathtaking work of ecologically sustainable art. Bamboo, concrete and recycled tires were used to create the flooring. Artful masonry serves as both practical insulation and decoration. Ceiling fans circulate cool air in the summer and warm air in the winter. A tower standing near the entrance acts as an architectural wonder and a vault of fresh air for the foyer space.

The library is one of a few projects underway to develop a cultural, educational and social gathering space for the Lake View Terrace, Sylmar and Mission Hills communities. City officials are trying to revitalize an area that has been known only as the site of the infamous Rodney King beating (which took place at a nearby intersection). The Lake View Terrace Branch is the first library to be built in the area, occupying a piece of land near a landfill that was once home to the local saloon. Yet, looking at the library today, as well as the newly developed park adjacent to the building and the nearby Children's Museum currently under construction, one can only envision the prosperous future of this community.

LISSTEN Library Tours



English Common Wooden Press, Special Collections Department, UCR

Photo by Vlasta Radan

When we think of special collections, we usually envision fragile materials, careful handling, and even white gloves. But at the University of California at Riverside, the Special Collections Department of the Rivera Library runs the gamut from delicate hand-colored manuscripts to ink-covered, hands-on printing presses.

On March 23, 2007, LISSTEN sponsored a student tour of the Special Collections department, organized by LISSTEN Webmaster Vlasta Radan. A dozen students and professional librarians listened as Sara Stilley, Preservation and Printing Assistant, described the different types of materials, from three-dimensional Native American artifacts to photographs to incunabula. The Eaton Collection--the largest publicly accessible collection of science fiction, fantasy, horror and utopian fiction in the world--includes early book editions, publisher's bindings, fanzines, and comic books. Tour attendees even had the opportunity to handle Superman comics from the early 20th century. The Rupert Costo Library of the Native American Indian includes books, archival documents, and priceless artifacts in the Costo Reading Room. Other collection areas include local history of Riverside and the California agricultural industry, and Latin American history and culture.

The Rivera Library also offers an extensive reference collection of resources on printing, book history, and book arts, including an outstanding collection of fully functional antique printing presses from the early 19th to the early 20th centuries. Donated by Dr. Edward Petko, the presses are kept in working order, and the library offers classes in conjunction with the creative writing program at UCR to educate students in traditional printing methods and techniques. The classes, taught by Stilley, cover everything from setting type to running an electric letterpress. The printing workroom is jam-packed with different types of presses and stacks of drawers of type from Bookman to Wingdings. Participants on the tour were treated to a brief printing lesson before having the opportunity to try their hand at printing a flyer themselves, which they could take home as a souvenir.



Research Library
The Getty Villa Tour

Photo by Vlasta Radan

The Old Research Library
Reading Room,
The Huntington Library,
Art Collections and
Botanical Gardens Tour

Photo by Vlasta Radan



Gaining Real World Experience through Internships

Many students find an internship in an actual library setting to be a valuable learning experience. This semester, 82 students are enrolled in the non-Archives Internship course (Libr 294), and are working in about 75 different sites, according to program coordinator Professor Bill Fisher. Several students have offered to share their accounts of their first few weeks on the job.

Advice from an Academic Librarian

By Jeffra Bussmann

I have been meeting every week with an academic librarian who retiring at the end of this semester. Her subject areas are science and engineering. At each meeting, she is imparting to me pearls of wisdom that she has learned during 30 years in academia:

Collection Development:

- ▶ Golden Rule #1: "If you have money, spend it!"
- ▶ Golden Rule #2: "Always be ready to spend more money."
- ▶ Plan to use 105% of the budget; sometimes items are not available for purchase or end up costing less.

Library Instruction:

- ▶ Keep it simple; do not include long paragraphs of information; use bullet points
- ▶ Include how to access library resources from off-campus and who to contact in case of a problem in accessing these resources (besides you). Students should know that, "Everything that you do here, you can do at home."
- ▶ Highlight "This will save you time." It is an attractive hook for students.

Faculty Liaisons:

- ▶ First meeting. Essential question to ask the faculty liaison: "Do you want all orders to go through you or can faculty e-mail me directly with their requests?"
- ▶ If going to the Department Meeting, your presentation should be short (10 minutes or less) and focused on money or a new database
- ▶ Beware: Faculty may be choosing books for their own research, not for students.

