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Mike Hogan
PC Computing, November 1996

For more information about Dow Jones, visit our Web site or call 800-369-7466 ext. 4138.
17 'Net Search Strategies
Trying to figure out the best way to search the 'Net? Confused by all the tools available? Suzanne Bell provides some useful strategies to help you become an efficient Internet searcher.

23 Overcoming Procrastination: A Practical Approach
"I'm going to stop procrastinating...tomorrow!" Although a familiar diatribe, it is important to recognize procrastination as the serious time waster it is, affecting the amount and quality of our work. Andrew Berner shares ways to control procrastination in order to more effectively do our jobs.

27 Solo Power: How One-Person Librarians Maximize Their Influence
As more and more organizations downsize, rightsize, and otherwise seek to control operations costs, more managers are determining that what they need for information delivery is one well-educated, well-organized, and enthusiastic employee who delights in the challenges of providing information services in a focused environment. Guy St. Clair explains this trend.

35 Outsourcing, Co-Sourcing, and Core Competencies: What's an Information Professional To Do?
Mary Ellen Bates gives her insight on outsourcing.
Dear Fellow SLA Members,

When our last dues increase was implemented in January 1995, several promises concerning improved members services were made to you. Today, I can say we have achieved those goals, due in part to the vendors’ contributions that helped us fast-track the implementation of many projects.

Some of these projects have included the Virtual Bookstore, our first venture into the electronic commerce arena, our award winning Web site, the professional competencies project, and an expanded distance learning program. These programs have been well received, and you have said that you wanted more enhanced membership service. It is now time for us, you and me, to underwrite their continuing costs.

The Board of Directors, at their June 6, 1997, meeting, unanimously approved the Finance Committee’s long-range financial plan. One component of the plan is a modest dues and fees increase to become effective January 1, 1999—a full four years after the last dues increase.

The association’s five-year forecast shows that without an influx of additional net income, the association would run in a deficit position by as early as 1998, with an estimated deficit of more than one-quarter million dollars by the year 2001.

Each year it becomes more costly to operate the association in the capacity to which we, the members, have become accustomed. Furthermore, SLA’s financial base is jeopardized by increasing activities within the not-for-profit regulatory environment. It is, therefore, becoming more critical that SLA maintains a strong membership dues base. The association’s current dues income as a percentage of total income is 25 percent—much less than the 40 percent industry standard.

At the Winter Meeting, January 22-24, there will be a full presentation on the rationale for the long-range financial plan, including the dues increase, to the chapter and division officers. They will be directed to share this information with you. As you get the details of our proposal, I hope you will feel free to contact either me, Treasurer Dick Wallace, or one of the other members of the board of directors, your division or chapter leadership, or visit our Web site for information.

I am confident that once you have had time to review our long-range financial plan, you will support it. Your support will enable us to provide you with the necessary leadership competencies that you and the association need to be successful in the twenty-first century.

Sincerely,

[Signature]

Judy Field
President, 1997/98
jfield@lisp.purdy.wayne.edu
We learned that SLA is leading the association field in many ways, especially when it comes to virtual initiatives. As information professionals, you are familiar with the feeling of success and honor that comes when someone gets the information you have packaged or presented and gives you an enthusiastic, positive response. When it comes to SLA’s cooperative endeavors with professional organizations with whom association staff are active, we at headquarters can appreciate that good feeling too!

Through our inter-association relationships, we have been taking an informal survey of sorts—to see if SLA is on the right track in creating our Virtual Association and providing the most up-to-date, cutting-edge services to you, our membership. As the professional association for global information professionals, we feel that we must follow in your footsteps and “share information” with our peers as well as voice our experiences with our professional associations. We are committed to fine-tuning and improving existing products and services. In order to effectively do this, we have been looking to other associations, having similar goals in terms of technology objectives, for role models as we grow the Virtual Association over the coming years.

In our search for role models and through feedback, we have discovered that SLA is more often than not being seen as the model! We contacted the Greater Washington Society of Association Executives (GWSAE), an association for associations, and met with their chief technology guru for a four-hour conversation. Through this candid discussion, we learned that SLA is leading the association field in many ways, especially when it comes to virtual initiatives.

In fact, it became so apparent that we were on the right track, this guru asked that we present our virtual program plans to an audience of local association executives at the GWSAE’s educational conference and trade show held this October.

In the GWSAE presentation, given by SLA’s Senior Assistant Executive Director Lynn Woodbury, and SLA’s Senior Director, Computer Services and Technology Maurice Harris, guidelines were shared regarding the three-year plan that the SLA Board of Directors put forward for the Virtual Association. A comprehensive booklet was compiled with sample memos, directives, and our electronic information guidelines. The feedback from the program was positive and several attendees were anxious to log onto our Web site during the coffee break. Others were looking forward to showing this plan to their superiors in their respective associations as a desirable, even necessary benchmark.

In the interest of bringing you the best service and the most up-to-date member advantages, we have a strong tradition of inter-association communication. In the last year, we have been recognized by some of the associations with whom we have membership. To highlight some of these successes:

1. The American Society of Association Executives (ASAE) named our Web site “A World Class Web Site;”
2. Our Web site was given kudos and a full-page article in the Southeastern Association Executive publication which serves association executives and meeting professionals in seven southeastern states;
3. Our 1997 Seattle Conference Communications Package won the Certificate of Achievement in ASAE’s Gold Circle Award Competition for Total Convention Communications.

The nature of a healthy association is built upon honest give and take. In the new year, I hope you will take advantage of the offerings SLA is providing for you, and I implore you to give back to SLA in terms of involvement, feedback, and participation in our programs offered at all unit levels. We are here to assist each other down the road of professional success.

On behalf of the SLA Board of Directors and Staff, I wish you a happy holiday season and a most prosperous and joyful new year for you and yours and may all our SLA ventures be rewarding. Happy Hanukkah, Merry Christmas, and Happy Kwanzaa or whatever tradition you celebrate this season of our year. Cheers!

