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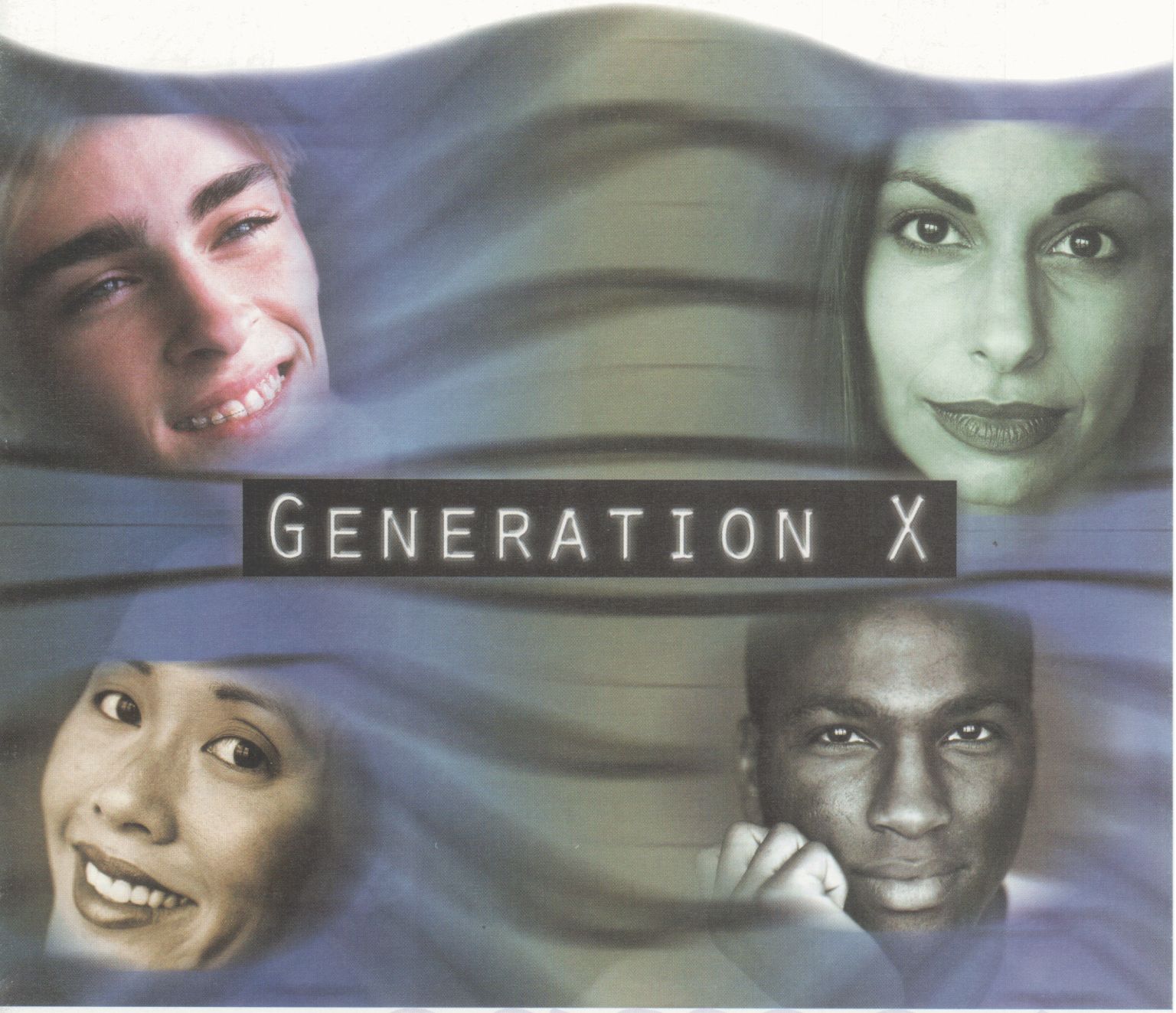
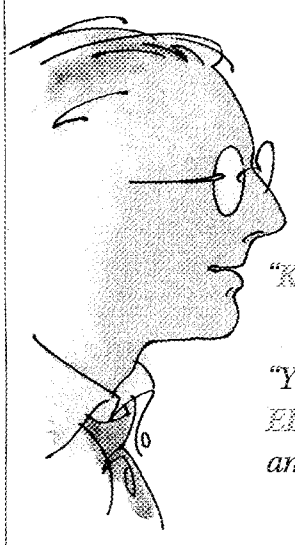


inside this issue:

Writers, Publishers, Librarians, Oh My!
The ABC's of Gen X for Librarians
Are e-Books in Your Future?
An Excerpt from *Canadian Copyright Law*



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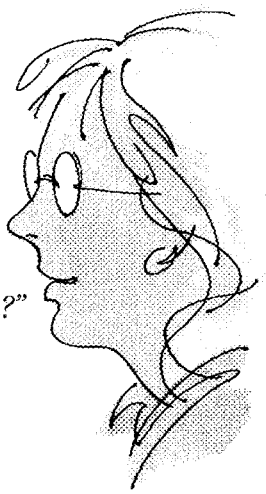

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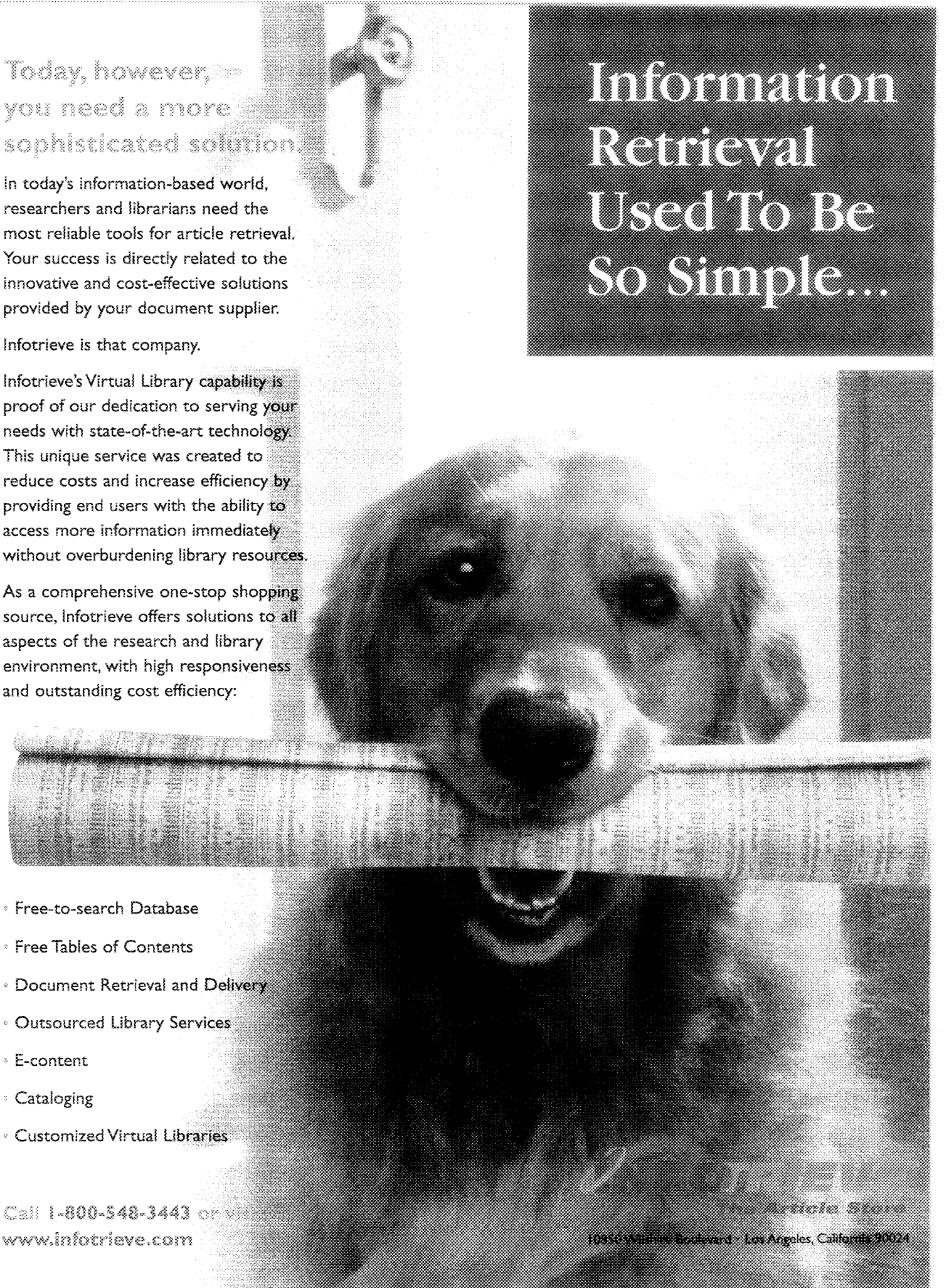

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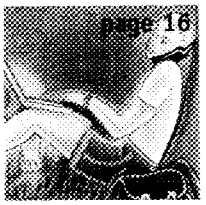

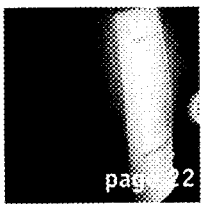

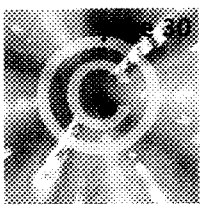

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As we hire Gen Xers, those of us responsible for the orientation and training of new hires, as well as their retention, need to address the different styles of learning and working that characterize the Gen X generation. Mary Ellen Beck shares her experiences as a supervisor of a Gen X employee.

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SLA Committees 2001-2002

SLA President-Elect Hope Tillman is looking for members to volunteer for service on the many committees of the association for 2001-2002. The appointment process will begin immediately after the Winter Meeting in Savannah. Read the committee descriptions in Who's Who. Indicate your interest in serving by contacting Hope Tillman at Babson College, Babson Park, Massachusetts 02457, or via e-mail at tillman@babson.edu. Include why you are interested in serving on a specific committee and relevant expertise.

Remember: If you are unable to volunteer for association-wide responsibilities at this time, service at the chapter and division level is a valuable experience. Contact the 2001-2002 chapter presidents-elect and division chairs-elect and tell them you would like to be involved on their team next year.

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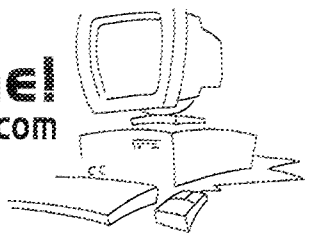

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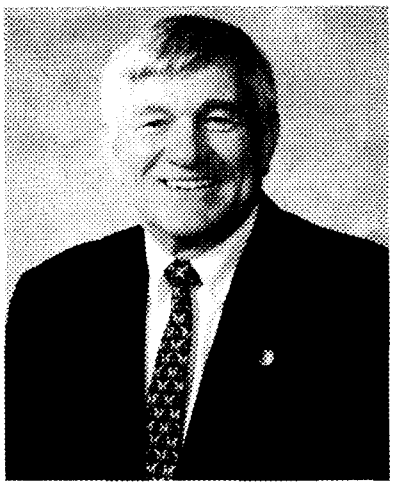


Writers, Publishers, Librarians, Oh My!

Do the words *Tasini v. New York Times* mean anything to you? They should, particularly given the fact that information professionals are caught in the middle of a very interesting copyright conundrum. I'm reminded of a statement from *The Wizard of Oz:* "Toto, we're not in Kansas anymore!"

This case, which is pending before the United States Supreme Court, pits freelance authors against publishers (*New York Times, New York Newsday*, Lexis-Nexis, to name a few), and rests on the question of whether copyright law allows the latter to print articles written by the former and make them available in digital form (in particular, on the web). Publishers argue that web-based versions of newspapers are merely editions of newspapers. The freelance authors maintain that copyright law only allows for article re-use if the new version of the work is substantially similar to the original. Web versions, they suggest, are nothing like the printed versions of newspapers and, thus, publishers have neither the right to put such articles on the web or to make them available to other online information services. The original case in federal court was won by the publishers. But then the authors appealed, and the U.S. Court of Appeals, Second Circuit, overturned the original decision. The publishers immediately requested a review by the high court.

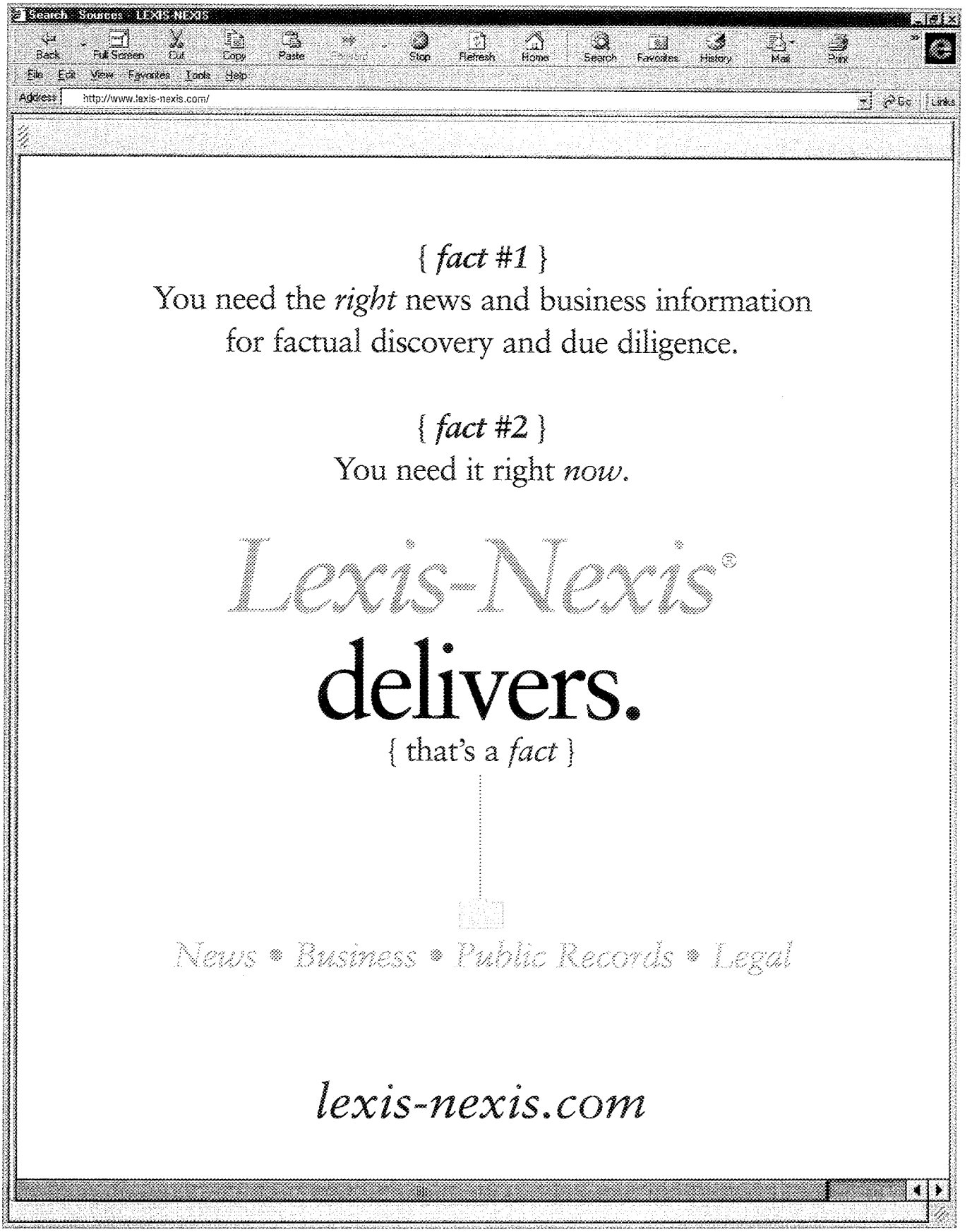
SLA believes that the outcome of this case will have a significant impact on the manner in which information professionals will access information, engage publishers, and meet the needs of our users.