Committees:

- ▶ Be careful to not get on too many committees. This can lead to feeling overwhelmed and overworked, and then overall work will suffer.
- ▶ Make sure you know service length of committee before you commit.
- ▶ Make committee selection early
 - Try to get list of all library committees or ask the Lead/Senior Librarian. Also find out who the chair is and his/her reputation.
 - Use this information to decide in advance which committees interest you.
 - Try to select one that fits in with your research, which might then lead to a publication.

Publications:

- ▶ Ideal would be to publish one article per year in refereed journal during first 6 years.
- ▶ Presentations and poster sessions are opportunities to make connections to publish.
- ▶ If publishing with other people, then before you start, settle the following
 - who is doing what,
 - the order of author names on the article.

Internship Experiences

Public Library Internship

By John Elford

I am interning at the El Cajon branch library, one of three locations in the San Diego county system. My time at the EC library began in late January after several weeks trying to hammer out the details of the internship with the librarians at the county library administration building. After a great deal of paperwork, a physical/medical check-up and three interviews, I have become a library volunteer.

Day 1/ January 24 — My first day at EC began with a 2-hour library tour and introductions. My supervisor Janice and I spent another hour discussing what she expects from me in the library behind the reference desk. My practicum is to be spent getting a better understanding of public library adult reference services by shadowing reference librarians for a while and then jumping in with both feet and answering questions.

Day 2/ January 27 — A full day behind the reference desk in the El Cajon library is very stressful. Janice and I take an hour at the beginning of the day and establish a chart showing how many hours I will be behind the reference desk, organizing the El Cajon historical society holdings, learning the SD Public automation system and dealing with issues related to the pamphlet file. Afterwards, I spend 5 1/2 hours assisting customers at the reference desk. Half my time was spent answering questions about library internet computers while the rest of the time I helped customers find books in the stacks.

Day 3/ February 3 — I spent a few hours behind the reference desk, and assisted students from the local high school on a project. Then Janice spent an hour showing me how the library researches obituaries for customers. The EC branch has several newspaper resources on microfilm that are used frequently for genealogical research. A detailed process must be followed by all librarians conducting research for customers, especially if the questions come through the ASK NOW system. I spent three hours looking for three obituaries in the San Diego Union Tribune, finally finding one. In the process of searching I have become very familiar with the library's microfilm machine.

Day 4/ February 10 — Only three hours at the library today. There is a small archive/pamphlet file in the back of the EC library that holds articles from the Daily Californian partially organized by subject and partially not organized at all. A great pile of photographs is included in the file. Unfortunately, the photos have been sitting, untouched, for several years and I have been given the task of "unsticking them" somehow. Until I find a way to "unstick" photos, I spend time organizing the unorganized portion of the pamphlet file.

LISSTEN's Mission

LISSTEN seeks to enhance the educational experiences of students in the Program; address members' concerns; promote professionalism; and provide networking opportunities. Established in 1993, LISSTEN is an association serving students in San José State University's School of Library and Information Science. All students in SJSU's SLIS are members of LISSTEN, with no dues required. Each year, the association sponsors events to encourage SLIS students as they prepare to launch or continue careers.

LISSTEN's Purpose

To serve as a channel of communication in resolving concerns between students, faculty, and administration.

To sponsor activities of interest to LISSTEN members.

Any questions, comments, or concerns relating to student matters are welcomed.

Visit us at <http://slisgroups.sjsu.edu/lissten/index.html>

Oakland Public Library Children's Department

By Amy Hofer

Oakland Main is a pretty funky building, and let's face it, the children's room is in the basement. The behind-the-scenes programming and outreach action takes place in Room 6, a giant room off the children's room with 6 or 8 cubicles and a TON of stuff – office supplies, storytime kits, brochures, crafts projects, and who knows what else.

Looking back on the past three weeks, I have spent my time on three activities: administrative tasks, shadowing the children's librarians, and trying to jump into outreach projects. The administrative tasks required to get started were significant, ranging from clearing off a workspace and getting an e-mail account, to filling out an application for the internship that I already have and sitting through a two-hour intake and form-signing session. This was an eye-opening experience, since I have never worked in the public sector, and makes me wonder how much of a librarian's time is taken up by similar tasks.