David R. Bender, Ph.D.
Executive Director
**SLA NEWS**

**Join “Team SLA”**

Association committees are an opportunity for members to participate on the SLA team. I am now building a roster of interested players; are you one of them? Each spring, the president-elect appoints more than 100 members to join the elected leaders in running the association by serving on committees. These committees work in many areas advising the board of directors. What’s in it for you? If you want to expand your skills, you can select a committee on a topic new to you and learn more about it as you work on the committee’s projects. On the other hand, if you have expertise in a topic, you can polish your expertise in a new setting and gain skill in sharing your knowledge with others. Whether a newcomer or a longtime player, by working on a committee, you can take pride in building a stronger SLA. Read the descriptions of the committees in your *Who’s Who*, and then volunteer for consideration as a member. One of the most common reasons for not participating is “nobody asked me.” Now I’ve done just that. Of course, if you’d prefer to recommend a colleague, I’ll listen to those suggestions as well. I look forward to hearing that you want to join “Team SLA.”

—Suzi Hayes, president-elect

**Boston Chapter Announces Scholarships**

The Boston Chapter’s Affirmative Action Committee recently announced that it will be awarding two $2,000 Minority Scholarships this year to promote diversity in the field of special librarianship and information science. Minority students in graduate library science programs are encouraged to apply. Both scholarships cover the 1997-1999 academic year. For eligibility criteria, contact Leslie Knapp, chair, Boston Chapter, Affirmative Action Committee at 1-800-526-2337, or via e-mail at: knapp@ebSCO.com.

**Engineering Division Announces INSPEC Award**

The Engineering Division’s Scholarship Committee has announced that INSPEC will sponsor a $500 Travel Stipend Award given to the qualified student who submits the best essay describing ways that library school education has changed to meet the challenge of new or emerging technologies. The winner will be given the opportunity to attend the SLA annual conference, June 6-11, 1998, in Indianapolis, IN. The deadline for submission is March 1, 1998. For more information contact Bette Finn, chair, SLA Engineering Division, Scholarship Committee at 1-404-894-1790, or via e-mail: bw21@prism.gatech.edu.

**Giving Users What They Really Want/Need**

The SLA distance learning videoconference “Giving Users What They Really Want/Need” broadcast to nearly 50 cities in the U.S., Canada, and London on October 16. The broadcast was a complete success, with more than 1000 information professionals participating. The videoconference focused on how to determine what users are really looking for and how to deliver what is needed in an increasingly virtual and electronic world. To order the video, call SLA’s book order department at 1-202-234-4700, ext. 643 or visit the SLA Virtual Bookstore at www.sla.org.

**SLA Elections to be Held in January 1998**

The Special Libraries Association election for Board of Directors will take place much earlier beginning with the 1998 elections. Ballots will be mailed out on January 12, 1998, with a return postmark no later than February 23, 1998.

The following is a list of tips that ensure that your vote is valid.

**Do vote early.**

**Do mark your ballot in pencil or black or blue ink only.**

**Do return your ballot only in the pre-addressed envelope provided.**

**Do type or print your name and address only in the return address space on the pre-addressed envelope.**

**Do read the instructions carefully for each office before casting your vote.**

The following will receive ballots for association officers: members, associates, students, retired, and retired member forty-five year honorees.

If you do not receive a ballot within a reasonable time, please call the association office and request a duplicate.

If you have any questions regarding voting procedures, please call the association office and speak with Ernie Robinson (e-mail: ernie@sla.org).

Let your voice be heard!
SLA Board of Directors Meet in Washington

The SLA Board of Directors conducted their Fall Meeting on October 24-25 at SLA headquarters in Washington, DC. The board approved several recommendations including: Dr. Stan Davis as the keynote speaker for the 1998 SLA Annual Conference; the Finance Committee's recommendation that any FY 1997 General Fund residual earnings are to be distributed to the Conference 2000 Fund; the Finance Committee's recommendation that the budget requests as submitted by the Affirmative Action Committee and the Technical Standards Committee be included in the 1998 Budget; the Finance Committee's recommendation that the board appropriate the necessary funds to/from the Information Technologies Fund to replace the current Association Management System software; the Draft FY 1998 Budget for the Restricted Funds; the theme Knowledge Leaders for the New Millennium: Creators of the Information Future for SLA's 90th Annual Conference in Minneapolis; and the recommendation that Chicago, IL, be the site for the Winter Meeting January 24-26, 2002.

Further, regarding professional development, it was approved that the board of directors will direct the executive director to have staff work with the Professional Development Committee to develop a working model for Career Advisory Services and Continuing Education, which will encompass the key aspects of the Competencies report.

The board also approved the Finance Committee's recommendation to accept the long-range financial communications plan; and received the White Paper on SLA Governance for further study and examination.

The following ad hoc committees were appointed to review and provide comments on the four sections of the paper: Governance—Monica Ertel, Sylvia Piggott, and Peter Moon; Membership Development—Rebecca Vargha, Cynthia Hill, and Suzi Hayes; Membership Services—Anne Abate, Richard Wallace, Sharyn Ladner, and Bruce Hubbard; Organizational Structure and External Activities—Julia Peterson, Stephen Abram, and Richard Hulser. Finally, the amendments to the Bylaws overwhelmingly passed.

For a full list of board actions, contact Ernie Robinson at: 1-202-234-4700, ext 616; fax: 1-202-265-9317; e-mail: ernie@sla.org.

Reminder:
SLA's 1999 Election: Call for Nominations

The Nominating Committee for SLA's 1999 election needs your help. We must select 10 worthy SLA members to run for office. Your assistance is needed to help the five committee members make their selection from among the many outstanding individuals within our association.

Please let us know who among your colleagues is ready and willing to serve the profession at the association leadership level. Send us the following information on each individual and indicate the office for which you are nominating him or her:

- nominee's name, address, and phone number;
- length of SLA membership;
- offices held in chapters, divisions, or at the association level;
- membership in association-level committees;
- other activities with SLA (membership on chapter and division committees, CE courses taught, awards received, articles published, etc.); and
- other items we should know.

We would like to know what it is about this person that makes him or her an ideal nominee for the election slate. If possible, please provide some information on his or her thoughts about our profession, the association and its current and future activities, or any other relevant comments that distinguish these individuals from your colleagues. DO NOT HESITATE TO NOMINATE YOURSELF—no need to be modest if you know you can contribute to the profession at this highly visible level. All submitted information will be confidential. The offices for the 1999 election are: president-elect, directors, division cabinet chair-elect, and chapter cabinet chair-elect.