As a result of the Supreme Court's decision to review *Tasini v. New York Times*, U.S. library associations have become the darlings of the information world. Both sides have courted SLA and the rest of the community in an attempt to convince us to file *amicus curiae* (a "friend of the court" brief) in support of their respective causes. The American Library Association and the Association of Research Libraries have agreed to do so. As of this writing, SLA has remained neutral on the matter, citing concerns with both enforcement of copyright law and the impact of the case on access to archives of articles and the costs of said access. But it certainly has made for some interesting theater, as authors and publishers have made their pitches in an attempt to sway our position. Authors have traditionally been allies of the library community in recent copyright legislative battles. Depending on which library association you ask, publishers are either A) friends of the information professional with clear interests in defending their intellectual property rights; B) greedy protectors of their IP rights and oppressive enforcers of the law; or C) some of each but certainly neither hawks nor doves.

For its own part, SLA believes that the outcome of this case will have a significant impact on the manner in which information professionals will access information, engage publishers, strategically plan for future resource acquisition, and meet the needs of our users. We believe that the parties involved are in a position to resolve this matter without the Supreme Court's intervention, and the community of information professionals deserve that kind of outcome. Reliance on a decision by the court is a gamble for both sides and our profession. A win by the publishers may signal their total control of the information marketplace, which is never a good thing. A win by the authors may severely affect the quality and quantity of content archived by online services and the price to be paid for access to that content—clearly not a victory for the profession. As users of information, you have a role to play by communicating with your suppliers about the need for a responsible outcome that will benefit everyone, including both authors and publishers. Don't hesitate to use your powers of persuasion!

David R Bender

David R. Bender, Ph.D.
Executive Director



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making news

member news

Special Library Supports "Reading Capital of the World" Effort

Residents (primarily children) of Tifton, Georgia, have amassed over one million points in three years using the Advantage Learning Systems, Inc. "Accelerated Reader Program" and have proclaimed Tifton as the "Reading Capital of the World." For a nine-week period adults were allowed to read books and take tests as well and the University of Georgia College of Agricultural and Environmental Sciences Tifton Campus Library was one of the sites where people could take tests. Librarian Duncan McClusky of the Tifton Campus is a member of the Environment and Resource Management Division as well and the Food, Agriculture, and Nutrition Division.

Best-Seller USA Signs SLA Member Quinn Koller

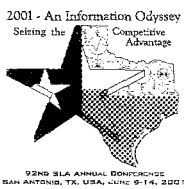
Quinn Koller has joined Best-Seller USA as Manager, Business Development USA. Koller, who currently serves on SLA's Board of Directors of the Geography and Map Division, and the Solo Librarians Division, formerly served as the Director of Library and Information Services for America Online Inc. (AOL). Koller was responsible for automating their immense geographic collection and pioneering the electronic delivery of all library services. Prior to AOL, Koller was formerly an acquisitions librarian for the U.S. Department of State, has a wealth of international experience and has over fifteen years experience at all levels within libraries and library management. Koller, who is an active guest speaker at the SLA and other conferences, was a 1999 nominee for the SLA "Innovators in Technology Award" for his unique approach to bringing AOL's Library into the Information Age.

sla news

New Branding for Exhibitors!

What's new in exhibits this year? SLA's new name for their exhibitors and exhibitions, that is! SLA now has a new name and a new identity for the exhibitors at the Annual Meeting 2001 in San Antonio—INFO-EXPO: SLA Information Partners! Starting this year, the name INFO-EXPO: SLA Information Partners will be the new way to refer to the exhibitors and their exhibits participating in the Annual Conference. Please help us to usher in a new era of exhibiting. Use this new name when referring to SLA's exhibitors and exhibits and look for this brand name on future exhibitor information. INFO - EXPO: SLA Information Partners is an exciting new concept and identity for the exhibitors. Join us in incorporating the new name in your minds and rolodexes as a new tradition in exhibiting. For additional information, call Janet Brown, director of exhibits, at 1-202-939-3680 or e-mail janet@sla.org.

Save the Date!



Mark Your Calendar for this year's Annual Conference — "2001 - An Information Odyssey: Seizing the Competitive Advantage." This year's conference will be held June 9-14, 2001, in San Antonio, Texas at the Henry B. Gonzalez Convention Center. Check the web site at www.sla.org/content/evetns/2001conf/index.cfm for more updates on conference happenings.

De Cagna Named to 2001 Class of ASAE Fellows

Jeff De Cagna, SLA's managing director of Strategic Learning and Development, is one of ten industry leaders that has been named to the American Society of Association Executives (ASAE) 2001 class of Fellows. The Fellows designation is one of ASAE's highest honors, conferred upon industry executives who have complied a list of significant contributions to their current and past organizations. ASAE Fellows are often called upon to advise the ASAE President and Board of Directors, monitor trends in the profession and make recommendations for addressing future challenges. De Cagna and the other Fellows will be honored in March during a ceremony at ASAEs Strategic Leadership Forum in Las Vegas, Nevada.

industry news

Yahoo! to Ban Hate-related Materials on Auction Site

Yahoo! Inc. will stop carrying online auctions of Nazi artifacts and other hate-related materials after some users complained that such items promote hate and violence. The new restrictions, which take effect a week from Wednesday, could also address a November court ruling from France requiring Yahoo to block such items from French users. Although Yahoo has insisted it cannot limit access to certain geographic regions, as the French court ordered, Yahoo may effectively comply by blocking the items from everyone. The new guidelines will also apply to the site's classified listings and its e-commerce partners. Yahoo! search directories, chat rooms and other areas are not affected. When the new policy takes effect, Yahoo will also begin screening items before they are listed. Computer software will reject any item that appears to violate the site's policies. Users will be able to appeal rejections to a human being. Auction sites have typically rejected items only after they are posted.

Call for Applications for 2001 American Memory Fellows Institute

The American Memory Fellows Program is joining with the Library of Congress for a year long professional development opportunity, the cornerstone of which is the American Memory Fellows Institute, held in Washington at the Library of Congress in two six-day sessions on July 15-20 and July 22-27, 2001. This is an excellent opportunity for outstanding teachers, librarians and media specialist to work with the Library of Congress to understand better how primary sources can enrich the learning experience of students in grades 4-12.

The American Memory Fellows Institute sponsors twenty-five two-person teams of exemplary grade 4-12 educators for their stay in Washington. Teams will attend only one session; however, to be eligible for consideration, teams must be available for both sessions. To apply, use the application found online at learning.loc.gov/learn/amfp. Applications must be postmarked by February 26, 2001.

During the six day institute, Fellows will work with Library of Congress staff and consultants, examine both actual and virtual primary source artifacts-photographs, maps, graphic arts, video, audio, documents and texts-plus learn strategies for working with these electronic primary source materials. Participants will also develop sample teaching materials that draw upon the American Memory online materials.

Following the Institute, Fellows will continue to develop, refine and test their teaching materials with other colleagues and students. These teacher-created materials are then edited for presentation on the Library of Congress Learning Page at learning.loc.gov/learn. Throughout the school year, Fellows participate in online discussion groups. American Memory Fellows, as mentors to their professions, are also asked to share their knowledge with other colleagues throughout the nation at workshops and seminars or in writing.

The Library is seeking applications from two-member teams of humanities teachers, librarians and media specialists who:

- Have frequent access to and a high level of comfort using the World Wide Web, e-mail and other technologies;
- Have experience using primary source to motivate students, promote their critical thinking and help them connect history to their lives;
- Are active leaders in their fields, or have the ability to disseminate their expertise to teachers or librarians in their community and region;
- Work with student populations that are diverse(e.g. by region, income, race and ethnicity, language, ability, etc.).

If you meet these criteria, print out and complete the online application at llearning.loc.gov/learn/amfp. You may make copies or the applications for interested colleagues. Remember, applications must be postmarked by February 26, 2001. (No e-mail, fax, or disk-based applications, please.) Notification letters to all applicants will be mailed the week of April 23, 2001. Send inquiries to Andrea Savada at asav@loc.gov or 1-202-707-8148.

The Depository Library Council Seeks New Members

The Depository Library Council (Council) was established in 1973 to provide advice to the Public Printer, United States Government Printing Office (GPO), regarding the Federal Depository Library Program (FDLP). The Council is comprised of individuals who serve for a three-year term. Each year, up to five new Council members are selected to replace those whose terms have expired. Council members appointed to three-year

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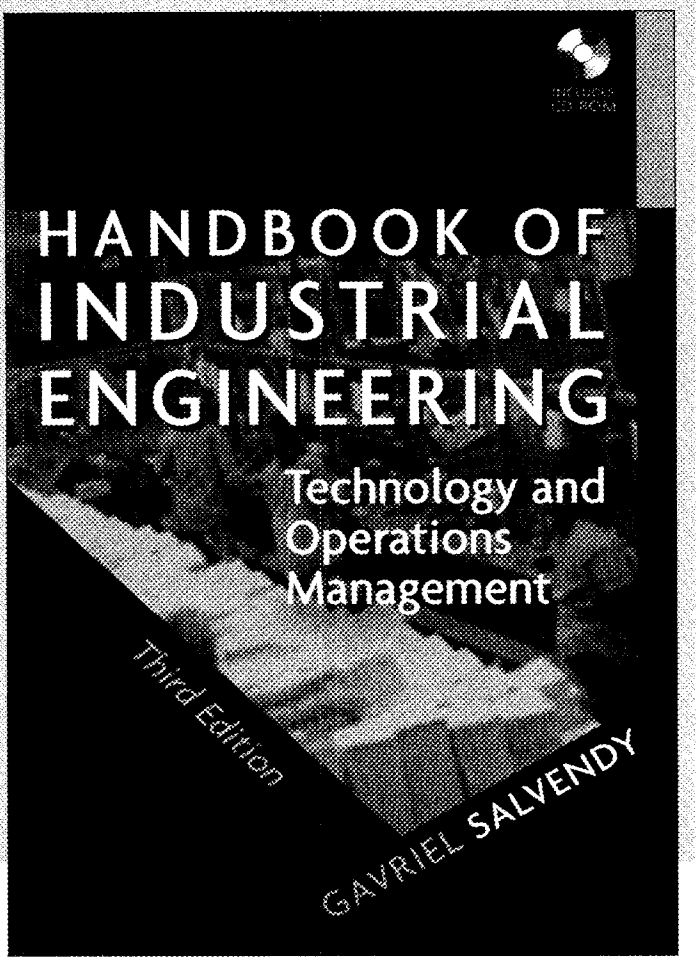

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terms in 2001 will formally begin their term on October 1, 2001, and serve until September 30, 2004.

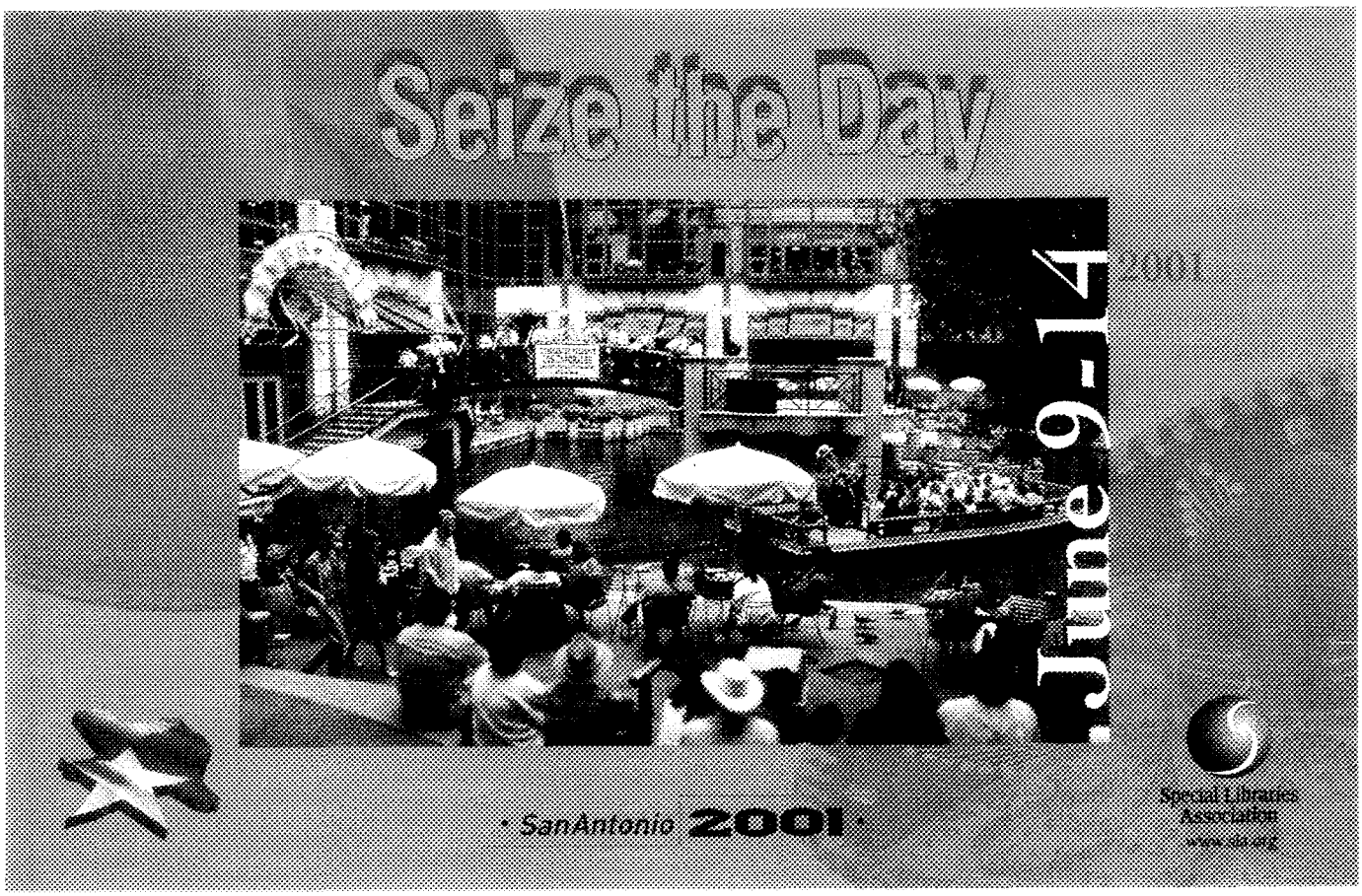
The Depository Library Council is seeking individuals who have a broad working knowledge of Federal information dissemination policy and issues, and the ability to relate that knowledge to the FDLP. We expect that in the coming year much of the Councils focus will be on GPOs actions to discover, catalog, and manage online resources. Therefore, Council members should have an understanding of the information-based society and economy, including such issues as technological developments. Literacy, productivity, national competitiveness, and the roles of the various sectors of society in addressing such issues.

Members of Council will be asked to advise the Public Printer on issues of public access to Government information, GPO responses to legislative and funding proposals, and other issues which could impact the FDLP.

Council members must be able to devote sufficient amounts of personal and organizational time and resources to be part of in-depth discussions of issues and to synthesize the results of such discussions and related research into formal recommendations to the Public Printer. This commitment of time will involve approximately ten days per year, including the two yearly meetings and committee work between the formal sessions. Council officers and committee chairpersons may need to devote additional time between meetings.

The Council has two public meetings each year in April and October: one in the Washington DC area and the other at different locations around the country. Each Council meeting is in session for 3.5 days. The Council convenes on a Sunday and adjourns on Wednesday. GPO pays the travel and per diem expenses of Council members.

If you wish to be nominated for the Council, please submit a brief biographical sketch to John Crosby, director, public communications at SLA via e-mail at john-c@sla.org or contact by phone at 1-202-939-3629 by February 16, 2001.



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strategic learning outlook

Deepening Your Learning

To be both effective and fulfilled in our personal and professional lives today, we need to be learning continuously about ourselves, other people, and the many facets of our businesses and our careers. You can do that through many avenues. One method is life coaching.

What is life coaching?

There are many approaches to coaching. Organizational coaching seeks to improve performance, productivity, or teamwork and views the coach as the expert who motivates and gives advice. There are specialty coaches who focus on sales, business, or career. *Life coaching* looks at a person's whole life to assess the level of fulfillment and balance, and assists the person in discovering who she is and who she wants to be. Life coaching focuses on moving toward a desired future, rather than focusing on the past. Life coaching helps the person integrate the multiple facets of life and live congruently in the many roles he plays.

One model of life coaching is Co-active Coaching which has four "cornerstones": 1) the client is naturally creative, resourceful and whole; 2) the coaching addresses the client's whole life; 3) the agenda comes from the client; 4) the relationship is a *designed alliance*. The most important step in a new coaching relationship is to develop the *alliance*. From the beginning, the client experiences the coach as someone who believes in him and is committed to helping him create the life and work he desires. The power of the coaching process resides in this partnership.