My shadowing activities began last Friday, when I attended an all-day, all-branch children's department meeting. Two challenges intrinsic to the department are that the librarians are geographically dispersed among the 15 branches, and that the areas served have extremely different populations and needs. A few librarians joked with me that I'd never come work here after seeing one of these meetings. Actually, while it was a very long day, it was worth observing.

I have also spent time shadowing at the children's desk. One reference interaction I observed was a 4th-grade girl asking for adventure or mystery stories. The librarian gave her "From the Mixed-Up Files of Mrs. Basil E. Frankweiler," "The Westing Game," and a couple of other "all-white" titles that I recognized from my childhood. Those were favorites of mine, but they didn't seem that exciting to the patron. Eventually I asked her whether she had looked at the books yet, and she said no, so I explained about reading the back cover and the first few sentences to see whether the book seemed good. Observing this patron led to a conversation with another librarian about how much one should make race a factor in readers' advisory. You want the patron to find the book appealing and relevant, but you really can't assume that people only relate to books about their own group. I don't think there's any neat way to sum up an answer to this question.

In addition to tagging along to the department meeting and observing at the desk, I have followed librarians to outreach programs. One of these was a Family Literacy Night at Jefferson Elementary School in East Oakland. The school provides a meal, entertainment, free books, raffle prizes, and a reading activity for families; the library sets up a table with a crafts project to promote awareness of the library and hand out library card applications. The crafts project was the key to our success – even though it was just decorating slips of paper with pens and stamps to make bookmarks, we were swarmed by the kids. The librarian running the table, the only male children's librarian in Oakland, seems to have a wonderful way of making meaningful connections with his community. He encouraged and appreciated my participation in the event, and after listening to his patter with the kids for a few minutes, I was able to take over when he had to step away.

One of my projects will be developing a very basic how-to guide for using the online library catalog that links from the OPL kids page. Nothing like this exists in the system at this time. We only need to create content, not worry about the technical side. The page will look like King Library's tutorial; we'll have characters who need to find a book with a known title, a book with a known author, a book on a particular subject, and an article in a database. We'll create a story that introduces the idea that Google is a good way to search for some things, but that there are other places to look for different kinds of information; a librarian character will help the kids find what they are looking for. We need to talk to someone on the technical end to determine some of the logistics of this. One of the unclear aspects is how we can have the kids learn by doing the searches themselves (without toggling between windows). A very low-tech solution would be to have a scavenger hunt activity sheet at the desk (or downloadable for teachers) that they can work through after viewing the tutorial.

My other project is to work with the Second Start adult literacy program in West Oakland and create a program for the adult

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Internship Experiences

learners that is similar to the story reader training I received through Books for Wider Horizons (OPL's volunteer story reader program). I have had a poster proposal accepted for the LOEX conference in May for this work. The goal of the program is to help the adult learners feel confident sharing books with the kids in their lives, even if instead of reading out loud they are pointing out colors or telling a story based on the pictures.

So far, so good!

San Diego State University Library

By Svetlana Kondratenko

This is my first internship and my very first experience of working in a library. I am an intern in the Reference division but I was introduced to every division of the library, and, as agreed with my supervisor, I will have a chance to observe how other divisions in the library operate. San Diego State is a huge campus with about 30,000 students. The reference division of the library is located in the newest library building which is called Love Library. My library tour took more than two hours! I had a chance to see many offices and talk with people. Many of them already knew my name because the Dean introduced me by sending e-mails to all the staff and faculty members in the library.

I started my internship with an observation at the reference desk. During the first week I spent lots of time working with databases. I followed reference librarians like a shadow trying to figure out what questions are more typical and what databases and resources they recommend more often. The reference librarians have to answer many different questions from "Do you have napkins?" and "How to find the room number..." to interesting and challenging ones. I noticed that the most challenging questions come to the librarians by e-mail.

The librarians are very supportive; if they have a minute they show me what resources are better to use to answer questions. Some of them (subject specialists) shared their instructional guides with me, which was very helpful. The library Web site also has helpful links such as "For new librarians" that provide information about many aspects of library work.