Send your nominations by Wednesday, December 10 to: Ethel M. Salonen Knight-Ridder Information, Inc. Three Cambridge Center Cambridge, MA 02142 Tel: 1-617-494-1114, ext. 26 Fax: 1-617-494-5122 E-mail: ethel_salonen@krinfo.com

Global Library Executive Visits SLA

With the colors of autumn descending on Washington, International Federation of Library Associations (IFLA) Secretary General Leo Voogt also arrived to spend a month meeting with U.S. library association leaders. Mr. Voogt first visited with SLA Executive Director David Bender and other members of staff during a lunch held at SLA headquarters in early October. Mr. Voogt discussed the importance of greater international cooperation among the many library associations in existence. That meeting was followed by a visit with the SLA Board of Directors during their Fall Meeting at the end of October. Mr. Voogt reiterated his call for greater cooperation, and urged SLA leaders to continue their ascent to achieving global influence on the profession.

IN MEMORIAM

Estelle Davis

Estelle Davis, head of the Science and Engineering Library, City College of New York, died September 18, 1997. Davis was born in the Bronx, NY, where she graduated from City College with a B.S. in biology. She attended St. John's University in New York, NY, where she earned a master's degree in library science. She also earned masters' degrees in environmental health from Hunter College, New York, NY, and in public health from Columbia University, New York, NY. Davis joined the City College Library Department in 1984 as an instructor in the science and engineering division. She was appointed to associate professor and also served as division chief for four years. During her career, she demonstrated enthusiasm and dedication to the students, faculty, and staff at City College. Davis was an active member of SLA, serving as chair of the Engineering Division from 1994-1995. She was also a member of the Library Association of the City University of New York, the New York/New Jersey Chapter of the Medical Library Association, and the New York Chapter of the Association of College and Research Libraries.
Smith to Step Down as President and CEO of OCLC

K. Wayne Smith, president and chief executive officer, Online Computer Library Center (OCLC), Dublin, OH, announced he will be stepping down as president and CEO effective June 1998. Smith has been president since 1989. He will continue to serve in an advisory capacity. He is an active member of the Central Ohio Chapter of SLA.

Buckley Named U.S. GPO Superintendent of Documents

Francis J. Buckley, Jr. has been named the superintendent of documents, United States Government Printing Office (GPO), Washington, DC. He will be responsible for overseeing the public distribution of millions of government publications, operating a large mail order program, and maintaining 24 bookstores nationwide. Buckley is a member of the Cleveland and Michigan Chapters and the Information Technology Division.

Cooney Expanding to the U.S.

Jane Cooney, owner of Books for Business in Toronto, ON, is expanding her book specialty store into the U.S. market. Books for Business will open its first U.S. store in Chicago, IL, in January 1998. Cooney is a member of the Illinois and Toronto Chapters as well as the Business & Finance Division. For more information, contact Books for Business at 1-800-850-0087; or via e-mail at: cooney@booksforbusiness.com.

The University of South Florida Tampa Campus Library Awarded Grant

The University of South Florida, Tampa Campus Library, has been awarded a $100,000 grant by the Florida Public Post Secondary Distance Learning Institute. The grant's purpose is to establish a Distance Learning Library Initiative Reference and Referral Center. The Referral Center will serve as a library for students and faculty participating in distance learning in higher education across the state. Participants in the program will have access to information via various modes of communication including the postal service, 800 numbers, e-mail, and the Internet.

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CELEBRATING 75 YEARS OF SERVICE IN 1999
GUI Icon Standards for Bibliographic Databases
U.S.-Scottish Joint Project at IFLA

Several members of the Special Libraries Association (SLA) are involved at many levels of the International Federation of Library Associations and Institutions (IFLA). In 1995, the IFLA Standing Committee on Information Technology (IT) undertook the GUI Standards Project at the Istanbul meeting. This U.S.-Scottish Project is aimed at a standard set of icons for bibliographic information systems. The Project Head for Phases I and II was Bruce Royan (Stirling University), with Project Support provided by Wilda B. Newman (Johns Hopkins University) and Project Officer Steven Carr (Stirling University), and was concluded in 1996.

Phase I of the project was on development of a standard icon set for bibliographic information systems and included publishing a feasibility study, seeking funding, developing icon categories, and building an electronic review mechanism for the icons via Web pages.

Phase II of the project developed a full set of icon options; publicized the project, including provision for review and voting on the icons and revision to the icon set based on the voting; and suggestions and alternative ideas put forth by those visiting the Web site. This process concluded in a definitive set of standard icon graphics, based on the voting results from more than 2000 people from 24 countries. To disseminate this proposed standard, the icon set for 23 Actions, 9 Fields, and 10 Operators were mounted at http://lorne.stir.ac.uk/iconstd/results/ with English text.

Phase III proposes that the standard icon set concluded in Phases I and II of this project be moved into the standards domain worldwide to ensure its adoption for use in bibliographic information systems. That is, the project will work through the IETF (Internet Engineering Task Force), ISO, and ANSI, to further promote and enter this effort into the process of formalizing the adoption of this set of icon standards. It is expected that IFLA, as an organization, will also assume a role in support of the effort toward adoption of this standard. The project is continuing to work with vendors and services within the library and information communities around the world to further the use of these icons in their product offerings and to gain further use and acceptance of the icon set. The Web site for accessing the icons and current effort on Phase III of this project is at: http://www.scran.ac.uk/iconstd.

Bruce Royan’s facility, SCiRAN (Scottish Cultural Resources Access Network), is supporting this and Steven Carr is managing the Web site at the same facility.

Even though it was desirable to have the icons “stand-alone” without text, the review and voting process concluded in Phase II concluded that this is not possible. Thus, the set of standard icon graphics and text is now available in four of the five IFLA languages. The translations were prepared by Jesus Lau, Spanish; Mireille Chazal, French; and Yakov Shraiberg, Russian. The Russian text in Cyrillic presented some technical challenges and these are being pursued. Currently, the Russian file is stored as an image file, and is slower in retrieval. A PDF file will replace this in the near future, but the current file can be used now. Additional translation is being planned for the reports of Phases I and II to ensure that the non-English speaking world participates in promulgating this proposed standard worldwide.