How does coaching deepen our learning?

We begin with the belief that the client does not need to be "fixed" and is fully capable of realizing her full potential. Each of us is the expert on our own lives and has the answers we seek. *Stop and read that sentence again.* How often have you thought of yourself as the expert on your own life? What would it be like for you to see yourself that way? You have just deepened your learning by answering this question.

The difficult part is accessing those answers and recognizing them when we do. The coach is a facilitator for this discovery. Open-ended, powerful questions help peel the layers away from the issue and get at what is true for the person in that moment and helps him choose actions that are appropriate for him. Sometimes recognition is the only "action" needed and an important shift happens from that point.

Very often a major obstacle to our growth and learning is "the Gremlin." You may know the Gremlin by another name–*Inner Critic, The Voice, Parental Tapes*–or many others. The Gremlin will always be strongest at times of risk, transition and vulnerability. The Gremlin seeks to keep things the same. If you were to grow, expand your life, move forward, the Gremlin would be out of a job! What makes the Gremlin such a tough opponent is that we think it is a part of ourselves speaking up to keep us focused on reality, practicalities, etc. To move forward, the Gremlin must be identified and seen as separate from us. Think of a time you heard these words inside your head: "What makes you think you can do that? Who do you think you are?" That was your Gremlin speaking! The coach works with you to honor the Gremlin's past contribution to your life, as you ask it for a new relationship, one in that you can move ahead and take risks which will deepen your learning about yourself and life.

How do you find a coach?

First, ask yourself what your primary focus is for the coaching work you want to do? Then ask, "How committed am I to doing this work and making this investment?"

Once you have the answers, do your research and find several coaches to interview. Ask about their credentials, their style of coaching and fees. Ask them for sample sessions by phone or in person to assess their approaches, capabilities and your rapport with them. This is an important investment you are making in yourself!

The International Coaches Federation (ICF) [www.coachfederation.org] currently has 3500 members, and estimates that there are between 10,000 and 15,000 coaches worldwide. The ICF sets standards for coach training schools and certification, and maintains a referral listing which can be accessed from the website as well as information on local ICF chapters. Other sources are local papers, networking groups, and professional training organizations, as well as friends and relatives who have coaches.

by Linda M. David, CPPC. David is a life coach and training consultant in private practice in Alexandria, VA. She may be reached via e-mail at lmdavid@bellatlantic.net.

For more information, contact Jeff De Cagna (jeff@sla.org)

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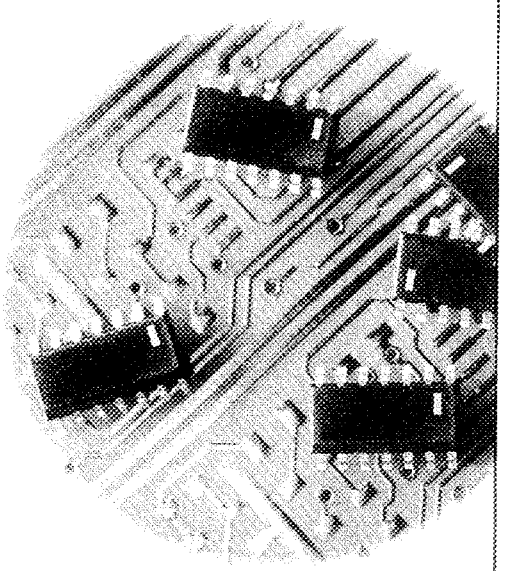

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A Decade of Celebrating International Special Librarians Day!

Ten years ago, the Special Libraries Association decided there should be a day dedicated to the profession that would recognize the unique contributions made by information professionals and the critical role they play in the international information arena. As a result, International Special Librarians Day (ISLD) was created. Held in conjunction with National Library Week, ISLD encourages information professionals to promote the services they provide to their users, customers, and management within their organizations and to external communities. The first celebration turned out to be such an overwhelming success that the board of directors decided to make it an annual event, thus laying the foundation for future events.

So here we are a decade later. ISLD continues to serve the same purpose in 2001 as it did in 1991; the only notable difference is that the celebration has grown steadily into an international event because of the continued support and commitment from information professionals around the world. As a leader in the global information community, on the front lines everyday obtaining first-hand knowledge and experience on the perceptions and attitudes surrounding the profession, you understand that your participation and communication play an important role in raising awareness and recognition for the profession. With that in mind, a theme was created that embodies the ISLD message. "A World of Information Within Your Reach" conveys that information professionals are the best trained people to tap into, manage, and connect you to today's complex and overwhelming world of global information.

To get you started down the right path, this year we added a new press kit. The press kit contains a sample press release, media alert, letter to the editor, fact sheet, and radio PSA, all of which are available on the SLA web site. The international observance of ISLD provides a news hook or angle for developing news and feature stories and the press kit is a valuable communications tool for you to send to your local print and broadcast media.

Thanks to the generous support from Factiva, A Dow Jones and Reuters Company, and the Freedom Forum, we have prepared a great promotional kit for you to use in celebrating this very special occasion. Please take full advantage of the ISLD theme and logo on the SLA web site. The SLA web site also contains information on activities for celebrating ISLD, information on ordering free promotional items, and the criteria for the ISLD Award. For the second year, the Freedom Forum in Rosslyn, Virginia, will host a special event which includes a self-guided tour of the Newseum (an interactive news museum). Here are a few easy tips to assist you in getting the message out:

Invite your colleagues, local officials and the media for an open house to...
Share and showcase the services and contributions of your library...
Leave your patrons dazzled and amazed by your presentation which...
Demonstrates your vast resources, knowledge and abilities.

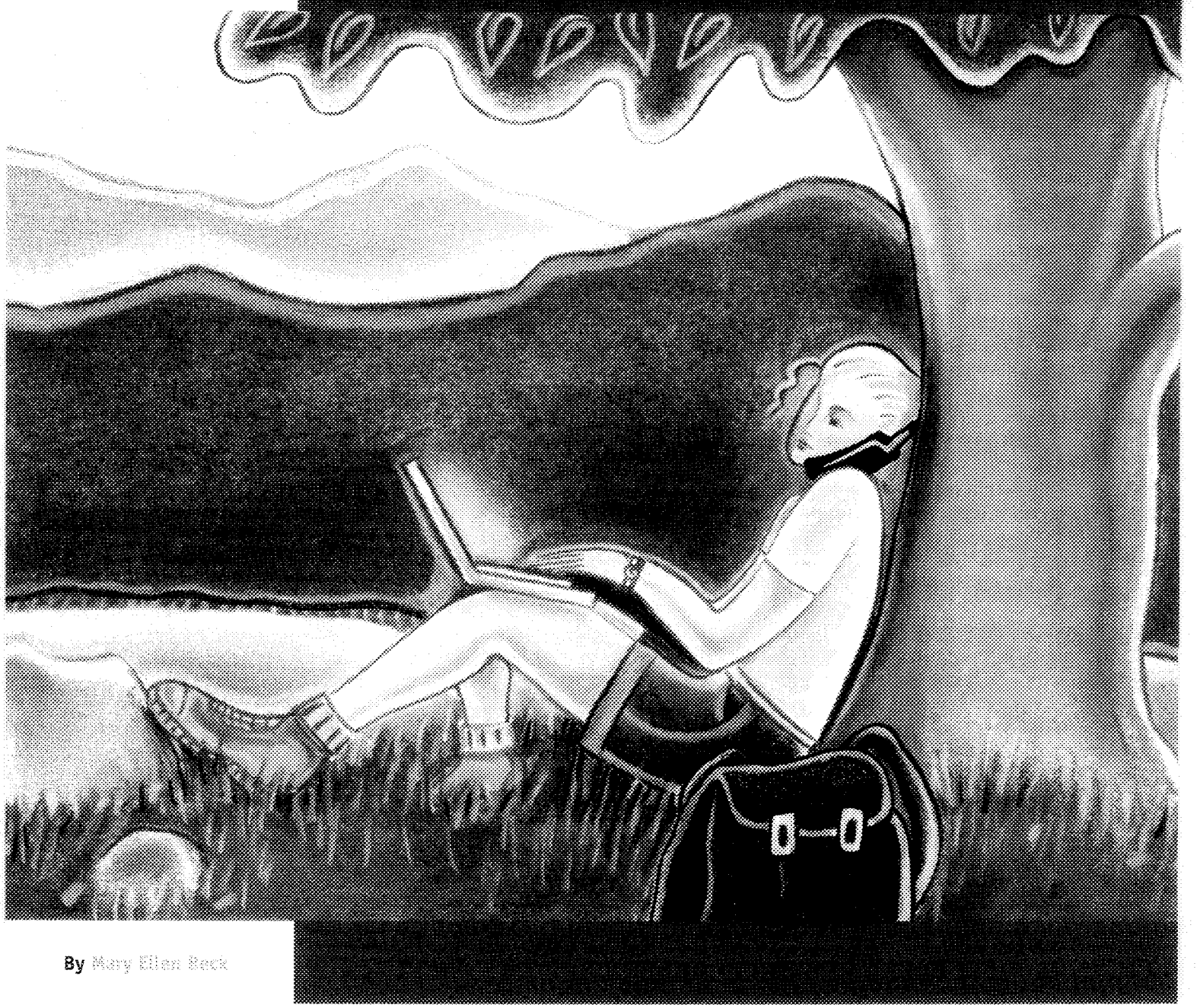
On April 5, 2001, your opportunity awaits. This is your day to speak loudly and clearly about the value information professionals bring to their organizations. Your observance and participation of ISLD 2001 contribute to changing people's attitudes, perceptions, and understanding about the importance of what you do and the value you add.

Ten Years of Celebrating the Value You Bring to Your Organization!

2001 - A World of Information Within Your Reach
2000 - Navigating the World's Knowledge
1999 - Exercise Your Resources
1998 - The Time Is Now
1997 - Putting Knowledge to Work
1996 - Partners in Global Information Management
1995 - Mastering Global Information with a Competitive Advantage
1994 - Building a Better World with Information
1993 - Global Understanding Through Information
1992 - Information Knows No Bounds
1991 - Information Beyond Borders: Building Global Partnerships

For more information, contact Anthony Blue (anthony@sla.org)

The ABC's of Gen X for Librarians



By Mary Ellen Beck

Mary Ellen Beck is manager of Global Information Services at United Technologies Corporation. She has been involved in hiring and training library staff for the past fourteen years. She may be reached at beckME@utrc.com.

What Sets the Gen X Employee Apart from the Rest?

JODI LUNCHES ON HAMBURGERS AND FRIES OR A FRENCH DIP SANDWICH, **dresses in GAP clothes, listens to rock, and says, "you rock!" when she is pleased with what she hears. Mary Ellen lunches on yogurt and fruit, dresses in Ann Taylor, listens to jazz and doesn't quite understand that she manages a "cube farm" where an unusual sound can cause Jodi to engage in "prairie dogging" over the top of a cubicle wall. What do they have in common? They both work for the Information Network at United Technologies Corporation, Jodi as a new information manager and Mary Ellen as a seasoned supervisor responsible for setting up her training.**

Without a doubt the library field is in the midst of a graying of the profession ("Know About Librarians," *American Libraries,* February 2000). Our information organizations will need to fill many positions from the pool of Gen Xers (those born between 1963 and 1977) to maintain employment levels. As we hire Gen Xers, those of us responsible for the orientation and training of new hires, as well as their retention, need to address the different styles of learning and working which characterize the Gen X generation. One year ago, I hired our first Gen X library professional, Jodi Psoter-Stacy and this article is based on my experiences as one of her supervisors.

What they are looking for:

Basically Gen Xers are looking for success and security, but they are unsure about how to find it and they do not ascribe to the same work ethic of previous generations. They are the latchkey children who as Jodi expressed it "take care of ourselves." They are graduating to one of the best job markets ever, so they don't fear finding a job, and will switch jobs often if they are not happy, or can negotiate more money. Every year more than 17 million will change fulltime jobs, others try a business venture, or decide to go back to school. Many of them are entrepreneurial and will seek out dot.com ventures as the employer of choice.

They mistrust corporations as they saw their parents downsized and restructured in the foundering job market of the 1990s. They set their security as their highly marketable job skills which they can pick up by moving from one job to another. They will aggressively seek out these new marketable job skills and knowledge, and they will be attracted to jobs that offer training and strong mentoring programs. They are enticed by companies where there is a big risk/big reward environment which allows rapid advancement for those who can meet challenges.

The best large companies for attracting Gen Xers are the ones that mimic small companies and create smaller autonomous units. They offer greater wealth opportunities for their best people regardless of age/seniority and they compensate on the basis of performance. Finding ways to keep young people connected to the larger organization and giving them exposure to top people makes a large company seem like a small company.

Their perception of the company is very important and those companies who can market their organizations as a brand will be most successful in hiring Gen Xers. They will use their technical skill and online resources to research a company, exchanging information via the Internet with their friends and checking message boards where people post information about working at companies. Some are attracted to companies with an inspiring mission which benefits pharmaceutical and biotechnology companies.

Be prepared to woo them and as you do, give them opportunities to meet and build relationships with potential colleagues. At some companies, the hiring process has taken on the aura of a fraternity or sorority rush with lavish events and opportunities to network with potential colleagues. Creative recruiting, beyond typical job fairs such as mobile billboards and aggressive use of the Internet such as running banner ads on sites from Scott Adams' Dilbert site to Travelocity will give your company the edge. Developing an internship program and partnering with schools offering library programs can allow you as the potential employer to test drive and fine tune potential employees.

Remember that not all rewards will be equal to them. This group, due to worries about social security, are already saving at a much earlier age. They want portable self-directed 401K plans and lump sum distributions and

they don't want to wait five years to be vested. They are a harder sell for job-based insurance; but you can interest them if you include such benefits as wellness, gym membership, and alternative health care coverage. Although they are used to having money as the children of two income families, they also want rewards other than money related to travel on the job, benefits, and perks that improve their quality of life and hours that fit in with their life style. Flextime and the ability to do work from home are also definite pluses.

Once you have hired Gen Xers, be prepared to integrate them into your work environment. Avoid micromanaging them and cramping their independent style. You may face resistance from baby boomers who resent that they have not paid their dues. Others may have trouble accepting their style of working and communicating, or may be threatened by their technical savvy. Try to establish the same benefits and perks for all of your employees if they are attractive to non Gen Xers as well.

Hanging with Jodi and doing things her way in our organization

Supportive atmosphere

Jodi is the first person that I have hired directly from library school in the past three years; previous hires have been librarians who have worked in the field for many years and completed their MLS degrees between 1975 and the late 1980s.

Experienced new hires begin with an orientation of a couple of weeks with our central groups that offer basic research and work with the physical collection. After a few sessions of mentoring with experienced information managers at the business division where they will be working, these new information managers are up to speed. They join one of our divisions where they operate as consultants to UTC employees by providing information and the other services offered by the Information Network. In hiring Jodi, we knew that we had a commitment to provide her with a nurturing learning environment until she would be able to stake out on her own.

When Jodi arrived, we assigned her to her own office space with the Global Information Support Team who do general research. We expected her to spend five months training with this group as well as becoming familiar with the Printed Resources Group, the other team, which is co-located as a central team of the Information Network. This initial experience allowed her to be tethered to the central staff who would later be supporting her when she moved out of their orbit into the field. Her ultimate assignment is as one of two information managers at the United Technologies Research Center where she now has her own office removed from the central groups, and the other information manager assigned to this location.

To prepare Jodi for the type of requests she would be responsible to research in her position, we gave her immediate access to the Information Network's "IN tracker." This is a Lotus Notes database where all of our staff members enter data about each research request that they complete for a customer. Participation in the IN tracker is required for all of our staff, and we use this as a training database to develop awareness for new hires or those changing position within our network of what they can expect in their new positions. This database is especially effective with Gen Xers as they can look at requests at their own pace on their desktops.

Provide opportunities for mentoring from day one

Gen Xers are social and like to feel that they are part of the group. Give them opportunities to spend time with other staffers, especially those with expertise in areas that they need to know about. Set up a rotation schedule during the orientation period so that they have a chance to spend mornings, afternoons or whole days with experienced staff. If personalities don't click as they move around, make sure that they are not forced into a situation where mentor makes them feel uncomfortable.

Although you may feel the pressure to push them into their new position, it pays to spend the time to integrate them into the group. Even a small event can make a difference—an icebreaker assignment for Jodi was to have her divide up marketing giveaways and find out who wanted what which helped her to meet everyone in a non-threatening interaction. Our network has an orientation template which new hires can use to determine what they need to know and which staff members will be able to teach them. It clearly defines the baseline requirements of knowledge and specific learning goals. In Jodi's estimation it helped her to focus on what was especially important in the first couple of weeks when she was overwhelmed and didn't know quite where to begin.