The beginning of a semester is a busy time in the library because of the instructional sessions for students. There are at least 5-6 scheduled sessions each day with undergraduates and graduates who are majoring in different disciplines. The sessions last from 1 to 3 hours. I attended some sessions for undergraduate and graduate students. The instructional session for undergraduates from the Communications department reminded me of the first lectures in our Online Searching course – the librarian taught students how to use proximity operators, truncate, formulate queries, and evaluate databases and Internet resources. The session for graduate students provided much more advanced materials – the librarian explained to the students how to find materials for a thesis, how to work with dissertation abstracts, etc. I am planning to work on the instructional guide in one discipline and discuss my guide with the subject specialist in the library.

Each week I schedule an interview with one of the divisions in the library. I usually have a chance to conduct a short interview with someone from the division and stay in the division for some time (from two hours to half a day) to observe how they operate. I have already had such meetings in the Book Reserve room, the Department of Periodicals, and the InterLibrary Loan office. I also participated in the Library Faculty meeting where librarians rated databases and discussed collection management issues.

I was given an office space in the library the very first day I came there, but I got my own computer just this week. I discussed a Web site project I will be working on with the librarian responsible for this project. I need to make some corrections in the subject guides on the library Web site, add information about new electronic resources, correct errors in the code, and validate the files.

Cañada Community College Library

By Diana Kohnke

My internship site is a small community college located in Redwood City, CA. The library itself is small and David Patterson is the sole librarian. He has two full-time assistants and three student workers. Cañada does offer Bachelor degrees through San Francisco State University. In the past three years, David has worked closely with the faculty and as a result, numerous professors bring their classes to the library for instruction.

February 1st/First Day— I walked in toward the end of David's first class, which was taking place in the periodical/reference section of library. David was explaining, via overhead, how to use databases to find scholarly articles; he explained what peer-reviewed, refereed, and academic journals are and that the terms are synonyms. He pointed out the differences between scholarly and popular magazines and then showed the class how to locate these kinds of articles.

After the first class, David explained that he would have another class beginning in an hour and showed me the curriculum. He said that his tenure committee would be observing the class, and that I could assist students with any questions, along with him. I walked around and looked over their shoulders, approaching them to ask them if they had any questions, and pointing out things that they should be looking for, such as APA style formatting, etc. I showed several students how LoC classification works in terms of the numbering, and in terms of the subject divisions.

There is a certain irony in being almost finished with my MLIS and not knowing how to check out a book. Given this fact, I spent time with the library assistants and worked at the circulation desk where I learned how to check out books, assign library cards, check in books, replace library cards, and check out professor reserves using the Millennium system.

I also did some basic reference and assisted a student in finding an encyclopedia article on the Peloponnesian war and the battle Potidaea. I familiarized myself at the same time with the reference section and found the student a couple of books, one of which was the Encyclopedia of Military History.

February 2— I came in as the first class was about to begin. David showed me the handouts: one for looking up scholarly articles, one for looking up books in the library catalog for a psychology class. David decided that the best way to teach this class is to just have the students sit at the computers and do the worksheet, rather than explaining how to use the databases first. Today was spent instructing and assisting students with the worksheets as there were three classes. As my day ended, David introduced me to an English professor and had me sit in on a meeting for an upcoming class. She wanted to have David teach some basic online searching and we all brainstormed for some kind of search which would be difficult to find using Google alone. The final part of the day was spent learning how to cover books with protective covering.

February 8— David advised he would be teaching a class in an hour and needed to come up with a subject-specific worksheet on political science/Rousseau. Using a different worksheet as a template, we looked to see how many books on Rousseau were in the library (as Cañada is a small library, there are not too many books). Again, the objective of the class was to have students conduct searches for a book and a scholarly article, as well as doing an online encyclopedia search.

February 9— Cañada College's library will be moving to bigger space as soon as this summer. David wrote a grant that procured the library \$250,000 in additional funds for books for the new library. In light of the move and the newly received money, there has been an effort to "weed" the collection in order to bring it up to date and to make it relevant. David showed me how he appraises books for removal. The library recently received a book that discloses what books an academic library should have in its collection by LC classification number. David and I went through the economics section and pulled books that seemed out of date while also assessing whether the section had the requisite classic economic texts. As we went along, we wrote down books that we felt needed to be purchased. David then showed me the online service where he buys books, which can also be searched by LC number. I then was shown how to take the books that we pulled from the collection out of circulation in the Millennium database.