The Internet Draft, developed according to the guidelines of the IETF in Phase II, will be pursued in 1997-1998. Additionally, grassroots work continues. Vendor contacts and conference meetings are being used to personally inform potential users of the icon standards. Articles are being published in the professional journals, and announcement and discussion at appropriate venues occur, for example, at the IFLA Internet Discussion Group. The IFLANet listserv was screened over the past several months to identify potential users or exploiters of the standard icons. Work will continue in this area to develop direct communication between the GUI Project and these related types of efforts. SLA members can access the Web site and promote this icon set too.

Wilda Newman concluded her second four-year term as an elected member of the IT Section at the Copenhagen conference this year. She has begun work with the IFLA Library Theory and Research Section, Division VII, Education and Research. Newman continues as Project Lead, Phase III of the GUI Icon Standards Project, with hopes of pursuing this work jointly between IT and Library Theory and Research to the benefit of both groups, IFLA, and worldwide information access and retrieval. The continuing project also includes Bruce Royan, Project Support, Steven Carr, Project Support and GUI Project Web site, SCiRAN; and translators Mireille Chazal, French; Hans-Christoph Hobohm, German; Yakov Shraiberg, Russian; and Jesus Lau, Spanish; with IFLA Web site support, Terry Kuny and Leigh Swain, National Library of Canada, and UDT, Ottawa, Canada. Please visit the GUI Web site and comment to Wilda Newman or to the site itself. She can be reached via e-mail at: wilda.newman@jhuapl.edu

by Wilda Newman. Newman is information resources manager, Administrative Services Department, Johns Hopkins University, Applied Physics Laboratory, Laurel, MD. For more information on "International News," or to contribute to the column, please contact Barbara Hutchinson at: 1-520-621-8568; fax: 1-520-621-3816; e-mail: barbaraeh@ag.arizona.edu.

Please note the following correction to Copyright Corner, November 1997

One additional consideration in the Legal Protection of Databases:

"Finally, is the issue of the First Amendment or Free Speech and will copyright protection restrict the communication of facts?" (see Copyright Corner, Aug. 1997; Professor L. Ray Patterson, "Copyright and Free Speech Rights.")
In Search of the Information Professional

Over the last year and a half, the United States Government has been reviewing its manual for classifying standard occupations. The Bureau of Labor Statistics, an arm of the Department of Labor, is responsible for ensuring that the revised manual adequately addresses the workforce of the twenty-first century.

SLA was involved from the start, proposing a new classification for “Librarians, Archivists and Curators,” and a new definition for “Information Professionals.” Since librarians had previously been stuck in the “Education” classification, the idea for a separate classification made real sense. Unfortunately, the term “information professional” is not a high profile phrase outside the profession.

The Revision Policy Committee issued its proposed classification listing in July. While the committee accepted the SLA proposal for a new category, they were not as receptive to the proposal, although it was viewed as somewhat vague. SLA was asked to refine the definition manual.

No timetable has been set for official approval or rejection of our proposal. But a moral victory has been scored, thanks to the recognition by the committee that our profession is rapidly evolving. Special thanks go to Joan Gervino, chair of the SLA Government Relations Committee; Rita Ormsby and Lois Weinstein of the New York Chapter; Jeanne Bohlen of the Philadelphia Chapter; and Roger Haley and Donna Scheeder of the Washington, DC Chapter.

Database Protection Receives Worldwide Focus

For several years now, the copyright universe has engaged in discussions, debates, and negotiations on the direction of copyright for electronic information. The issues of infringement, liability, criminal penalties, and banning of devices related to infringement have captured our attention.

Linked to this debate, while failing to receive as much attention, has been the ongoing struggle to determine whether databases or compilations should receive further protection under copyright law. Europe has led the way on this issue, moving ahead with its own policy development even when the World Intellectual Property Organization (WIPO) rejected a new protection for databases.

In 1991, the United States Supreme Court ruled that databases are not protected by copyright based on the labor expended by the compiler (Feist Publications v. Rural Telephone Service Co.) From that point, the U.S. and European national governments embarked on a campaign to achieve a sui generis protection (a new right) for databases. Attempts were made at the domestic level in the U.S. and through the European Parliament, and an international treaty was proposed. The U.S. Congress failed to approve domestic protection; the European Union produced a directive to its member nations for incorporating such a protection into national law. The WIPO proposed treaty never had a chance.

The European Union Directive on database protection accords to database makers an exclusive “right to prevent extraction and/or reutilization of the whole or of a substantial part, evaluated qualitatively and/or quantitatively, of the contents of that database.” This right lasts for fifteen years. However, if the database is made available to the public, the compiler may continually renew that right for additional fifteen-year periods.

The United States has only recently begun to reconsider this matter. Rather than seeking protections under copyright like the European Union, the U.S. House of Representatives is currently considering legislation that prohibits the unfair use of data in a collection. More specifically, the bill would use misappropriation law to restrict companies from taking significant quantities of time-sensitive information from their competitors’ compilations. No term of protection is provided, although several provisions are made for limitations and exceptions relative to copyright.

The worldwide prognosis is unclear, although the European Union will most certainly have a policy in place by mid-1998. Due to its legal ties with Europe in terms of copyright, Canada may follow a similar route. However, U.S. law may take a different path. With most of the database industry residing in these regions, they must eventually work together to develop a seamless policy that the rest of the world can use.

For more information on “Government Relations Outlook,” or to contribute to the column, please contact Director, Government Relations John Crosby at: 1-202-234-4700, ext. 629; fax: 1-202-265-9317; e-mail: john-c@sla.org.
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**Link to “Publications” at www.sla.org**
Research Agenda 2000: Your Research Priorities

Two years ago in *SpecialList*, Ann Talcott asked an all-encompassing question, "What do special librarians want?" Answer: "Tools to justify our value to our management." Talcott explicated the other things that SLA members wanted, mainly to create valuable, meaningful research to utilize in our organizations.