Be accessible, be open and listen, even if it is negative

The supervisor needs to be accessible and willing to listen to their frustrations. They are comfortable with all age levels and expect to be able to talk directly to supervisors, even those a level or two above. The perception of being able to walk into the supervisor's office to discuss question or to just chat, an "open door policy," is key for a Gen Xer. Relate to their issues and lingo but don't over identify with them.

The idea of the boss being all-knowing and not to be questioned is over as far as this generation is concerned.

They are not accepting of top down authority and rules that don't make sense to them. Accept their criticism and work on the concept that they can change things and make a difference. If possible, form focus groups of Gen Xers across departments at your company to find out what they are thinking. Perception of the company is important—asking current Gen Xers what they think as a focus group can establish a baseline so that you can craft messages and select media to improve or change existing perceptions.

On the other hand, they like to see action and are not impressed when something important to them is bogged down in bureaucratic red tape. Show your Gen Xers that you can follow through and "be there for them." Try to be positive and show them the ropes instead of dwelling on the problems and obstacles of the working environment

If something is of interest, engage them

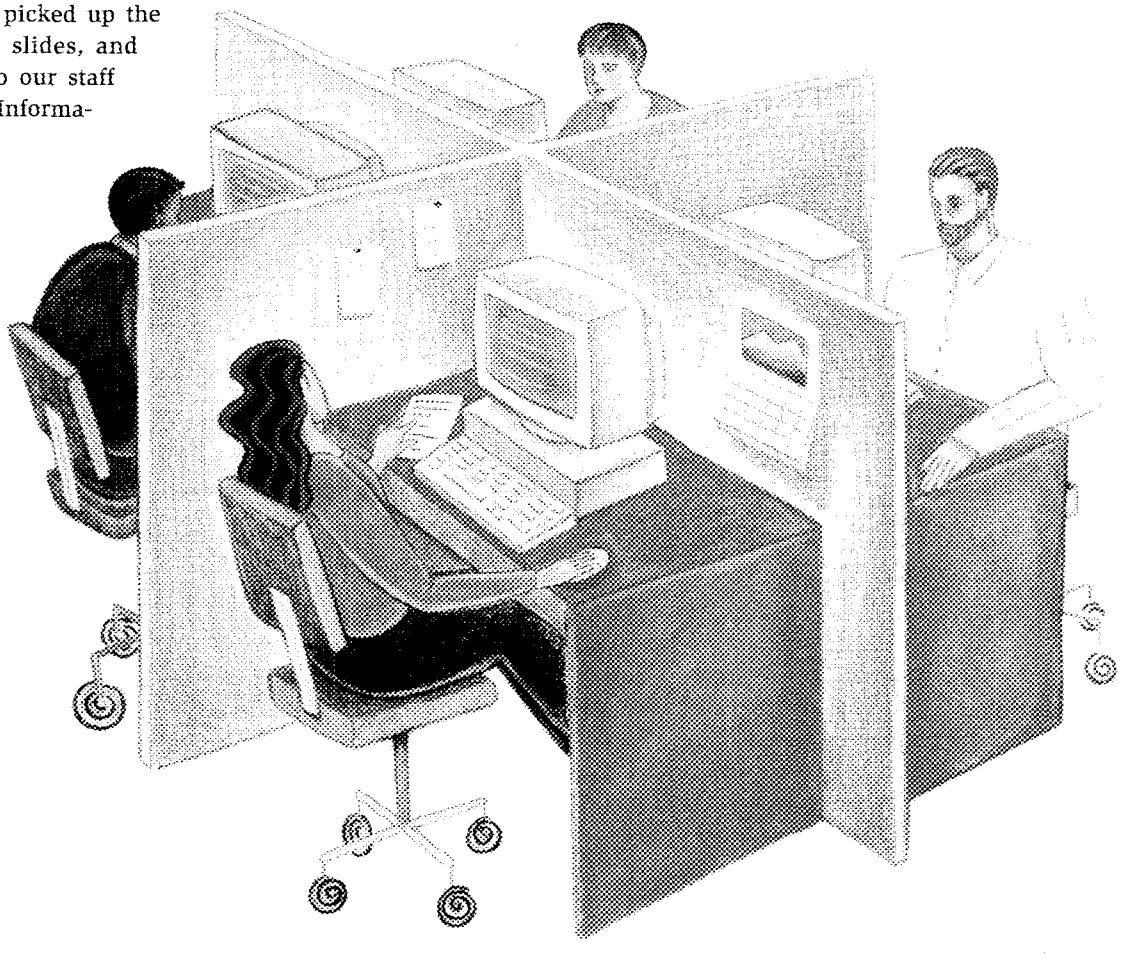
Gen Xers like to have fun at work and they want to do challenging work. If they express an interest in a project, follow up on it and get them involved. Make sure that you offer support so that they are successful. After Jodi moved to her own location, she wanted to create a Power Point presentation to update an existing presentation about the Information Network that she could use with her customers, and she wanted to include information about all of the desktop products which we offer. She completed most of the slides, but then she had to shift gears back to her workload; a few of us picked up the thread, completed the slides, and made them available to our staff to use in marketing the Information Network.

We make it a point to give Jodi credit for her efforts and to tell her when others used the slides with success. Gen Xers like to receive constant feedback for what they have done. Gen Xers may have a different work ethic in which their job is not their number one priority, but they are not slackers. They can work independently and are creative, but when the job is done, they are done.

Provide customized training and give opportunities for mentoring

No matter how impressive a library school program may be, new hires who have not had previous practical experience beyond an internship need to develop and sharpen skills. There are limits as to how much time individual staff members are able to spend in one-on-one training.

The Information Network has training opportunities provided by the vendors at our quarterly meeting; however, I also make sure to include Jodi in training events in-between meetings, as well as having vendor trainers come to give specific entry level training just for her and other new hires, and interns. In addition, we encourage her to attend outside training, seminars and conference events which are posted to the staff through our electronic staff newsletter. I encouraged her to select a strategic conference to attend. She has a science background, and needed to learn more business research skills for her position. I



recommended a business conference which would enhance her skills in that area, and although initially tentative, she agreed to follow through and had a very positive experience.

We also made Jodi aware of the expertise of our experienced staff so that she could call upon them for real life help when working on customer requests. Jodi will seek out casual relationships with people who can help her.

Jodi is always concerned about the appropriateness of expressing her opinion. We try to create an environment where she feels that it is safe to express her ideas in a group setting, even if they are not mainstream or are negative. Accept that Gen Xers may not have the level of analytical abilities and long-term perspective of senior colleagues. We try to give her immediate feedback on her contributions and credit for her ideas.

Gen Xers trust each other, and will pass the word around that your information center is a great place to work.

She regularly visits our staff at other sites to share ideas and learn. The Information Network is part of an umbrella group known as Information and Learning, and we encourage our staff to learn from each other.

Step up the pace, make it visual and relevant

Gen Xers like to move quickly, especially where technology is concerned. They also like to make intuitive discoveries rather than deducing by following steps dictated to them by someone else. Let them discover the "aha! moments" as they will be skeptical of accepting them as givens from you. It is far more motivating to offer them some visual hands-on instruction, and then give them a password and some actual questions to use in mastering the skills. Jodi processes information quickly and needs training that is fast-paced, fun, involved, and broken down into smaller chunks. We try not lecture her about how to do everything and to allow for intergenerational differences in training and learning.

One caveat is that in their familiarity with technology, they may forget that the customer's needs and human interaction sometimes override technical expediency. A Gen X intern once asked me why we call customers to refine what they need if we can send them an e-mail. After a series of e-mail exchanges with a customer, the same intern expressed her frustration to me that she still did not know what the customer wanted. I drove home the point by suggesting that she call the customer.

Targeted teaming

Jodi works best on teams that focus on solving immediate problems, like our team that works with branding our products and services, or the one governs our Information Network's intranet. Teams where the members have unique skills or knowledge, or in which the authority is fluid or where participants who have the most skills, knowledge and experience to deal with a specific matter at hand will be most attractive to a Gen Xer.

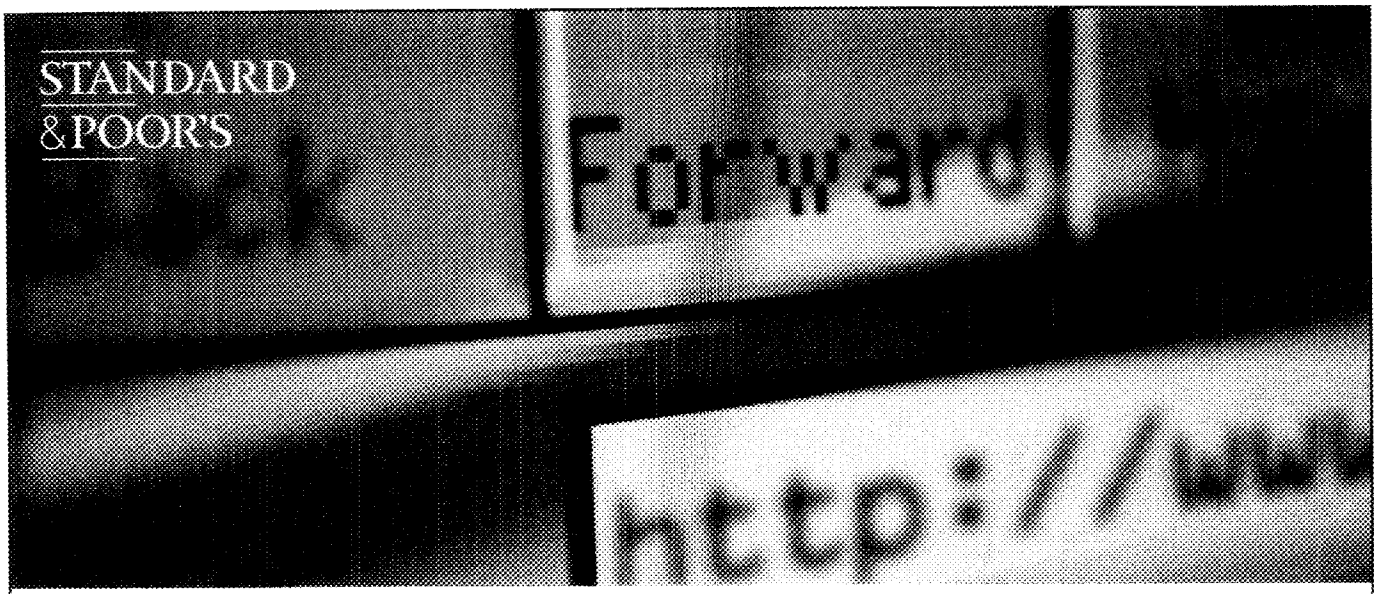
Capture their energy and use it to your advantage

A satisfied Gen Xer can become an evangelist and a powerful recruitment card. When interviewing other Gen Xers and interns, make your newly minted Gen X hire a part of the process. If you don't want them to sit in on the actual interview, invite them to lunch and give them some time alone with the candidate walking them back to the human resources department or driving them back to their hotel. Gen Xers trust each other, and will pass the word around that your information center is a great place to work.

Jodi's natural zeal has infused our network with a spark of energy that can be contagious. Although Gen Xers do not have loyalty to a company, you can dissuade them from being lured away when the headhunter calls if you develop a retention program which should start during the orientation period. This plan should incorporate manageable job expectations, a career planning component, good internal communications, freedom to balance work and life as a free agent, and clear objectives with frequent monitoring. Make sure that they have a good experience from the first day that they walk in the door to start work. Initial impressions will color the way they feel about working for you, and a day that is overwhelming and confusing will be remembered.

Make retention a top priority and let your Gen Xers know this by your actions. If you show that you value their opinion, you will be rewarded in return. Although they will most likely not be life long employees, their good feelings about your company will stay with them after they leave, and who knows—they may boomerang back to you in the future or send others your way. So don't be a "mouse potato" (online analogue of a couch potato—Gen X style)—get busy and reach out to Gen Xers the next time you have a position open.

Find ways to capture their energy and use it to your advantage



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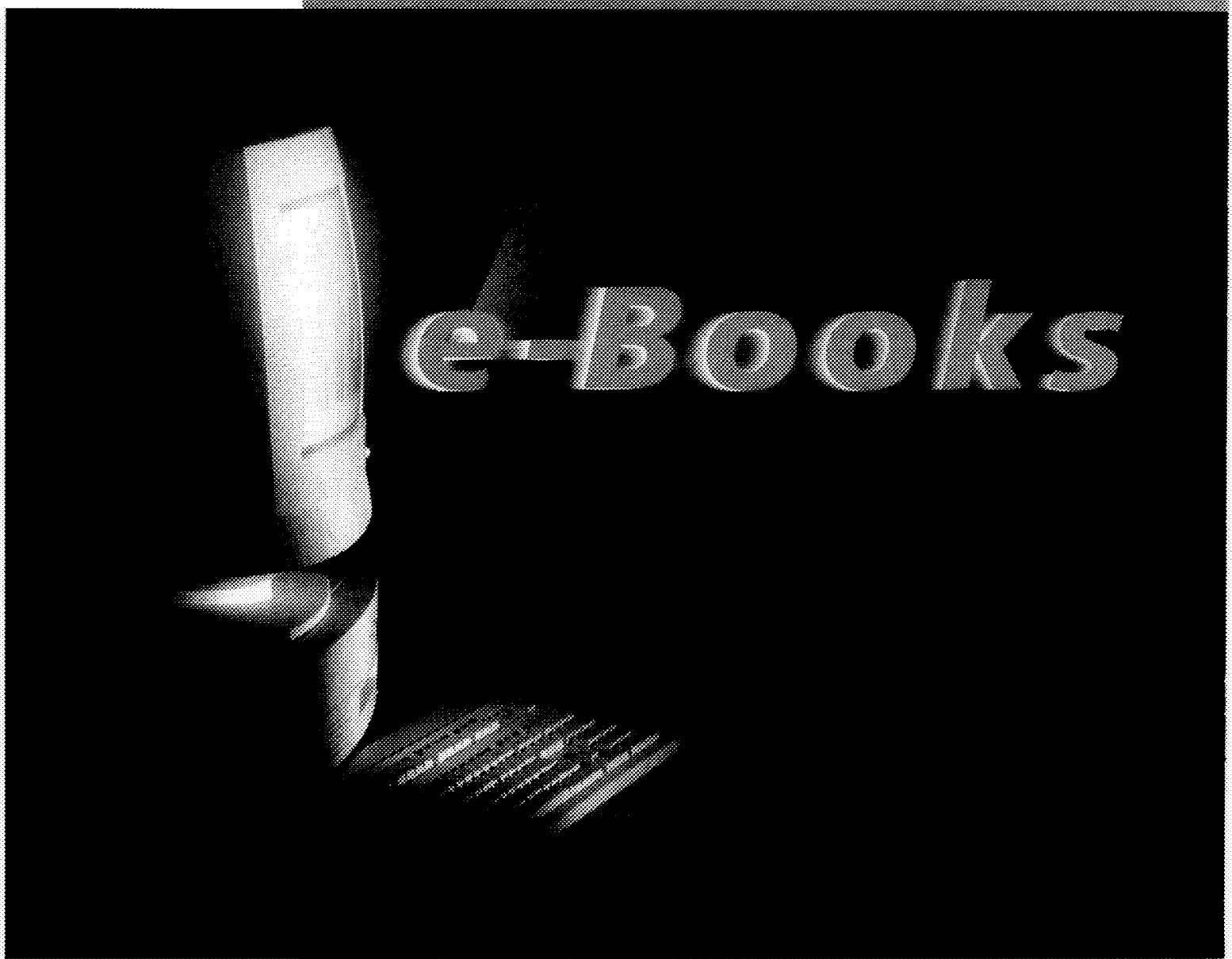

by Susan E. Randolph

Susan Randolph is a candidate, Post-Masters Certificate, School of Library and Information Science at Catholic University of America. She may be reached at psard@worldnet.att.net

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E-text—the Foundation of e-books

The content of e-books is digitized text. Michael Hart initiated a pioneering effort to digitize text in 1971 when he digitized the *Declaration of Independence*. His Project Gutenberg has now digitized more than 2,500 titles. These titles are in plain American Standard Code for Information Interchange (ASCII) text, and can be read on any computer system. Project Gutenberg's goal is to provide electronic text of all public domain titles shortly after they enter the public domain.