Internship Experiences

University of California, Irvine

By Michelle Walsh

I am doing my internship at UCI and have three primary duties. I attend the weekly reference librarians' meetings, work on updating the GIS Web site and work at the reference desk.

Week 1

Started the day at HR and completed all the necessary forms. — Went to the parking office and bought the parking pass. — Attended the end of the All Ref Training session. UCI has 2 libraries on campus, the Science library and Langson Library. The All Ref Training sessions are attended by the reference staff from both libraries. — Tour of the library with JB, she introduced me to many of the staff members and gave me a general overview of material locations. — Met with YW for an overview of the GIS website. — Jessie showed me some of the computer programs for the department. — KC gave me an overview of the databases used for reference. — CW showed me the ANTPAC and Melvyl catalogs. — I attended the Bibliographer Group and Langson Library Reference Department's open meeting with JC, who is a candidate for the performing arts research librarian position. — Reviewed the UCI Libraries home page with AA.

Week 2

I attended the Langson Library Reference Department morning meeting and listened to reports of ALA attendees and other topics, a demonstration on how to download the software for off-site access to their d-bases, and a discussion addressing images. There were many acronyms used during the session and I found it interesting that I actually knew most of them already. I hadn't realized quite how much library terminology I have picked up during the coursework. We ended with a bagel fest and it was a nice informal way to become better acquainted with the librarians. — I met with YW to review the current GIS content on the UCI website. — Observed the reference desk. — Reviewed the Psychology resources with CW, in particular PsychInfo. We looked at the selection options, sorting, keywords, descriptors and the thesaurus in depth. She showed me how to combine the search in multiple databases and retrieve the duplicated records. — Toured the print reference materials with CJ, the ready reference area and the stacks. She pointed out many interesting and obscure resources and emphasized the use of subject guides.

Week 3

I attended the All Ref morning meeting and listened to reports on accessing the additional reference material from the links on the library homepage. — I then met with YW to start on the GIS content project. I started by reviewing the GIS software and familiarizing myself with the latest technology from ESRI. When I got my certificate in GIS it was 2000 and I worked primarily with ArcView. UCI has ArcGIS and it looks like ArcMap is the closest to ArcView. Some items looked easier to manipulate and others seemed to have lost some of the independent features, such as shape files. It looks like shape files are now called layers. — Observed the reference desk; it was interesting to see the different styles used by different librarians. KC also showed me more of the Melvyl functions and Dana showed me the advanced search options of Google Books, which I found very interesting. — Reviewed the Customer Service Guidelines with Cynthia and Pauline. Basically the meeting was an overview of the RUSA guidelines and how to conduct a successful reference interview. — Met with Pauline and she showed me the Sociology and Anthropology resources available through her online subject guide. We took a more detailed look at CSA's Sociological Abstracts, AnthroSource, and Annual Reviews. She showed me different search strategies, and tips for each of these databases.

ANNOUNCING LISSTEN'S NEW WEB PAGE

☞ Find networking opportunities — Read past issues of The Call Number ☞

☞ Take a library tour — Get internship and job hunting advice ☞

It's all at <http://slisgroups.sjsu.edu/lissten/index.html>

Web design by SLIS student Vlasta Radan

San Jose Public Library, New Branch Library Collection

By Kristin Yiotis

I am part of a team of 7 people working on creating new collections for 6 library branches that are part of the Branch Library Bond Measure for renovations and new branches that SJ taxpayers funded in 2000. Our goal by the end of the semester is to have ready an RFP (Request for Proposal) to submit to the City Board of Supervisors. An RFP specifies the items and services SJPL is requiring from potential vendors to create these new collections. It is an invitation to bid sent to the vendors and must go through San Jose City Purchasing Unit, just like any other city purchase. We are using both paper survey forms and an online survey, viewable at: <http://www.zoomerang.com/recipient/survey-intro.zgi?p=WEB2268MC6VRFQ>

Monday, March 5, 2007: 8:30-5:00 Team meeting till 11:30. Contacted several locations for sending survey to get numbers of surveys needed. Copied over 100 surveys in English, Spanish, and Vietnamese to distribute in the afternoon. Went to 3 locations in San Jose, temporary site of McKinley Community Center at Appian Lane and McLaughlin where I delivered 60 English language surveys to Darryl to hand out to his teen program. Rode to 24th and E. Julian to the Metropolitan Adult Education Center across the street from the San Jose International High School, where I spoke with the director about distributing surveys to adult education students and left a copy of the survey with her.