In that same article, Talcott summarized findings from a research forum that took place at the Great Lakes Conference in Chicago. The SLA Research Committee, in cooperation with five other knowledge industry associations, organized this forum to listen to practitioners, academics, and other stakeholders in obtaining new strategic directions in the area of research. Rather than repeating Talcott's fine article, the emphasis here will be answering the questions: Did SLA implement the suggestions and recommendations from the Forum? What has been accomplished since that time period, and what is left to do?

Facilitated by SLA members, 46 Forum attendees were partitioned into five groups. The attendees were given two activities to perform in their groups: 1) select one topic the group would like most to be researched in the next year and 2) recommend avenues of support for their topic (i.e., financial, organizational, publications). Themes that emerged from these groups were as follows: value, justification of their positions, communication with management and decision-makers, how to use management's language, and ensuring the credibility of SLA research results by partnering with well-known entities and other mechanisms.

In addition to these themes, speakers on a panel gave perspectives about the constraints of research, issues to consider in the production of research, as well as other topics to pursue. Those topics included exploring models in other fields, appropriate technology, core competencies, and the future role of the information professional.

After the Forum, the attendees were sent letters, requesting their feedback. All stressed the value of research and suggested ways to communicate research activities to SLA members, including using *SpecialList* and *Special Libraries*.

The Research Committee reported those findings to the board and recommended some immediate action items: increase funding for research, investigate potential corporate partners in research, continue cooperative ventures with other library/information associations, to solicit research proposals to develop tools by which to measure the value of services provided by information professionals in a variety of settings.

Since 1995, several Forum recommendations were implemented. SLA did dramatically increase its funding and sought ways to support it. Corporate entities, such as Association Research Inc, have partnered with SLA in analyzing our survey data, thus giving it objectivity and credence. SLA solicited a research study from Paul Kantor, a library science expert, in developing tools for measuring value in special libraries. SLA also has funded studies about outsourcing. Goldspiel award winners have been selected in looking at the impact levels of technology on information services in corporate settings.

Research also provided funding for the report on *Core Competencies of the Information Professional*. SLA Research publications along with applications for Goldspiel grants, and past Goldspiel award winners, and the Research Agenda are on the SLA home page at www.sla.org. *Information Outlook* features this column to inform members of research activities within and those relevant outside SLA.

What remains? More research proposals on developing tools on cost/benefit methodologies and how to communicate those results to management and decision-makers are highly desired. What other techniques can information professionals employ to access the optimal size of staff and organizational structures? What future technologies are in store that will greatly impact special library services?

As there are more topics and/or angles on the current Research Agenda that have not been addressed, the Research Committee has recommended another Forum, Research Agenda 2000, to determine the association's research priorities for the year 2000 and beyond. The committee is still contemplating whether or not to hold the Forum in conjunction with another regional conference, winter conference, or another venue. Funding for such a Forum requires facilities, resources and time, not to mention facilitators and a redesign of questions for the focus groups.

Until the year 2000, the Research Committee will continue to feature programs at the annual conference on the various initiatives undertaken. The committee is also examining the Research Web page for its value to the membership. As one 1995 Forum attendee commented on the feedback form, "I've made a commitment to more actively be on the look out for, and plan research efforts that would be useful to my library, myself, and our profession. Merely keeping a heightened awareness of opportunities for research and analysis is the first step!"

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More Than Museums

If information is power, then the World Wide Web (WWW) offers us the opportunity to empower thousands of users, if not more. The WWW offers museums, archives, and others with special collections the opportunity to showcase materials that would otherwise be seen by few individuals. This opportunity can be seen as both an advantage and a disadvantage depending on the interest generated as well as the staff time commitment required to launch a site and maintain it.

There are many examples of how these types of collections are showcased on the WWW. Some examples are elaborate, requiring a vast knowledge of hypertext markup language (html) and many hours of labor, while others are more basic, requiring less knowledge of html and fewer labor hours. The examples of sites that follow tend to fall into three broad categories: the virtual collection; the online exhibit; and the electronic finding aid. Many sites utilize a single method, while most choose to mix and match for the greatest effect.

Virtual Collections

Virtual collections utilize original materials to create an online resource. In many cases, these virtual collections are meant to be the resource. The Valley of the Shadow Project (http://jefferson.village.Virginia.EDU/vshadow2/) is an elaborate version of the virtual collection. To get an idea of the scope of the project, visit the reception area and read about its history and view a list of the staff. Although this example is beyond the scope of most, it is a fascinating look into what can be done to make documents and artifacts "live."

The myriad of documents and materials available at this site are designed to allow the user to "discover" the history of two towns, and their populations, during the American Civil War. This rich archive of information is composed of military records, diaries, personal letters, maps, newspapers, images, and public records.

This virtual collection also has components that mimic an interactive textbook. This type of online exhibit marries a text narrative with hypertext links to images and virtual documents.

These types of resources are great teaching tools and, like this one, often come with sample lesson plans and user guides. The Library of Congress’ American Memory Collection (http://lcweb2.loc.gov/ammem/) is another example of the virtual collection designed as an interactive textbook with teaching aids.

Online Exhibits

Interactive narratives are precursors to the online exhibit. Virtual exhibits present the patron with information in a manner much like that in a museum. Stories are told by images and documents, and the user walks virtually through the exhibit. There are a number of advantages to providing information in this manner. The first is that it requires little physical space. Materials are scanned into the computer and do not need to be mounted and hung. This format also allows more patrons to "visit" the exhibit. Secondly, the materials are protected from the wear and tear that display would usually cause them. Because they are virtually available, the valuable originals can remain in their controlled environments. Finally, the online exhibit allows users to visit, view, and absorb the information in a comfortable environment, and they can visit when they need the information. This is not an argument for eliminating physical museums and other collections that exhibit materials, but for augmenting such exhibits with virtual tours as well.

The Great Chicago Fire and The Web of Memory (http://www.chicagohs.org/fire/) are examples of online exhibits. Like a museum exhibit, essays are paired with images that tell a story. Additional images are found in the gallery, and the virtual online library provides the user with additional narrative information. Like the virtual collection, the online exhibit may serve as the user’s only information source.

What is unique about this example is that is a collaboration between a museum (The Chicago Historical Society) and a university (Northwestern University). These types of collaborative efforts can be very rewarding for all parties involved and may make the creation of an elaborate site more feasible for a smaller organization.