Two new web-based delivery mechanisms for e-text are on the market, and are slowly finding their way into libraries.

E-text makes it possible for librarians to obtain out-of-print books and materials that are not conventionally published because the audience is too small. Commercial vendors, such as Replica Books and Ingram's Lightning Source, store fully marked-up digital text or scanned page images and use recently developed high-speed laser printers to produce bound books, on demand, one at a time.

E-text has also been available for years on CD-ROM and diskette, media that enhance the text with search and multimedia capabilities that allow users to explore subjects in a way not supported by printed books. However, CD-ROM and diskette books have failed to flourish, primarily because of initial high production costs and the lack of a mass market for products other than reference works and games. Some libraries have added CD e-books to their collections and circulate them as they do audio CDs. Diskettes have not, however, found a secure niche in library collections. Wait Crawford, writing in the September 2000 *American Libraries*, expects the diskette form of e-book to fade away.

Two new web-based delivery mechanisms for e-text are on the market, however, and are slowly finding their way into libraries. Like the CD-ROMs and diskettes that preceded them, they add features to make the electronic form more than a transcription. Unlike CD-ROMs and diskettes, however, their e-text content is available twenty-four hours a day, seven days a week. They fall into two categories: closed, dedicated device e-books, and open, multipurpose device e-books.

Closed, Dedicated Device e-books

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Gemstar-TV Guide International dominates the market for closed, dedicated device e-Books since acquiring two leading makers of e-Book reading devices, NuvoMedia and SoftBook Press, in January 2000. Gemstar's REB1100 and REB1200, successors to NuvoMedia's Rocket and

Softbook Press' SoftBook, went on the market in November 2000. They are produced by the RCA unit of Thomson Multimedia under an agreement with Gemstar, and are smaller and lighter than their predecessors. Gemstar e-Books are purchased from the dialup Gemstar e-Book catalog that can be stored in the memory of the REB1100 and REB1200. Barnes and Nobel and Powells online sites also sell content for the RCA/Gemstar devices. In addition to titles from a range of publishers from Penguin Putnam to Prentice Hall, owners of RCA/Gemstar readers can download periodicals such as *The Christian Science Monitor, New York Times on the Web, Highlights of the Wall Street Journal Online, The Washington Post, Newsweek, Time, Fortune, Business Week,* and *Computer World*. E-Book content is downloaded by connecting the REB1100 or REB1200 to a phone line. Owners of the REB1100 also have the option of downloading e-Book content first to a PC, and then to the reader. PCs are not required for downloading to either device, however. Downloading occurs at a rate of fifty to one-hundred pages per minute, depending on graphic content.

REB1100 and REB1200 Compared

The REB1100 and REB1200 display text and related images on medium-resolution screens. Printed books have a resolution of 1200 dots per inch (dpi), although computer screens with resolution above 300 dpi are considered as readable as paper. The REB1100 has a resolution of 107 dpi, and the REB1200 a resolution of 98 dpi. The REB1100 ha s a black and white, 5.5" diagonal screen, and the REB1200 a color, 8.2" diagonal screen. REB1100 is about the size of a 700-page paperback book and weighs about as much as two medium apples. REB1200 is about the size of a 300-page hardcover book and weighs about as much as four medium apples. Both have rechargeable batteries. The REB1100 battery supports continuous use for twenty to forty hours, depending upon the use of backlighting, whereas the REB1200 can be used continuously only for five to ten hours, depending on backlighting use. The REB1100 has a 33.6Kbps modem, whereas the REB1200 has a 56Kbps modem and an Ethernet connection that makes possible local area network (LAN), cable modem, and digital subscriber line (DSL) connections. Both readers have 8MB of memory, and additional memory can be purchased for both. The 8MB of REB1100 memory, however, stores up to 8,000 pages, whereas the same amount of memory in the REB1200 stores only 5,000 pages. Some of the REB1200 memory supports its color and 3D image capabilities, features that make the REB1200 especially suitable for magazine reading. Both readers have the *Random House Webster's Dictionary*, user-adjustable backlighting, and variable font size. As of January 2001, the REB1100 cost $299, the REB1200 $699.

Open, Multipurpose Device e-books

The vendors of open, multipurpose device e-books produce software rather than appliances. Open e-books are read on computers of all types, from desktop to handheld, including personal digital assistants (PDAs). The term "reader" is applied to open e-book software, as it is to the dedicated appliances used to read closed e-books.

Users of e-books delivered via the web have access to content twenty-four hours a day, seven days a week, whether or not they are using a library as an intermediary.

Some vendors, such as netLibrary, deliver content solely via the web. Adobe, on the other hand, delivers e-books via the web and as Acrobat files on CD-ROM. Microsoft, which is poised to enter the open e-book market, will deliver content as Reader files on CD-ROM and through the web, including the Barnes & Noble site. Users of e-books delivered via the web have access to content twenty-four hours a day, seven days a week, whether or not they are using a library as an intermediary.

Some publishers of scientific material in e-books have found that clear presentation of formulas require display improvements. Microsoft has incorporated a Clear Type Font in its soon to be released Microsoft Reader, which it claims will dramatically increase the display capability of PCs with liquid crystal display (LCD) screens. The use of the Clear Type Font should also reduce eyestrain.

Microsoft, Glassbook, Librius and other vendors of open e-books, in cooperation with the National Institute of Standards and Technology, support the development of standards that enable content to be accessed on various platforms and devices. A standard format for displaying e-books, the Open eBook Publication Structure, was released in 1999. It uses a combination of Hypertext Markup Language (HTML) and eXtensible Markup Language (XML) that allows publishers to provide their content without having to reformat it for each reading system.

Open e-books in Libraries

Glassbook has developed the Glassbook Library Server, a web-based system for libraries that want to lend e-books to patrons. The E-book Collection Manager, a component

of the Glassbook Library Server, facilitates purchase of e-books with accompanying bibliographic information. The E-book Circulation Manager component verifies the authenticity of the patron's Glassbook Reader software and downloads an encrypted copy of the e-book. The e-book "disappears" from the patron's device automatically at the end of the loan period because of a voucher the Circulation Manager component delivers to the device at the time of loan. No overdue notices, no fines, no missing books!

NetLibrary has also pursued the library market. Academic libraries form the core of its clientele, although it has more than 70 public library customers, including the New York Public Library, and several corporate customers, including Sun Microsystems and Disney. It has acquired the distribution rights to trade, reference, academic, and scholarly books from about 250 publishers, including Oxford University Press, John Wiley, and many academic presses. NetLibrary has signed agreements that permit it to include in its collection a comprehensive line of computer titles from O'Reilly, Sams, Macmillan, and McGraw-Hill, and the complete set of *Cliffs Notes*. As its client base has grown to include public libraries, it has added popular titles like the *Complete Idiots Guides* to its collection. The netLibrary collection currently numbers over 32,000 titles .

NetLibrary allows libraries to purchase sets of books on behalf of their patrons. Libraries are thus able to offer more resources to patrons for the cost of the materials only, without the cost of additional shelf space and materials processing. Patrons register at the netLibrary site, where they have access to the copyrighted material purchased by their library and a collection of about 3,000 public domain e-books. Each e-book can be read by only one person at a time from that library, unless the library purchases access to additional "copies". The user "borrows" the e-book for a defined period established by the library. At the end of the period, the e-book automatically disappears from the user's computer. Users may copy selected pages. However, a user who attempts to print out an entire book will receive a copyright infringement warning, and the system will cut the user off after about three warnings.

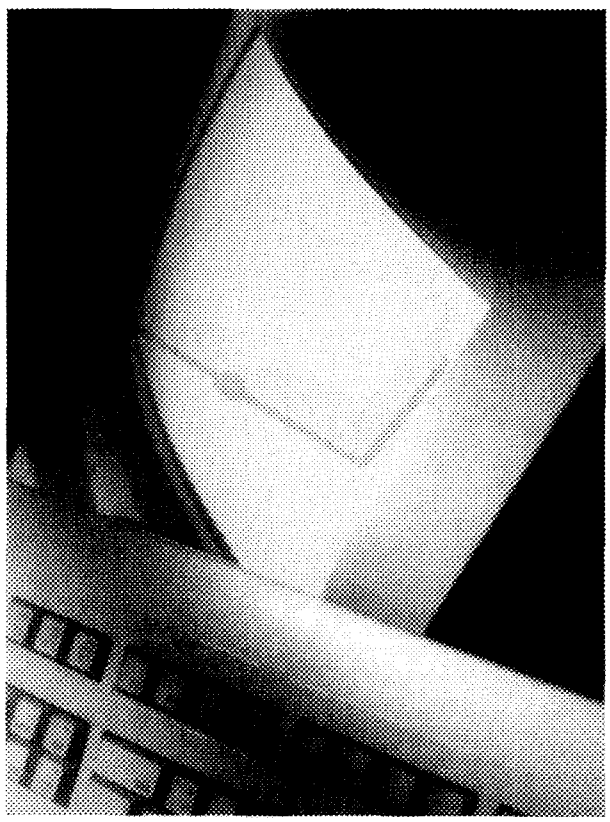
NetLibrary Links to Other Library Vendors

In a move that will make e-books more attractive to libraries, netLibrary has recently reached agreements with several established library vendors. NetLibrary has placed copies of its titles with the Online Computer Library Center (OCLC) to hold in escrow against the possibility of bankruptcy or other calamities. To enrich its offerings, it will access the table of contents in Blackwell Book Services' database to make chapters of books available. It has formed a partnership with EBSCO for the integration of e-books into the large amount of digital content EBSCO provides. EBSCO will concentrate distribution of the e-books in public, junior, and community college libraries. NetLibrary has also reached an agreement with Innovative Interfaces, which will enhance its acquisitions interface and Innopac and Millennium online catalogs to support netLibrary's e-books. The acquisitions interface will notify a library about new netLibrary e-books as they become available, and facilitate payment for and tracking of e-books the library selects. The online catalogs will have enhanced record displays to implement links to e-book content on netLibrary's site. At some future date, library patrons might be able to use their existing library account on the Innovative Interfaces system to check out e-books without having to create a separate account in netLibrary's system.

NetLibrary has also recently acquired peanutpress.com, which specializes in providing reformatted trade publisher titles for Palm operating system devices and Windows CE and Pocket PC devices. NetLibrary and peanutpress plan to integrate their holdings and give patrons of libraries with e-book collections the option of downloading titles to their hand-held devices. Libraries will be able to serve patrons who want to read e-books on a hand-held device, without the headache of lending hardware.

Open e-books in Arlington Public Libraries

The Arlington County Public Library (ACPL), Arlington, VA, participated in a netLibrary pilot program that ended in December 2000. The pilot program was offered by netLibrary as part of its campaign to extend the reach of its product to public libraries, and was welcomed by the



ACPL, according to Maureen Karl, ACPL materials management division chief, as an opportunity to expand the resources the library could make available to its users. During the pilot, ACPL patrons had access to over 1500 non-fiction netLibrary titles, chosen by netLibrary, that included computer titles, medical and government information sources, and travel books. Karl reported that computer and medical titles were borrowed most often. Several *Cliffs Notes* titles were also borrowed.

to read e-Books. The library's response to this problem has been to increase the number of terminals.

Is the Arlington County Public Library committed to e-Books? "Definitely," is Karl's response. She notes that an agreement between Digital Owl and Baker & Taylor to market e-Books will make e-Book acquisition easier. She sees merit in e-Book training manuals on portable devices. She is also intrigued by the idea of creating cus-

Do in-library readers of netLibrary e-books, or in-library users of any other web-based service for that matter, tie up terminals and inadvertently block patrons who need to use the terminals to consult the library's OPAC?

During the pilot, titles circulated for twenty-four hours. However, netLibrary enables libraries to customize their lending categories. For example, reference books might circulate for twenty-four hours, computer titles for three days, and travel books for two weeks.

The ACPL alerted its patrons to the netLibrary collection through its Web page and by including netLibrary titles in the library's online public access catalog (OPAC), where a sub-field in the machine-readable cataloging (MARC) record identified the title as an e-Book. Patrons also learned about the e-Book pilot through articles in the *Washington Post*, the *Arlington Journal*, and in the Friends of the ACPL newsletter.

One of the issues Karl addressed during the pilot program was whether in-library readers of net-Library e-Books would tie up terminals and inadvertently block patrons who need to use the terminals to consult the library's OPAC. The library faces this issue with all of the Web-based services it offers. It handled this concern by labeling some terminals as "short-term use only", to reserve them for OPAC searching. To obviate the need for policing, it also "locked down" the browser software on those terminals so that patrons could not use the OPAC as a springboard to other sites on the Web.

Some of the library's periodical indexes and basic reference sources are Web-based. Because they contain imbedded links to other sites, they cannot be "locked down" the way the catalog can, and therefore cannot be included on the terminals reserved for OPAC searching. The library staff considers these Web-based tools part of basic library service that should be readily available to patrons. It is concerned that patrons needing access to these tools will find themselves competing with patrons who use terminals for long periods

tomized travel books, an application that travel publishers Frommer and Lonely Planet see in the future. She report s that the library is "finalizing a consortial purchase of netLibrary titles together with Fairfax, Loudoun and Prince William Counties, VA, that will provide an in-depth collection of computer, technology and business books for use by our combined populations. In addition, we are purchasing a popular titles collection of our own, and plan for both to be available by January 2001." Will the library offer dedicated device e-Books? Karl is weighing the large commitment of resources dedicated device e-Books require against the anticipated return in use. NetLibrary's recent acquisition of peanutpress should affect any decision to offer dedicated device e-Books.

Closed e-books in Libraries

Algonquin Area Public Library, in Illinois, is one of several libraries that has chosen to offer dedicated device e-books to its patrons. Roberta Burk, in the April 15, 2000, *Library Journal*, reports that the library circulates seven Rocket Readers. It chose the less expensive Rocket, rather than SoftBook, because it was the way "to get the most for our money".

The library owns fifty-eight RocketEditions, which it purchased from Barnes & Noble online. Several hours after charging its purchase with a credit card, it received an e-mail message with the uniform resource locator (URL) from which to download the e-books. Each of the seven readers requires a separate e-mail account. The library downloaded the texts to the office personal computer (PC) hard drive, using RocketLibrarian software. The e-books can also be downloaded to a Macintosh. The RocketEditions remain on the PC's hard drive, but are encrypted and cannot be read until transferred to the Rocket Reader. If a reader is lost or titles accidentally deleted, the titles purchased for that reader can be transferred to another reader without

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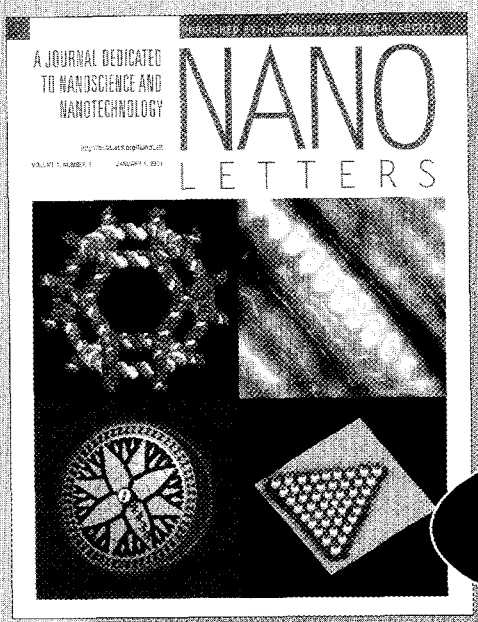

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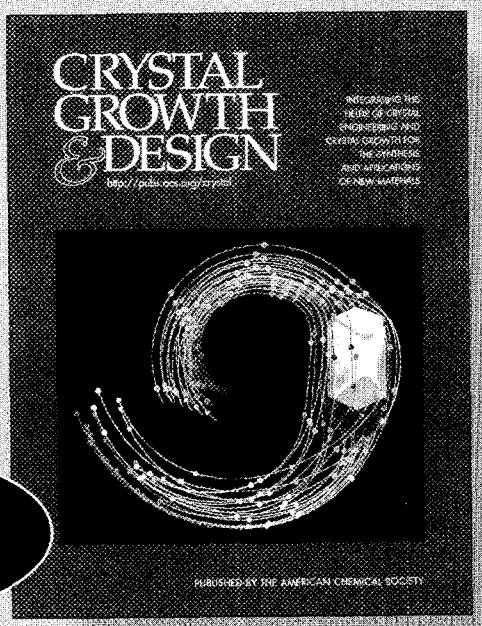

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The library plans to use the RocketLibrarian software to convert the ASCII text of public domain Project Gutenberg titles to the HTML required by Rocket Reader and eventually offer more than 100 titles per reader. It has assigned titles by genre to the readers, so that one Rocket Reader has science fiction titles, a second mystery, and a third adventure. A fourth reader has titles in the Stephanie Plum series, and a fifth the *Star Trek: Deep Space Nine* series. This is a boon for fans of these books, who can rarely find all the titles in the series on the shelf at one time. Two Rocket Readers contain nonfiction.