Rode to 24th and Santa Clara St. to the E. Carnegie Branch where I distributed surveys until about 4:00 inside the library. Distributed and collected all my copies of the English survey and fewer copies of Vietnamese and Spanish. Many were handed out to children. My impressions of this process: You have to be 100% proactive in this work. Only you understand the significance of this survey; the recipients absolutely do not. I courteously approached each person who walked into the library, briefly explained the survey and what it was for, suggested they take it, gave them a pencil, and came back to them later to retrieve it. Most agreed to take the survey; some brushed me off. I stayed until I ran out of all 50 English copies, and then rode back to King Library. E. Carnegie is a small library but well used. From 3 to about 4 pm on that Monday, at least 58 people came into the library, excluding small children.

Surveys collected at E. Carnegie Library: 42 in English, 8 in Spanish, 8 in Vietnamese = 58 total. How did people handle the survey? Many did not complete the survey. They would put 1 for the items they would use and leave other items blank. Some, for example, chose 1 or 2 items in each question which they indicated 1. Others completed it in their own way, like checking the items, and not numbering them. What I learned from this experience: bring pencils to hand out to people. You must approach people individually to get them to take the survey. You must return to each person to collect the survey. It's easier if you get groups of people together to explain the survey and make it fun, like in a classroom setting.

Our supervisor wants us to finish distributing the survey this week, set a collection deadline for March 12, and compile results that week. The following week we will start writing the results report. I am thinking about ways to tally results of the 58. I was thinking of simply adding up the numbers given on each question: and the highest numbers would indicate the most interest. But our survey reverses the numbers--lowest number means the most interest--confusing... That was the advantage of having 3 = most likely and 1 = least. What I have learned: the tally system should be thought through in the creation phase because it determines the format. Well, we're new at this...

Friday, March 9, 2007: 7:30-4:30 Today was the massive collate-the-survey day. I arrived at 7:30 and got into the still-closed King Library through my electronic "key." Our room was already set up from the night before when I had worked collating till close. The survey is in 4 languages--English, Spanish, Chinese, Vietnamese--so we have to collate the pages and staple. We had about 8 or more people from the library working with us, volunteers, student workers, and library employees. People were set up all over the Tech Services Dept. on the Lower Level putting in as many hours as they had available. A dear Chinese-speaking senior citizen, a long-time library volunteer who had collated with us Thurs afternoon, put in another long day. Slowly, very slowly, the huge stacks of pages decreased and the boxes of bundled surveys increased.

By 1:00 we had enough boxes to start planning the deliveries. We needed time to drive out to the schools before the school offices would be closing, some by 3:00 pm. I had a list of 9 schools in the neighborhood of the three branch libraries I was in charge of contacting. My car battery was dead when I tried to start it at 6:30 that morning (wouldn't you know it!), so I had taken the bus to King and was without a car. So I convinced the other two interns to take on some of my deliveries and went to mapquest.com for print-

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Internship Experiences

outs of their exact route. They agreed, and I ended up with only 4 drop-off points. By 1:30 we were ready to roll the boxes of surveys to the cars using the book carts. Diane Lai, Head of Tech Services at SJPL and my supervisor, helped me load the boxes into her BMW and off we went, heading south on 87 to the Pearl Avenue Branch neighborhood of Almaden Expressway and Branham Lane.

Deliveries were fun and not so fun. The elementary schools were happy to get them and had a ready plan to distribute (in the children's packets that went home once a week). The high school volunteered to have students fill surveys out right in class, which was fine with us. But we ran into resistance at the middle school when I brought in the 100 bundles of 100 or 1000 surveys in boxes, one for each student. The vice principal looked over the copy with the District Office's stamp of approval, saying that the survey had been approved as a flyer, which made it illegal to use instructional time to complete it in class. To complicate things, our due date on the survey was the following Monday, which, because we were behind schedule, was the day the students would finally receive the survey. He looked at that and said the survey was already outdated. So I explained and just asked him to let his conscience tell him what to do with these 1000 surveys. He said "perfect." Guess we will find out next week what his conscience told him when we go back to collect them.