Another interesting example of an online exhibit can be found in the exhibit hall at the National Archives and Records Administration (http://www.nara.gov/). Like The Great Chicago Fire and the Web of Memory site, the Archives’ exhibit hall tells a story or stories about an event in history. A nice feature of the archives’ site is the addition of the record group numbers and locations. Provision of this information gives the individual the ability to get more information or visit a record center to see the material in person.

Electronic Finding Aids

Because image collections lend themselves well to digitization and are heavily used, they are often the first to be put into the virtual environment. Instead of creating elaborate virtual resources or online exhibits, many organizations choose to provide electronic copies of their finding aids or resource guides. Linking digitized images to the finding aid entries results in a tool similar to a full-text index.

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Northwestern University Library Special Collections' Siege and Commune of Paris 1870 - 1871 (http://www.library.nwu.edu/spec/siege/) is an example of this type of full-text index. Technically not an exhibit because a story is not being told, it resembles, in some ways, the virtual resource. This site provides a searchable index of the materials available at Northwestern University's Special Collections Department. Keyword or subject searches in this type of full-text finding aid will retrieve images of the items; the originals are held in the library. Materials that can be accessed from this site include photographs, caricatures, and other documents.

Another example of a full-text image archive is the Eastman's Originals Collection (http://www.lib.ucdavis.edu/speccoll/html/newstuff.html) at the University of California at Davis Special Collections Department. This site represents a large collection, 12,500 images, of photographic material. Like the Valley of the Shadow Project, this is a vast undertaking. A draft of the project proposal is available from this site and can be used as a guideline for similar projects. Images in this collection can be searched by keywords as well as by subject.

The University of Georgia Hargrett Library has digitized its Rare Map Collection (http://www.libs.uga.edu/darchive/hargrett/maps/maps.html). Instead of photographs, this is an image collection of maps held by the University of Georgia Libraries. In contrast to the elaborate search mechanism found in the Eastman's Originals Collection, this site provides access to the images via a narrative description. Hypertext links from this narrative lead the user to a list of available images in each category. Because of the size of the images, only a portion of the total collection is digitized.

Although full-text indexes provide the user with images of materials, one does not need to do so to give the patron access. A simple listing of the library's collection is also useful. These lists are beneficial in that they allow the user to browse the list and determine if an onsite visit is necessary. Making collections available in this manner is like making the traditional card catalog available electronically. Patrons are able to perform some of their searches remotely, allowing the time spent visiting the collection to be more concentrated. This can be especially helpful to researchers who are traveling.

The Immigration History Research Center (http://www.umn.edu/ihrc/) at the University of Minnesota is an example of this type of WWW resource. Although images and documents are not available online, useful information about the types of materials held by this unique repository of immigration history is provided. This level of access not only aids researchers, but publicizes a collection that might otherwise not be known. Publicity can, however, be a double-edged sword, increasing use while straining resources.

These are just some of the many thousands of examples of how special collections and archival materials are utilized on the Information Superhighway. Before making the leap into cyberspace, take a close look at how this move will impact your organization and collection. Making a collection available requires careful planning and thought. Use your colleagues who have already made the move as resources and learn from their experiences and when you are ready to leap, have fun!

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Enhancing Competitiveness in the Information Age Strategies and Tactics for Special Librarians and Information Professionals

A must read for any special librarian! Based on a survey of selected SLA members, this report presents strategies and tactics for taking charge of the survival of your library in a time of ongoing organizational change. The report keenly assesses the forces at work that define the perceptions of senior organization executives, and offers ideas for ensuring that you keep pace.

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It's hard to be an efficient Internet searcher—there is so much of it, so many different tools from which to choose, and so many varying features associated with each tool. Over more than a year of teaching classes on Internet Searching, we have found the best thing we can do for aspiring searchers is to provide them with strategies rather than detailed, recipe-like instructions for every tool. This strategic approach seeks to help the users analyze their queries; help the users grasp the basic types and principles of Internet search tools; and determine which type of tool might provide the most likely starting point for their type of question.

The premise behind this approach is that if we can help users master various Web conventions, and differentiate amongst the various types of tools—subject lists, word-searchable indexes, searchable newsgroup archives—they will be able to adapt as new tools appear and current tools change. If they can analyze their question in order to make an informed choice about which tool to start with, their searching will be more efficient and, hopefully, successful.

Analyzing the Query
To help users analyze their questions, we categorize questions into four types:

The Broad Question. "What's out there on...?" The user is looking for an overview, simply wishing to get a sense of the variety and type of information available, and is just becoming familiar with a subject. "Can
I find grants and funding information on the Web? "What engineering journals are available on the 'Net?" We can categorize these as "broad" questions.

The Common Hunt. This is the name we've given to those queries that are specific, but not unusual or unique. "Can I get the flight schedules (specific information) for USAirways (a well-known company) on the 'Net?" "Is the Federal Register (a specific publication, but a very well-known one) available online?"

The Uncommon Hunt. Now we are looking for information that is specific, unusual, and/or unique, and that little may have been written about. For example, "environmental or residential mutagens." We would also classify as an "uncommon hunt" a query that must be formulated in a particular way in order for the results to be meaningful, e.g. the search topic is composed of common words ("management communications") that must be searched as a phrase in order to produce useful results, or, as in the previous example, we have a query that would be best searched by setting up a Boolean relationship.

The Hallway Talk Question. This type of query may be broad or quite specific; it is characterized by being about very topical subjects like, "There was an author on TV last night talking about her new book on XYZ—I can't remember her name..." or a subject with "a following," such as vegetarianism; societal phenomena; personal experiences ("Do other parents have this much trouble getting their kids to sleep through the night?"); and others for which informal information is sufficient. If the topic is one that other people might be talking about, and your first approach might be to just ask the person in the next cubicle ("Is there a screen clipper program for a PC?"), that question might well be a "hallway talk" query.

There is one more question that is frequently asked: "Can I find someone's e-mail address on the 'Net?" There are several facilities on the Web set up to answer only this query, and we leave it, with its specialized tools, in a category all its own.

So...what kind of question is it?