The Chicago Public Library groups e-books by the following genres for nine of its Rocket Readers: fiction, mystery, science fiction, romance, biography, non-fiction, adventure, and classics. A tenth reader is devoted to the titles of Mary Higgins Clark. Another possible arrangement is to group e-books with a similar theme on a reader, guiding patrons from a chosen title to similar titles they might equally enjoy. For the savings in shelf space and processing charges, Rocket Readers might be the best place for titles of ephemeral value by popular authors.

Cataloging e-books

One advantage of grouping the e-book titles by genre is that the collection on each Rocket Reader can be cataloged as an anthology. Readers with fiction titles could be assigned the call number "www.fiction". This call number was created by the cataloging staff of the Baltimore County Public Library, in Maryland, which was the first to contribute cataloging to OCLC for Stephen King's *Riding the Bullet*.

The Algonquin Area Public Library cataloged each reader, and fully catalogs each e-book. A search by title or author tells the patron whether the library owns an e-book version of the title. Using "ebook" in a title keyword search pulls up a complete list of e-book titles and readers owned by the library. Searching by "ebook reader" leads patrons to the full record for each Rocket Reader, which includes all the titles encrypted to the reader. Patrons place holds on readers, rather than titles. Each Rocket Reader is cataloged as "equipment" in the format field, and its catalog number is the reader number assigned by the library and the four-digit ID number assigned by Gemstar. Each e-book title is cataloged as "software" in the format field, and its call number is the Rocket Reader number to which it is assigned.

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Lending e-books

Some libraries ask patrons to complete a reservation form on which titles for each e-book are listed. Patrons are able to request personalized content and type-size when placing their reservation. Rocket Readers come with a number of accessories: stylus, AC power adapter/battery charger, cradle, screen cleaning cloth, leather case, and instruction sheet. The Algonquin Area Public Library circulates everything in a zip drive carrying case. A camera carrying case or a library tote bag would be alternatives. The library reports that the Rocket Readers, which it lends for three weeks with no renewals, have been in constant circulation with long waiting lists. Patron response has been overwhelmingly positive, with portability and backlighting being the characteristics of e-books most appreciated by patrons.

The future of e-books in libraries

Will the current versions of e-books prosper, or suffer the fate of e-books on diskettes? Business giants Barnes & Noble, Gemstar International, and Microsoft have decided that e-books are worth the investment. Some voices counsel caution, however. John Feldencamp, co-founder and chief executive of online publisher Xlibris, said in the October 2, 2000, *Wall Street Journal*, "Do e-books ultimately win? Yes, absolutely. Do they win this year or next year? No. This isn't even slightly cooked yet." Librarians would be well advised to stay clicked-in to the following web sites for current, library-oriented e-book information:
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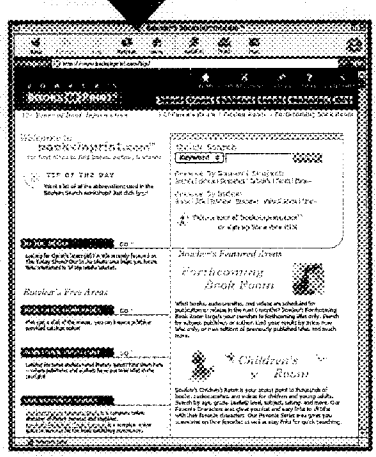

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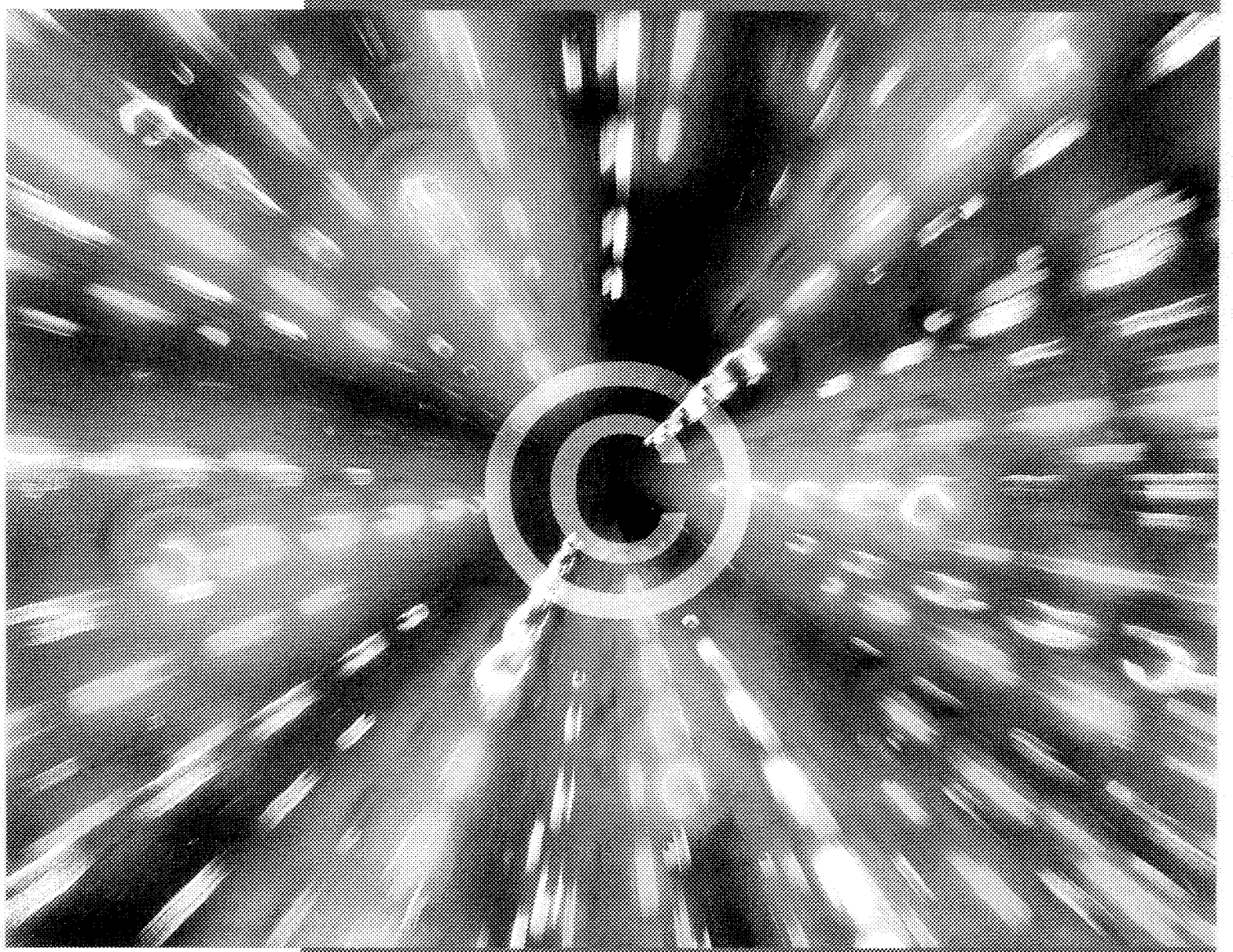

by Lesley Ellen Harris

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Chapter 15: Canadian and American Copyright Laws: A Comparison

THE CONGRESS SHALL HAVE POWER . . . TO PROMOTE THE PROGRESS **of Science and useful arts, by securing for limited Times to Authors and Inventors the exclusive Right to their respective Writings and Discoveries.**

***-United States Constitution*, Article I, Section 8**

The Relevancy of American Copyright Law to Canadians

The underlying principles of the Canadian and American copyright laws, and perhaps copyright laws around the world, are basically the same; that is, to provide creators with adequate protection in their creations and provide users with reasonable access to these creations. Notwithstanding this fact, there remain many differences in the philosophies behind, and practical effects of, the Canadian and American copyright laws.

You should not assume that an act constituting a copyright violation under Canadian law is a violation in the United

If your work is being used in the United States, this chapter is pertinent since you are protected in the United States under the American copyright law. Even where your work is not being used in the United States, the American Copyright Office may be of some assistance with respect to registering and depositing your works and searching for owners of copyright materials.

Works Protected in the United States

Canada and the United States generally protect the same types of works and grant similar rights to creators, though the terminology used in the respective legislations may differ. For example, works explicitly protected under the American copyright legislation include the following:

- literary works
- musical works (including any accompanying words)
- dramatic works (including any accompanying music)
- pantomimes and choreographic works
- pictorial, graphic and sculptural works
- motion pictures and other audio-visual works
- sound recordings

Rights Granted in the United States

Exclusive rights granted to copyright holders under the American Copyright Act include the following:

- to reproduce a copyright work in copies or phonorecords
- to prepare derivative works based upon the copyright work
- to distribute copies or phonorecords of the work to the public by sale or other transfer of ownership, or by rental, lease or lending
- to publicly perform literary, musical, dramatic, and choreographic works, pantomimes, and motion pictures and other audio-visual works
- to publicly display literary, musical, dramatic, and choreographic works, pantomimes, and pictorial, graphic, or sculptural works, including the individual images of a motion picture or other audio-visual work
- to perform a sound recording by digital audio transmission

In addition, copyright holders may authorize others to use any of the rights listed above.

Fair Use and Exceptions

There are wider allowances for the free use of copyright materials under the American law than under Canadian law. This is true for uses subject to fair use, as well as for the provisions specifically for user groups like teachers, librarians and archivists. For example, fair use in the United States, unlike the fair dealing provision in Canada, allows for the making of multiple copies for classroom use under certain limited circumstances.

You should not assume that an act constituting a copyright violation under Canadian law is a violation in the United States. Always keep in mind that when a work is being used in the United States, it is subject to the fair use provision and the exceptions set out in the American *Copyright Act*. Likewise, when American material is used in Canada, it is subject to the fair dealing provision and the exceptions set out in the Canadian *Copyright Act*.

Length of Protection

Until October, 1998, the general duration of copyright protection in the United States was life-plus-fifty. On October 27, 1998, President Clinton signed into law the Sonny Bono Copyright Term Extension Act, which immediately extended the term of copyright an additional twenty years, making the term for most works the life of the author plus 70 years. Therefore, under current American copyright law, works created on or after January 1, 1978, enjoy the general term of copyright protection of life-plus-seventy. Copyright expires at the end of the calendar on the seventieth year, i.e., December 31 of that year. As such, Canadian works are protected in the United States for life-plus-seventy years whereas American works are protected in Canada for life-plus-fifty (since you apply the copyright law where the work is being used).

The duration of protection for works created, but not published or registered, before January 1, 1978 is life-plus-seventy, but the duration never expires before December 31, 2002. If the work is published before December 31, 2002, the duration will not expire before December 31, 2047.
The duration for pre-1978 works that are in their original or renewal term of copyright is ninety-five years from the date the copyright was originally secured.

Like the Canadian law, there are specific provisions in the American law for the duration of copyright in specific circumstances. For example, where there is a "work made for hire", that is, a work was prepared by an employee within the scope of his or her employment, or where a certain work is specially ordered or commissioned for use in particular works (for example, a contribution to a motion picture or other audio-visual work), the term of copyright protection is ninety-five years from the date of publication or one hundred and twenty years from the date of creation of the work, or whichever expires first. Further, where there is an anonymous or pseudonymous work, the duration of copyright is ninety-five years from first publication or one hundred and twenty years from creation, whichever is shorter. This is provided the author's identity is not revealed in the American Copyright Office records.

Registration, and Copyright Notice Requirements

Similar to Canadian law, copyright protection is automatic in the United States when the work is created and in some fixed form. At one time, such things as publication, registration and using proper copyright notices were necessary for protection in the United States. For works first published on or after March 1, 1989, registration or inclusion of any form of copyright notice is not required to preserve the life-plus-seventy protection. Before March 1, 1989, the use of the copyright notice was necessary on all published works and omitting it could result in loss of copyright protection. However, there are corrective steps that may be followed to ensure that copyright was not lost for this reason.

If you are working in the United States or for an American individual or company, be aware that the United States has different laws and industry standards than Canada for works created in the course of employment as well as for commissioned works.

Despite the absence of formal requirements in the current law for registering certain works, the law provides many incentives for doing so, even for non-American originated creations. For instance, registering before or within five years of first publication provides *prima facie* evidence of copyright validity and of the truth of the statements contained in the registration certificate. Also, registering published works before or within three months of publication, or before infringement, permits successful plaintiffs in infringement suits to seek special statutory damages and lawyers' fees in virtually all cases (otherwise, only an order of actual damages and profits is available to the copyright owner of a published work). Furthermore, registration establishes a public record of the copyright claim. Thus, an infringer cannot claim that he or she had no way of knowing a copyright existed and therefore cannot claim to be an innocent infringer to seek a reduction in damages payable to the copyright owner. Registration may be made at any time. Both published and unpublished works may be registered.

For copyright owners of works of American origin, registering a work may be necessary in order to file an infringement suit in an American court. As a general rule, under American law, the prelitigation registration does not apply to foreign (i.e., non-American) authors including persons or companies who initially acquired copyright protection under the Canadian *Copyright Act*, and by virtue of the international copyright conventions, acquired copyright protection in the United States (unless

publication occurred simultaneously in the Canada and the United States). You should check into the details of this if you think your work may be of American origin. If you do register in the United States, you might want to take advantage of other American Copyright Office benefits, for instance, voluntary recording of transfers of copyright ownership.

Employment Situations and Assignments of Copyright

If you are working in the United States or for an American individual or company, be aware that the United States has different laws and industry standards than Canada for works created in the course of employment as well as for commissioned works. Also, in certain industries in the United States, you may automatically be asked to assign, as oppose to license, your copyrights as a precondition of employment. For instance, American movie and television producers may require an assignment of the publishing rights to a musical score. Similarly, if you write a spec script for a film, you will initially own the copyright in the script, however, if you sell the script to an American production company or studio, they will require an assignment of the copyright. Even if the assignment of rights is not obvious, be on guard for American contracts that automatically vest copyright ownership in the party specially ordering or commissioning certain types of works, such as collections and audio-visual works, including motion pictures and certain computer software. Also, keep in mind that contractual arrangements can override the statutory law and you may be able to negotiate better terms in a contract than those initially offered to you.

In the United States, copyright generally belongs to the author. However, in employment or what is referred to as "work made for hire" situations, the employer or other person for whom the work was prepared is considered the author and owner of the copyright. This is true unless the parties have expressly agreed otherwise in writing. Recall that in Canada, even in employment situations, the original creator of the work remains the author of the work for copyright purposes notwithstanding the fact that the employer is the owner of the copyright. This has important consequences for such things as moral rights protection.

Examples of works made for hire include a video game created by a staff game creator for Video Game Corporation, a newspaper article written by a staff journalist for publication in *The L.A. Times*, and a musical arrangement written for ZZZ Music Company by a salaried staff arranger. It also includes a script commissioned for a film or CD-ROM even where no salaried employment relationship exists, if the scriptwriter and film/CD-ROM producer sign an agreement to the effect that it is a work made for hire.

Moral Rights

Moral rights protection under American federal and state laws is not the same as moral rights protection under the Canadian *Copyright Act*. The explicit moral rights protection that exists in the American *Copyright Act* (through an amendment made to it by the *Visual Artists Rights Act* of 1990) is for one group of creators — visual artists, or more accurately, those who create "works of visual art." The law gives certain visual artists the right to claim authorship in their work, and to prevent the use of their name in association with a work. In addition, the law grants artists the right to prevent the intentional distortion, mutilation or other objectionable modification of certain works of "recognized stature." Artists who qualify for federal moral rights protection can also prevent any destruction of certain works. Some states such as New York and California also have moral rights protection for visual artists.

New American Digital Legislation

On October 28, 1998, President Clinton signed into law the *Digital Millennium Copyright Act* of 1998 (DMCA) to update the American *Copyright Act*. Among other things, the DMCA helps copyright owners protect their digital content through its anticircumvention and copyright management information provisions. At the current time, there are no similar provisions in the Canadian *Copyright Act*, however this new American legislation may serve as an example in Canada and around the world as we begin to determine how copyright law applies in the digital world.