I've contacted several high schools and middle schools to get the electronic version of the survey sent out to students and parents. One high school agreed to send the link to every student. Another will put the link on their daily news bulletin that gets sent to parents. The online survey is infinitely easier and smarter than the paper version.

Community College Internship

By Andrea Zollman

College of the Canyons (COC), a community college located in Santa Clarita, just northeast of the San Fernando Valley, offers classes at the lower division undergraduate level in general education and in specialized subjects. Students attending the school are working on associate degrees or vocational certificates, or completing general education requirements in order to transfer to a university. The two-story library building itself is about 10 years old and beautifully maintained. Reference services and the general collection are on the first floor and the media reserve desk, periodicals, and computer lab are on the second floor. Personnel include the library director, who is my site supervisor, and two full-time librarians as well as part-time, or adjunct, librarians.

After a brief orientation, I familiarized myself with COC's online databases and catalog. The library uses the circulation system and catalog software program Endeavor Voyager, which they share with Cal Arts, a local arts college. The library's online databases include Proquest, CQ Researcher, Biography Resource Center, Scriber and Twayne Author Series, and Encyclopedia Britannica.

I also observed a Web demonstration of some of the online databases given by the library director. After a brief orientation to the library's physical space, she took a class of about 15 students upstairs to the computer lab and showed them how to search the online catalog and how to locate books on the shelf. Then she showed them how to construct a search for a topic using a mix of browsing and analytical search techniques on the database "Issues and Controversies" and then by going to Proquest to continue the search. She discussed how to print and e-mail articles as well. Finally, she showed them how to search for an author on Scribner.

During the fourth week, more students came to the library, presumably to work on projects and papers due during the last week of the winter session. I had a chance to answer several reference questions. Most interesting, however, was a search my site supervisor asked me to conduct. A nursing professor was interested in pain management techniques used when performing a bone marrow aspiration test. My supervisor had already searched Pub Med and asked that I search Proquest, using the terms "bone marrow aspiration" AND "pain management." I tried several searches using variations of the search terms plus proximity searches. I found three or four relevant documents in total.

In subsequent weeks, I also worked on collection development, reading Library Journal nonfiction reviews. My site supervisor reviewed my selections, agreeing with my choices for the most part. A couple of the titles were too specific for the courses offered at the college. Price is also a factor in selecting new books. She then asked me to review the collection of textbooks held in the library's course reserves section and compare it with the list of texts ordered by professors through the school's bookstores to see if we have the same editions or earlier editions. I found that many of the texts the library has are earlier editions.

Los Angeles Area Public Library

By Allison Lee

Today is my first day as an intern and I was able to meet about a third of the staff because on Fridays some employees do not work. The staff members I met were all nice and welcoming. The biggest surprise was that they gave me my own desk and computer. They even asked if I wanted my own city e-mail account, but I told them it was not necessary. Several of my responsibilities were already outlined.

I will be traveling to one of the branches on Wednesdays to conduct storytime. Currently there is no format to their storytimes. This library does not have a storytelling collection so the librarian chooses books from the regular circulating collection. The craft associated with storytime will be prepared and sent with me. The staff at the other branch library will set up the craft. The librarian thinks I will read a few books, sing a few songs, and make a craft at the end. I will also be assisting with the bilingual storytime once a month. On Friday afternoons, I will help with the theater group with acting exercises and oral exercises in thinking.

February 14, 2007 (7 hours) — As I walked through the library doors 15 minutes before I'm supposed to be there, my supervisor tells me I'm going to do storytime. A first grade class arrived at 10:00 and I used a book from last week's preschool storytime. Thank goodness I still had my poem by Jack Prelutsky that I was going to use for storytime in the afternoon. The kids were supposed to look at books after the storytime but they had to go back to school for their Valentine party. I know my supervisor is under a lot of stress because there is no children's librarian. She has taken on the role of adult services and children's librarian. Working under these conditions is a great opportunity for me to observe and be part of a realistic situation.