Choosing a Tool

Subject Lists. If a query can be classified as "broad," the chances are good that someone may have already done some (or all) of the work for you, by putting together a list of links on a topic. Reference librarians, subject experts, and aficionados have been very busy since the advent of the Web, combing it for resources and assembling that information into organized subject lists, trying to impose order on the chaos. There are several notable lists for medical topics, including MedWeb at Emory University, Medical Matrix, and the WWW Virtual Library: Biosciences: Medicine. Most subject librarians will have identified or created such subject lists. A subject list is definitely the tool of choice for a "broad" question, especially if the user is new to the Web, because the information has been filtered, analyzed, and organized by human intervention. The user can see all the choices, providing a sense of the variety and type of information available, but the choices are finite and structured. A subject list on "dermatology" would provide a much more usable body of information, usually, than simply going to a tool such as Alta Vista and throwing in the word, dermatology (100K hits, in no particular order). Picture the subject list as a long corridor of doorways, each clearly marked.

Examples:
- What's out on the Internet about Diabetes; AIDS; Cancer; Mental health; etc.?
- Are there any biology journals on the 'Net in full text? Specifically, is the British Medical Journal available on the 'Net?
- What hospitals have Web pages?
- Can I find information about grants and funding on the 'Net?

Indexes/Directories. The Web indexes offer collections of links to Web pages that are rigorously organized into hierarchical subject trees, covering a gamut of subject areas. (One might think of them as collections of subject lists.) Thus, they are appropriate tools for broad questions when the user is unfamiliar with any specific subject lists on the topic. Web indexes are also the tool we recommend for the "common hunt" question—information that is specific, but not unusual. Because an index is highly organized, it is usually much faster to "drill down" through its hierarchy (being able to see clearly where you're going the whole way), or to use the "search across all index contents" feature that many indexes have, viewing the results organized by category. Because human intervention is required to build hierarchical indexes, their database of information can't grow as quickly as that of the spatial search tools. This relatively smaller size helps make the "common hunt" more efficient, as the item desired (e.g., the homepage for USAirways) tends to be more quickly identifiable; there aren't so many links to wade through, and their relationship to one another is more obvious. The premier example of a Web index, of course, is Yahoo. Other good indexes are Galaxy and Magellan. The Web indexes are now branching out to offer other features besides their subject hierarchies; for example, the ability to search for e-mail addresses or to search Usenet postings (Yahoo).

Still, a visual model for an index-type tool might be a collection of stairways (each tread clearly marked) and landings with multiple doors (also clearly marked), leading to more stairs, more landings, more doors—somewhat like a Piranesi etching.

As mentioned above, indexes are useful for broad questions of the "what's out there on the Web?" variety when you are not aware of a subject list for the area:
- Can I find material on the 'Net about Brazil for my daughter's homework project?
- What's out there on woodworking? (Hint: a particular toolmaker's catalog might be better searched with a keyword search engine).
- Or, when you just want to browse around.

Indexes are also recommended for "common hunt" questions—information that is specific but not unusual:
- Can I find the Federal Register online?
- I'd like to check the USAirways schedules for flights from here to Los Angeles.
- I need to find the American Medical Association home page.
- Our department would like to see the Web pages for the same department at other universities before we design our Web pages.

Keyword Search Engines. World Wide Web keyword search tools, or search engines,
are software applications that can perform extremely rapid searches on huge databases of words from Web documents. Part of the search engine, known variously as a “robot,” “spider,” or “crawler,” continuously works at building the database, by “polling” the documents at Web sites. It may be programmed to select words only from certain parts of a Web document, such as the <HEAD> section (including the title), major headings on the page, and hypertext links, or it may collect every word from every document. The information is then simply dumped into the database; no post-processing or categorization takes place. Because the database is built entirely by software programs, without the delays inherent in decision-making and processing by humans, it can grow much more rapidly. Keyword search engines generally offer the largest databases of Web references; they will have visited more pages, and indexed more terms from each page, than the index tools. However, since there is no organization, you can only try terms that occur to you, and see what happens to come back from the database. To assist your searching against this vast sea of words, the search engines all offer one or more of these helpful features:

- the ability to phrase-search
- the ability to create complex Boolean searches (using AND, OR, NOT, NEAR, nesting using parentheses)
- the ability to truncate search terms
- the ability to search for a word or phrase in a particular part of a Web page, such as the TITLE or IMG SRC field(s), or to search for sequences of characters in the URL (Uniform Resource Locator, i.e. the Web address) of a page. Similarly, the ability to search for a particular type of information (picture, sound) using pop-out menu choices.

Altavista, Lycos, HotBot, Open Text, WebCrawler, InfoSeek, and Excite are all examples of keyword search engines. The size and detail of the database, and the special search functions just mentioned, all make a keyword search engine the ideal tool for the “uncommon hunt” question. The searcher in this case is like a deep sea fisherman, casting a hook baited with words in to vast and hidden depths, retrieving whatever the ocean has to offer that appears to match the bait on the hook. The trouble with a broad term or common subject in this case is the problem of retrieving too much, and having it appear in an order determined by the search tool’s rules and logic—which may not match your intentions. For the uncommon hunt, however, the elusive prey (may) come right up and bite!

Examples:
- I came across a really good site yesterday but forgot to bookmark it. All I remember is that it had “nova” in the address and it was about medical information for consumers.
- My boss needs the address and phone number of a person on the faculty at the University of Sydney (Australia).
- I need the instructions for authors for a particular journal.
- I’m interested in finding anything on residential or environmental or industrial mutagens.
- I have tickets to the next Steelers game at Three Rivers Stadium in Pittsburgh. Is there any way to see a seating chart so I know where they are?
- This Internet thing is so weird. I mean, who pays for it? (Type “who pays for the Internet?” into a search tool that can search by phrase.)

Usenet Newsgroups. “Usenet” is a huge collection of discussion groups in which people from all over the world participate. Each discussion (“newsgroup”) is centered around a particular topic, and just about any subject you can think of has its own group. People participate by “posting” messages to specific groups, and then anyone who happens to read their message can respond, posting their message back to that group. Thus whole detailed discussions can develop. And, often, people use the newsgroups to request answers to questions, and as a result, they receive lots of input from all over the world (of varying quality). So when you search Usenet postings, you are simply searching what has been written by anyone from grade-schoolers to respected research scientists. Keep that in mind.