Regarding anticircumvention, the DMCA protects against the tampering of copyright protection technologies and rights management systems. The DMCA prohibits unauthorized circumvention of technological measures controlling access to or restricting use of a copyright protected work, as well as certain devices and services used for such unauthorized circumvention. The types of technological measures protected include passwords, serial numbers and encryption that copyright owners use to control or restrict access to their works. For example, the law might be infringed by using a bootleg password to gain unauthorized access to a sound recording or video clip.

In addition, the DMCA prohibits deliberate tampering with copyright management information, including knowingly providing false copyright management information, or distributing false copyright management information, "with the intent to induce, enable, facilitate or conceal infringement." Copyright management information includes the title of a work, the name of its author and the copyright owner, other identifying information, and terms and conditions for use of the work, provided they are "conveyed in connection with" copies, phonorecords,

performances or displays of the work. It also prohibits intentionally removing or altering copyright management information, or knowingly distributing or publicly performing works from which the copyright management information has been removed or altered.

Further, the DMCA provides a limitation on the potential liability of Internet service providers (ISPs) for certain copyright infringements by their customers and others (e.g., employees and agents). Under specified circumstances, ISPs with infringing copyright materials on their systems will not be liable for monetary relief such as "damages, costs, attorneys' fees, and any other form of monetary payment," or for certain injunctions or other equitable relief for infringement of copyright.

How to Obtain Further Information on American Copyright Law

The American Copyright Office has extensive information on many aspects of its law. The best place to begin your search would be in the office's web site. Contact information is:

Copyright Office
Publications Section, LM-455
Library of Congress
Washington, D.C. 20559-6000 U.S.A.

T: 1-202-707-3000 (information specialists are on duty 8:30 A.M. to 5:00 P.M., Eastern Time, Monday - Friday)
Forms hotline (24 hours) T: 1-202-707-9100
F: 1-202-707-6859 (indicate person or section)
Fax-on-demand: 1-202-707-3000
E: copyinfo@loc.gov
W: www.loc.gov/copyright

Summary

Copyright holders who are protected under the Canadian *Copyright Act* are protected when their creations are used in the United States and such protection is governed by the rights and remedies set out in the American *Copyright Act*. Although there are many similarities with respect to the copyright laws in the two countries, there are differences with respect to the registration system, maintaining and enforcing copyright protection and exceptions from the law, all of which should be taken into account when exploiting copyright works in the United States.

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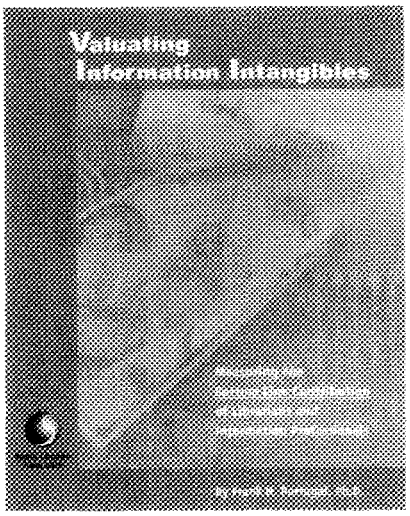
information outlook

Valuating Information Intangibles:

Measuring the Bottom Line Contribution of Librarians and Information Professionals

by Frank H. Portugal, Ph.D.



A determination of the bottom line value of libraries and information centers has proven difficult because of the intangible nature of the value and the use of archaic accounting systems that for the most part focus on tangible or physical assets rather than intangible ones. The problem is that the intangible value of libraries and information centers may be orders of magnitude greater than their tangible value. To overcome some of these measurement difficulties this workbork presents four different approaches to the intangible valuation of information resources.

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Electronic Books in Libraries: Rights of Libraries and Publishers

In February 1999, the main branch of Richmond, British Columbia's public library, began to loan four SoftBook readers. Pre-loaded with a mix of thirteen fiction and non-fiction titles, there was a fifty-person waiting list to try them out within three months. Not exactly what the librarians had expected!

As other public libraries in Canada and the United States begin to venture into the e-book lending arena, the issues surrounding access, privacy, copyright and fair use will become more and more important. Digital rights management is a new phrase that is being used during discussions about licensing and access to the electronic world of publishing. Both libraries and publishers have serious concerns about these issues. It is important to discuss how electronic book providers are allowing access to materials and libraries are trying to balance the interests of the users and the publishers. This is an area of interest that will grow as more and more libraries begin to invest in the electronic book and begin to realize what effect it has on their collection development policies, budget considerations, service orientation, and patron access concerns.

Use of the electronic resources for libraries is nothing new. Patrons have had access to a variety of publications on CD-Rom as well as both commercial and free databases for years. Libraries purchased individual copies to run on stand alone machines in the library then expanded to provide access through library networks. Academic libraries have been particularly active in recent years in expanding their electronics resources to patrons via the Internet. Students rarely have to leave their dorm room to get access to any number of reference sources, full text journal articles, searchable databases and even full text monographs or treatises.

While reference books have been the preferred type of publications for online access, there is a growing realization that full text works, in which a user may be interested in only a small portion of the work are also becoming popular. If someone needs a copy of what they are reading or wants to include a paragraph or two in the paper they are writing, they simply print, download or cut and paste.

Missing from most electronic book collections have been the literary or humanities publications. Scientific or fact oriented publications have lent themselves more readily as the next step from searching a citation index or bibliography to searching a treatise. Further, information that changes rapidly can be kept more current in an electronic version. Students can buy books for class on a CD and then update them through their web access.

As more titles have become available, libraries have also begun to change the source of the access they provide. No longer housing all the materials on their own internal system, libraries are beginning to provide access for their patrons to materials located at the publishers websites or through a third party provider or clearinghouse. It is this publisher and third party access that causes some concerns for libraries.

When discussing electronic books and access to these publications, the phrase that is beginning to become important is "copyright management." In June 2000, the Copyright Clearance Center announced that it had developed an "end to end licensing and reprint solution that enables publishers and other content providers to offer their copyrighted material online, delivering instant permissions and the content itself directly to customers."[1]

Copyright protection through digital rights management includes products and services that allow information to be offered to customers in a secure fashion allowing the use of computers to facilitate the easy use, processing and redistribution of information.

Publishers are interested in protecting their copyright interests in the publications they are offering electronically. Of particular interest are expanding licenses to cover not only onsite users but those accessing the work via the web. E-book checkout can be done via a reader borrowed from a local library or by connecting to a provider, using one's library code and downloading materials to which the library subscribes. When this material is downloaded, the provider can grant rights that have a specified duration, contain copyright controls and report back to the publisher information about the usage.

Often third party sites work out package deals for access to their products. One of the earliest e-book

providers, netLibrary, is a good example of how this model works. E-books are treated like paper books. A library "purchases" the book for the same price as a paper copy with use restricted to one user at a time. Along with the purchase price, there is also an access fee charged—either a fixed percentage based on the cost of the books purchased or a sliding scale over a period of years. The access fees reward netLibrary for maintaining the books so the library does not have to keep them on the library network. Patrons learn of the books availability through a search of the library's catalog and can browse it for a short time before checking it out. The checkout period is set by the library. There is a restriction on copying more than a few pages at a time and digital watermarks are embedded in the material to track it if it is pirated and posted on the Internet.

A drawback to this particular model is that if the library discontinues its access, it loses all rights to the books it purchased. To get around this problem, some libraries will buy one paper copy of a publication with electronic access to multiple copies for a specific period of time. This allows them still to have the resource in their collection even if the library discontinues electronic access.

Companies such as netLibrary and Questia, as well as e-book publishers have as their main concern profit from the creation of electronic resources that can be made available directly to individuals or through libraries. Particularly when offering resources to individuals, copyright management becomes a concern. However, the software currently being developed does more than just protect copyright. The software not only prevents unauthorized copying but also is capable of counting a wide range of operations. Vendors can track what is read, what is printed, how often users access material, and generate profiles based on the information collected. Individuals who contact e-publishers directly are certainly more at risk than those using materials through library access. But even the library access can provide publishers with vast amounts of information about library patrons, information that never existed from use of the print version of their product.

The Copyright Clearance Center program developed for electronic monitoring for copyright protection appears to provide much more specific usage information than the current system for monitoring copies made on photocopy machines. How this information is used will be of interest to libraries and institutions that sign on to the program This collision between user's rights to "read anonymously" as opposed to a publisher's interest in learning as much as they can about users of the books they publish should cause libraries to look closely at the agreements they sign with e-book vendors. Any restrictions on the use of the copyrighted materials or any indication that the information collected on users may go beyond the vendor should be scrutinized and negotiated where possible. Unlike individual buyers of e-books, libraries as mass purchasers do have some clout in deciding what they will accept in the access contracts.

While privacy and copyright concerns are primary for libraries developing e-book collections, other issues include quality of access and access denial. If patrons are going to use the materials through the web, concerns over incompatible hardware may arise. When all resources were accessed through the libraries computers, quality was assured. Now some patrons may not be able to have computer access at home so they will lose out on the new resources their library dollars are buying. For libraries that buy the e-book readers, cost is a main factor as well as concerns for how the readers stand up to patron use. There is a difference in letting someone take home a $30 book which gets dropped into a puddle versus a $200 + e-book reader.

Academic librarians, who have been providing expanded electronic resources for a number of years now, also express concerns about the narrow view of the library resources that online patrons may receive. Not all the good resources on a topic are electronically available. By encouraging expanded use of the electronic collection, there are fears that whole groups of users will never be exposed to the vast amount of non-electronic materials. The loss of interaction with library staff who can recommend materials is also a problem. Online users also lose the serendipity that is characteristic of browsing a book or a library shelf versus doing a search online and finding only what was requested. Libraries and librarians need to increase their efforts to keep in touch with both the print and electronic users to make sure all the resources available are known.

As more publications are made available electronically and e-book reader technology improves, it will be interesting to watch the relationships between publishers or e-book providers and libraries. If more individuals begin to buy their own readers and access the books themselves, how will this effect library collection development? Will individuals realize the privacy they are sacrificing when they buy or read and copy electronically and will they care? The next few years will definitely be interesting as this new resource grows and develops. Hopefully libraries will be able to enjoy the advantages and avoid as many of the disadvantages as possible. (con't., page 40)

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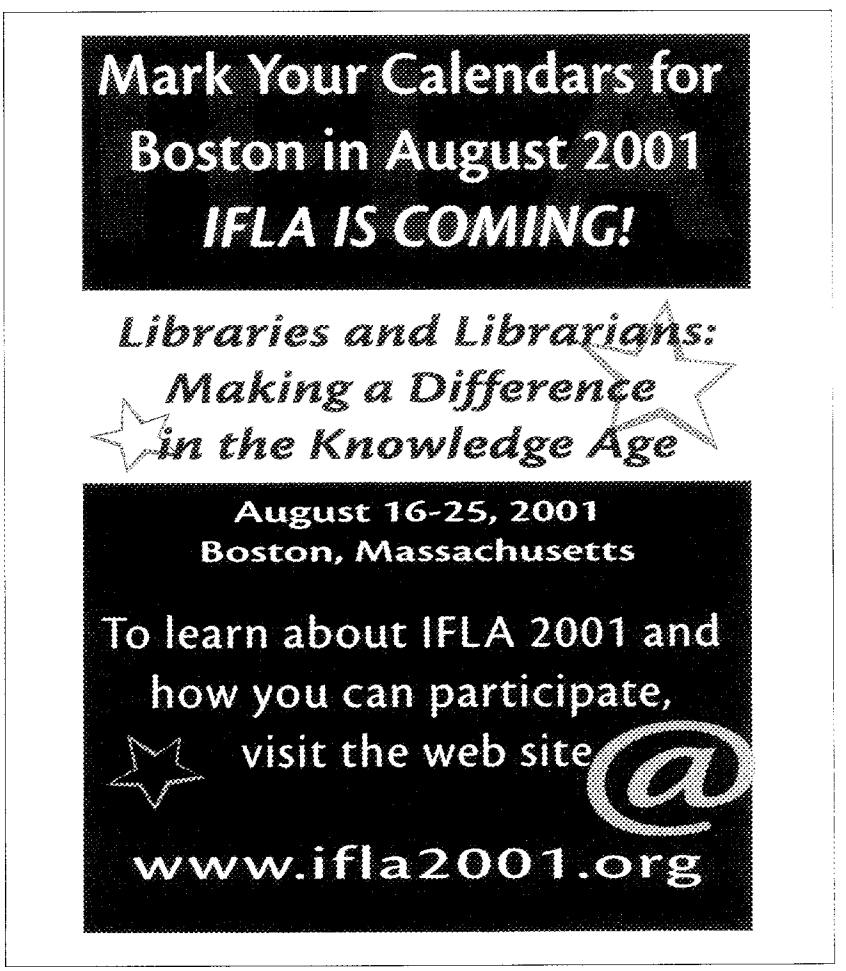
Footnote:

[1] 17 *Information Today* 50 (June 2000)

by Barbara Folensbee-Moore, Librarian, Morgan, Lewis & Brockius LLP & Chair Copyright Committee. She may be reached at bfolensbee-moore@morganlewis.com.



money matters

Pricing Strategy

Members often ask me about how the prices for SLA's products and services are determined. As might be expected, price is one of the most effective marketing tools an organization has to promote a product or service. Price conveys an image of the organization, affects demand, and can be a tool for competitive and target market segmentation. A carefully designed pricing strategy enables an organization to respond to various business conditions and opportunities.

How are SLA products and services priced? The staff uses a structured pricing strategy for each of its products and services. The pricing strategy incorporates the notion that price should be based on the value of the product or service to the customer. Pricing falls directly in line with the association's overall goals as established by the Board of Directors, Finance Committee, and management. If the price does not generate the desired or necessary bottom line, then changes must be made or the product line discontinued. The bottom line is quite often in the red which means that the pricing strategy for other products and services must accommodate the "in red" activities.

The first step in selecting the proper pricing strategy is to determine the objectives(s) for the product or service. An individual product or service may have more than one objective and the objective(s) will most likely change over time depending on the product life cycle. For example, the objective of a new product may be to build market share or to provide a member service. As the product matures, the objective may change to utilize the product or service to attract new members.

The next step is to choose the appropriate pricing strategy. Pricing strategies generally take on three forms: profit margin (a specific net profit percentage or profit maximization); sales oriented (a specific dollar or unit sales growth, regardless of profit percentage or value); or status quo (match the competition and not "rock the boat"). There are also numerous pricing considerations in addition to the basic price of the product or service: member versus non-member pricing, group discounts, volume discounts, the competition, and cost allocations.

The staff also considers the product life cycle and the target market. There are four stages of the product life cycle: (1) Introductory: due to the high cost of research and development, initial prices are usually high. This is consistent with the consumer who is typically willing to spend more for something new and innovative. The opposite approach may be considered by pricing the product at break-even or at a loss to build market share; (2) Growth: the competition enters the market and price is often dictated by the competition; (3) Maturity: the price is usually well established and will remain constant; and (4) Decline: the price is set below market to get as much of the product sold as possible.

The target market is the group of members or customers that have a demand for the product or service. In defining the market, consideration is given to who actually makes the purchase decision, who will have an influence on that decision, and who will decide when and where to buy the product or service (initially and on a repeat basis, if applicable).

Once the pricing strategy is determined, staff examines the pricing

strategy within the following parameters: (1) Does the strategy define means for achieving the objectives set? (2) Is the strategy consistent with the political environment within the association? (3) Is the appraisal of the competition open-minded and honest? (4) Have alternative strategies been thoroughly examined?

Once the pricing strategy is validated, staff utilizes pricing spreadsheets and templates to assist in predicting the effects of changes in costs and sales levels. One of the keys to successful pricing is knowing what you want to do, accurately estimating the costs to do it, and determining how it will be paid for and how much revenue it will generate. By consistently reviewing results, interim pricing adjustments can be more easily determined. The staff incorporates both direct and indirect costs into the pricing structure of each product and service to accurately reflect the "bottom line" of each.