February 16, 2007 (7 hours) — First thing in the morning my supervisor and I met with a book representative from a company that sells bilingual and Spanish books. The session was very interesting. He brought three large tubs of books for us to look at and purchase. He told us his company attended a large Spanish trade book show in Guadalajara, Mexico and rebound them for library use. There were little dot stickers that were for accelerated readers. He first showed us books strictly in Spanish. If the book was part of a nonfiction series, behind the sample book were laminated covers of other titles. My supervisor showed me the different types of bindings and which ones are more durable. Next we looked at bilingual books and books for older children. The procedure to purchase from this company was very simple. We would review the books and the ones we selected would be written down on an invoice.

My supervisor had to take a telephone call during the meeting so I was left talking to the bookseller while she was gone. He asked what college I attended and when I will be finished. I answered his questions and also told him where I currently work and he told me to call him when I'm finished with school or looking for a full time job. He was really pushing it and I thought it was really weird that he was pursuing this when my supervisor was not present. After the meeting he gave some blank invoices/order forms and he left.

February 23, 2007 — After assisting a co-worker in his theater group, I attended the focus group meeting in the room adjacent to the library. The library provided catered Mexican food for the event. Attendees signed in on a notepad. They were requested to provide their name, address, email, and phone number. An outside contractor was asked to present the meeting. The meeting is to discuss what patrons liked and how often they patronize the library. They asked about things they wanted changed and things they wanted kept. They discuss making the library green. No new space will be added but they are thinking about adding a café and some study rooms. It was a long day for my supervisor, so while they were talking, she dozed off twice during the discussion. I assisted the staff with cleaning the area where food was served.

March 7, 2007 — The Headstart preschool class came and I read stories about dance, and did a few finger plays. I had intended to read four books but I saw they were wiggling in their seats so I only read three books. I asked them about the rule regarding looking at books. They got up and walked to the table and sat down. If a child asked me to read a board book, I would read it to them.

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Internship Experiences

My first grade class came and I read *Burger Boy* and they loved it. The story is about a little boy that loves to eat hamburgers and eventually turns into a hamburger. They were completely entranced by the story and I received compliments from the theater teacher and staff for the reading. It was very exciting because I have never gotten feedback from colleagues on what I was doing. I finally helped a reader advisory with the first grade class. They asked about books and I provided them suggestions on good books.

The library celebrated Read Across America this week. In the weeks leading up to this event, flyers were created to promote the special storytime. The flyers were in English and Spanish. At the bottom of the flyer, children were encouraged to visit the reference desk to pick up coloring sheets or drop off a Dr. Seuss drawing that we would hang on the wall. The staff would display the drawing on the Dr. Seuss wall and put the name of the artist on the bottom of the picture.

The director and two other library assistants were to help with the Dr. Seuss event. The theater person portraying the *Cat in the Hat* chased my car in the parking lot to ask for directions. I told him the directions but we decided that it would be better if they followed me. The program went well and the children really enjoyed the *Cat in the Hat*. The craft was making the hat from *Cat in the Hat*. It was very complicated and many children got frustrated along with their parents. I would never do this craft again. There was a drawing for prizes at the end of the event of *Cat in the Hat* (The Cat in the Hat toys were actually dog toys that were on sale at Big Lots. The library had an incident a day before when a child realized the toys were for dogs and asked why he received a dog toy. He wanted a kid toy. Hence we cut the tags that indicated it was for dogs).

The six o'clock storytime had a better turnout of two people. At least there was an audience. The craft was a paper horse that stood up. The kids enjoyed the stories about farms. The branch manager asked if I knew offhand the theme for next week and I said I had to ask my supervisor. She then went and pulled out the monthly calendar for patrons. It had the listings of all the themes. I never knew there was such a calendar. Well, at least I know now.

March 9, 2007 — I was asked to arrive early today because my supervisor was not going to be present and a class was supposed to be arriving at 8:30. I selected several types of books because I didn't know the age of the students. Nine o'clock rolled around and they still did not arrive so I worked on my weeding project. I then waited for the 5th grade class to visit but they never showed. Thus, all I did was work on my weeding project. It was an uneventful day. I did get to work at the reference desk and answer how to spell words for one of the patrons.

LISSTEN

Library and Information Science Students to Encourage Networking is the association for students in the San José State University School of Library and Information Science. All SLIS students are encouraged to participate in the many LISSTEN-sponsored activities that take place throughout the year.



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