The pricing strategy at SLA is based on the corporate model and is a critical component of the long-term financial health of the association. Accurately based prices assist in providing cost-effective products, services, and membership dues, and in providing superior service to the member base. The pricing strategy fits into our long term financial goal: *The association's ability to fulfill its strategic objectives and to provide cutting-edge programs and services to its members at affordable rates, while maintaining a sound fiscal position.*

A solid pricing strategy will:

- Give the association a stronger financial base with which to continue providing quality products and services.
- Provide adequate resources to further develop and implement the goals and objectives of the Strategic Plan.
- Support association units through greater funding and services to carry out their own visions for the future (the unit allotments will increase in direct proportion to the dues and fees increase).
- Allow for membership growth while incurring a proportionately smaller cost per member, or deficit, to recoup.
- Insure a consistent level of quality service to the membership.

The association has demonstrated its commitment to fiscal soundness by fulfilling its strategic objectives and by taking a proactive stand on financial policy and practices.

For more information,
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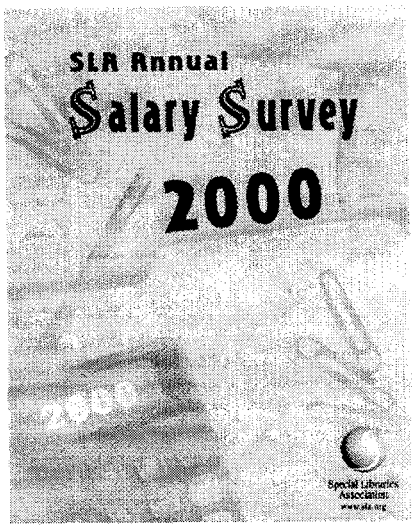

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conference countdown

Exploring the San Antonio Vicinity

When you come to San Antonio for the 2001 Annual Conference, make room in your schedule for some sightseeing and fun. Before you leave your hotel, however, prepare yourself for a typical Texas summer day. Use sunscreen and take the bottle with you for reapplication. The Texas sun can give you a burn at 9:30 A.M. or 5:00 P.M. as easily as it does in the middle of the day. Wear a hat. It will keep you cooler and protect your eyes from the sun's glare. And definitely take water since it is very easy to dehydrate in our warm climate.

If you have a car when you are in San Antonio, you can explore more than just the center of the city and the River Walk. For instance, there are four eighteenth century Spanish missions in the San Antonio Missions National Historical Park which stretches nine miles along the San Antonio River. Although they are active parish churches today, each illustrates a different concept of mission life. If you have time for only one, visit the San Jose y San Miguel de Aguayo Mission, known as the "Queen of Missions." The entire mission complex has been restored to the way it looked in the days of the *conquistadores*. Also on the historical tour would be the 3,300- acre Fort Sam Houston, in use since 1845, with its U.S. Army Medical Museum. You'll also enjoy the peacocks, deer, and rabbits that freely roam the quadrangle there.

Ready for some fun? On the edge of town you will find Seaworld of Texas, a cool respite on a hot June day. It is the largest marine-life park in the world with a variety of exciting water rides and shows. Or maybe you would prefer Six Flags Fiesta Texas. This 200-acre theme park has enough rides and shows to keep anyone entertained, from roller coasters—the world's tallest and fastest wooden roller coaster or "The Joker's Revenge" which goes backward—to water slides to trains.

Another cool escape is Natural Bridge Caverns, about seventeen miles northeast of town, but definitely worth the trip to see formations created by dripping water over thousands of years. Wear some comfortable shoes for the guided tour along paved walkways. Adjacent to the caverns you can also visit the Natural Bridge Wildlife Ranch, which is a drive-through safari where you can view sixty varieties of exotic animals.

There are several quaint and charming Texas towns within an hour's drive of San Antonio. Heading west about twenty miles from IH35 you will find Castroville (www.castroville.com), sometimes called "little Alsace" and best known for its German Alsatian roots. About forty miles northwest of town on Texas 16 is Bandera (www.banderatexas.com), known as the Cowboy Capital of the World. Boerne—pronounced Bernie–(www.ci.boerne.tx.us) is twenty miles northwest on IH10. It is replete with antique shops and history reaching back to the early days of Texas. A more extended trip up IH10 takes you to Kerrville (www.kerrvilletx.com), a scenic Hill Country town and arts center, or to Fredericksburg (www.fredericksburg-texas.com), a small historic town with a wonderful selection of antique shops, B&Bs, and natural attractions.

Due north of San Antonio on US281 is Johnson City (www.johnsoncity-texas.com), location of LBJ's boyhood home. The Lyndon B. Johnson Ranch, fifteen miles west, can be toured only by taking a bus from the nearby LBJ State Historical Park. Going northeast along IH35 for thirty miles you will find New Braunsfels (www.newbraunsfels.com), another German town, boasting the Hummel Museum and Schlitterbahn, a fantastic water park with seventeen different waterslides, seven inner tube chutes, and hot tubs. FUN! Fifteen miles farther on IH35 is San Marcos (www.sanmarcos.com) with a glass-bottomed boat tour of Aquarena Springs and two outlet malls. If you have lots of time, continue thirty miles up the road to Austin (austin360.com/acvb) where you will find enough to keep you busy for days.

Or maybe you want to go east on IH10 to Sequin where you will find "the world's largest pecan." If you do decide to go, read *True Women* an award-winning novel by Janice Woods Windle for some background on life in Seguin.

If these do not provide you with enough choices, the Texas Travel Guide is online at (www.traveltex.com). Texas is indeed a state of unlimited opportunities. Y'all come!

For more information,
contact Carolyn Ernst
(carolyn.ernst@fiservicesinc.com)

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coming events

February

Music Library Association
Annual Meeting
February 21-25, 2001
New York, New York
http://
www.musiclibraryassoc.org/

2001 VRA Conference
February 27- March 3, 2001
Chicago, IL
http://www.oberlin.edu/
~art/vra/con1.html

March

***SCIP**
March 7-10, 2001
Seattle, Washington
http://www.scip.org/seattle/

MLS Renewal for Special Librarians
with Simmons College Graduate School of Library and Information Science
March 7-11, 2001
Boston, Massachusetts USA
http://www.sla-learning.org/mls2001

***Computers in Libraries**
Information Today
March 13-17, 2001
Washington, DC, USA
http://www.infotoday.com/cil2001/default.htm

Internet Librarian International 2001
Information Today
March 26-28, 2001
London, England UK
http://www.internet-librarian.com/

EBIC 2001
TFPL, inc.
March 2001
Rome, Italy
http://www.tfpl.com/conferences/EBIC/ebic.html

SLA's Spring Video Conference
"I Told You I'm Worth It: ROI and the Information Professional"
March 29, 2001
http://www.sla.org/content/learn/learnwhere/portals/ROI.cfm

April 2001

Knowledge Champions Institute
April 18-22, 2001
Arlington, Virginia USA
http://www.sla-learning.org/kci2001

Intranets 2001
Online Inc.
April 30-May 2, 2001
Santa Clara, CA
http://
www.intranets2001.com/

Extranets 2001
Online Inc.
April 30-May 2, 2001
Santa Clara, CA
http://
www.extranets2001.com/

June 2001

SLA 92nd Annual Conference
June 9-14, 2001
San Antonio, Texas, USA
www.sla.org/conf

SLA Virtual Seminar
"Making Change Happen through Storytelling"
June 27, 2001
2:00 p.m. - 3:30 p.m. EDT
http://www.sla-learning.org

August 2001

IFLA
August 16-25, 2001
Boston, Massachusetts, USA
www.ifla2001.org

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IF YOU'RE NOT AHEAD, YOU'RE BEHIND

in summary

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en somme

The ABC's of Gen X for Librarians
by Mary Ellen Beck

Our information organizations will need to fill many positions from the pool of Gen Xers (those born between 1963 and 1977) to maintain employment levels. As we hire Gen Xers, those of us responsible for the orientation and training of new hires, as well as their retention, need to address the different styles of learning and working which characterize the Gen X generation. This article is based on the author's experiences supervising a Gen X employee.

Are e-Books in Your Future?
by Susan E. Randolph

Who would choose to read an e-Book rather than a printed book? The visually challenged for the adjustable type size and font of e-Books. The user of technical manuals for the bookmarking, hyperlinking, and annotating capabilities. The student and traveler for the portability of multiple titles. The researcher for keyword searching. The late night reader for the optional backlighting that enables reading in the dark. The distance learner who needs access to materials twenty-four hours a day, seven days a week. Who would choose to read an e-Book? The very users academic, public, school, and special libraries serve. But do the most recent versions of e-Books have a future in libraries?

An Excerpt from *Canadian Copyright Law*, third edition
by Lesley Ellen Harris

Lesley Ellen Harris shares a chapter from her new book, Canadian Copyright Law, third edition. The chapter is titled Canadian and American Copyright Laws: A Comparison. The chapter is excerpted with permission of McGraw-Hill Ryerson.

El alfabeto de la generación 'X' para bibliotecarios
por Mary Ellen Beck

Nuestras organizaciones informativas necesitarán llenar plazas del recurso común de empleados de la generación 'X' (aquellos nacidos entre 1963 y 1977) para mantener niveles de empleo. A medida que contratamos a los de la generación 'X', los que somos responsables por la orientación y capacitación de nuevos empleados, y también de su retención, necesitamos abordar los diferentes estilos de aprender y trabajar que caracterizan la generación 'X'. Este artículo se basa en las experiencias del autor supervisando a un empleado de la generación 'X'.

¿Están los libros electrónicos en su porvenir?
por Susan E. Randolph

¿Quien escogería un libro electrónico para leer en vez de uno impreso? El que tiene dificultad visual lo usaría por los tipos ajustables de tamaño y fuentes de los libros electrónicos. El usuario de manuales técnicos, por las capacidades de conservar sitios útiles, hipervínculos, y anotaciónes. El estudiante y viajante, por la transportabilidad de múltiples títulos. El investigador, por buscar palabras claves. El lector nocturno, por la luz opcional de fondo que permite leer a oscuras. El alumno a distancia que necesita acceso a materiales las veinticuatro horas al día siete días a la semana. ¿Quien escogería un libro electrónico para leer? Los mismos usuarios servidos por bibliotecas academicas, públicas, de colegios y las especiales. ¿Pero tienen porvenir las más recientes versiones de libros electrónicos?

Un extracto de la *Ley Canadiense de Propiedad Literaria*, tercera edición
por Lesley Ellen Harris

Lesley Ellen Harris comparte un capítulo de su nuevo libro, Ley Canadiense de Propiedad Literaria, tercera edición. El capítulo se titula Leyes Canadienses y Americanas de Propiedad Literaria: una comparación. El capítulo se seleccionó con el permiso de McGraw-Hill Ryerson.

A B C de la génération X à l'intention des bibliothécaires
par Mary Ellen Beck

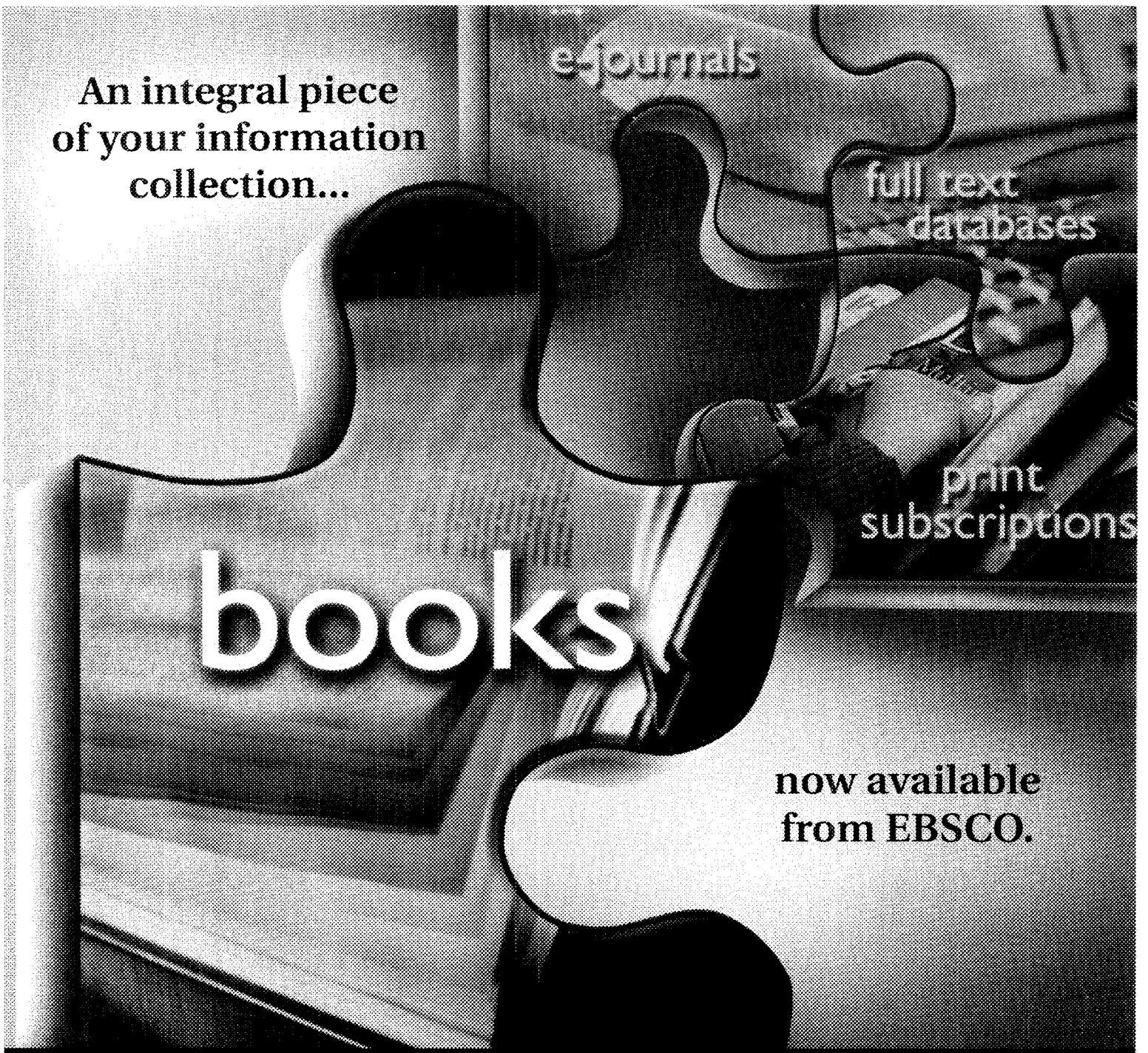
Nos infocentres devront puiser dans le pot commun de membres de la génération X (personnes nées entre 1963 et 1977) pour pourvoir à de nombreux postes et donc maintenir les niveaux d'emploi. Au fur et à mesure que nous embaucherons des membres de la génération X, il faudra que ceux d'entre nous responsables de l'orientation et de la formation des nouveaux salariés, ainsi que de leur rétention, prennent en compte les différents styles cognitifs et modes de travail caractéristiques de la génération X. Cet article est basé sur les expériences de l'auteur dans le domaine de la supervision d'un salarié de la génération X.

Les livres électroniques figurent-ils dans votre avenir ?
Par Susan E. Randolph

Qui choisirait de lire un livre électronique plutôt qu'un livre imprimé ? Les malvoyants, car il est possible d'ajuster la force de corps et la police de caractères des livres électroniques. L'utilisateur de manuels techniques, pour la possibilité de mettre en signet, d'hyperliens et d'annotations. L'étudiant et le voyageur, pour la portabilité de multiples titres. Le chercheur, pour la possibilité de recherche par mot clé. La personne qui lit tard dans la nuit, pour le rétroéclairage optionnel – lequel permet de lire dans l'obscurité. L'apprenant à distance qui a besoin d'accéder à des matériaux vingt-quatre heures par jour, sept jours par semaine. Qui choisirait de lire un livre électronique ? Pertinemment, les utilisateurs auxquels les bibliothèques universitaires, publiques, scolaires et spécialisées fournissent leurs services. Mais les plus récentes versions de livres électroniques ont-elles de l'avenir dans les bibliothèques ?

Extrait de la loi canadienne sur le droit d'auteur *(Canadian Copyright Law, third edition)*
par Lesley Ellen Harris

Lesley Ellen Harris contribue un chapitre de son nouveau livre, Canadian Copyright Law, third edition. Le chapitre intitulé « Canadian and American Copyright Laws: A Comparison » traite des lois canadiennes et américaines sur le droit d'auteur et les compare. Ce chapitre est extrait avec la permission de l'éditeur McGraw-Hill Ryerson.



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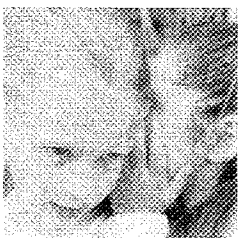

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