To help you understand what you’re seeing in your Usenet search results, a word about newsgroup naming conventions. Newsgroups follow a hierarchical naming convention. The first part of the name indicates the general category of the group, e.g. sci for science, comp for computer, news for news-related, soc for societal, rec for recreation, alt for alternative, misc for miscellaneous. Each further element of the newsgroup name defines it further, so there might be one called sci.med.diabetes.research for people who want to discuss the latest research in diabetes.

Here are some of the tools that offer access to searching a database of Usenet postings:
- Yahoo—click the “options” link next to the search box, then click the Usenet radio button.
- Alta Vista—there is a pop-out menu just above where you type in your search terms. Click on it and change it from “the Web” to “Usenet.”
- HotBot—there is a pop-out menu next to the “Search” button. Click on it and change it from “the Web” to “Usenet News.”

Examples of questions for which it might be useful to search Usenet:
- I downloaded this piece of software but when I tried to use it, I got a message that I needed “auto.lib”. Hunh?! I
- Somebody told me they just heard about a new heart medication on TV last night. Can I find out more about it, or what show that was?
- I just found out my child has a rare disease. I wish I could find out how other parents are dealing with this.
- Is there anyway to get rid of crab grass without chemicals that harm the environment?
- My Unix system is doing something funny and there’s nothing in the manuals. I wonder if anyone else has had this problem.

Special Purpose Search Tools: Finding E-mail Addresses

The best way to find out someone’s e-mail address is to simply ask them. However, for some reason this never seems to be as attractive to people as the idea of being able to find another person’s address without having to ask—perhaps in order to
surprise the addressee with their ingenuity? In any event, the user who is hoping for one, immense, magically produced "e-mail white pages" will be disappointed. As with everything on the Internet, there are many ways to (perhaps) achieve the same end. These come and go; none of the following suggestions can be guaranteed to still be there by the time this paper is published:

- 555-1212.com (http://www.555-1212.com/)
- Finding People on the Internet contains useful links and information from Nova Southeastern University (http://alabanza.com/kabacoff/Inter-Links/phone.html).
- Switchboard includes individuals and businesses (http://www.switchboard.com/).
- WorldPages includes individuals, businesses, and government agencies (http://www.worldpages.com/).
- Yahoo offers an e-mail address search. At Yahoo, click the link called Options that appears next to their Search button. On the resulting page, click the radio button for E-mail beneath the search text entry field. (http://search.yahoo.com/bin/search/options)
- Lycos offers a "people finder"—street addresses and e-mail both, U.S. only. (http://www.lycos.com/plfndr.html)
- Open Text offers an e-mail search. Click on "E-mail" in the small print Search choices. (http://index.opentext.net/main/emailsearch.html)
- If the person works for an academic institution, try the "Ultimate Phonebook" which is a list of links to online faculty/staff directories. (http://www.envmed.rochester.edu/www/ph.html). If the school you are looking for isn't listed, or the Ultimate Phonebook is no longer available, find the homepage for the school (Yahoo should help) and then visit it to see if they offer an online faculty/staff directory.

We have now analyzed the question, and chosen an appropriate tool to start with based on what type of question it is. Based on our success, we may try another tool of the same type, or move on to a different type of tool. If a common hunt question produces little or nothing at an index tool, perhaps it isn't so common, and we need to move on to the vast resources available at a keyword search engine. If we've gone straight to the keyword search engine thinking the topic is rare, but been sadly overwhelmed by the number of "hits," it might be best to step back to an index. If both indexes and keyword search tools have not produced results, it may be time to try a search against Usenet postings, even if the subject isn't one we'd ordinarily classify as "hallway talk."

There is one more useful strategy for searchers and those who are coaching others in searching, which is simply to be able to look at, interpret, and use what they are seeing on their screens.

**Training the Eye**

The experienced Web browser user tends to take such things for granted, but a new user needs to be trained to really look at a Web page, and decipher the options available. In the case of a tool like Lycos, the options may be dazzling! We constantly ask people in our Internet Searching class "what do you see? what can you do on this page?" and try to alert them to:

- text entry boxes for typing search terms, commands
- pop-out menus
- radio buttons
- image map buttons
- links with names such as "options" or "custom search"
- help buttons or links
- links in very small print

We also try to emphasize that they need to continue to "really look" every time they visit the tool, because the tools change and evolve almost continually. This is important for building flexibility and independence.

In summary, a searcher who can identify what kind of question they have, who knows the tools that are available and can identify which type might be the most appropriate to start with, and who is able to adjust continually as those tools grow and change—that is a searcher who will be more efficient and effective in finding information on the Internet.
Malawi in twenty minutes flat.

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Whether you are relaxed about delivery or in a rush, she will set the relevant wheels in motion.
Everyone procrastinates. Indeed, it is the very pervasiveness of the problem which prevents us from taking it as seriously as it merits. It is difficult to be overly concerned with a vice (yes, a vice) which is so common that it has become the subject of humorous T-shirts, mugs, or other paraphernalia bearing such statements as, “I’m going to stop procrastinating... tomorrow!” or “Never put off till tomorrow what you can do the day after tomorrow.” Despite the levity, it is important to recognize procrastination as the serious time-waster it is, affecting not only the amount of work we and our staffs are able to accomplish, but the quality of that work as well. In the information services field we are always looking for ways to improve the efficiency and effectiveness of our work in our never-ending effort to demonstrate the vital importance of what we do. Controlling procrastination is certainly a major step in that direction.

While it is true that everyone procrastinates, it is not true that we all do it to the same extent. An occasional postponement of a task is not a major problem. There are those, however, for whom procrastination has become a way of life, and in these cases it is serious indeed. If you think that you fall into the former category (the occasional procrastinator, that is) you should look closely to be sure that this is truly the case. The signs of procrastination are sometimes more subtle than we might expect. Do you find, for example, that you often begin correspondence with a phrase like, “I’m sorry it’s taken me so long to get back to you,” or, “My apologies for the delay in responding”? This may be an indication that you’re in the habit of putting things off. Similarly, a desk or files cluttered with projects which you have yet to begin or which are partially completed but inactive, is another sure sign that there’s a problem. If you are one of those people who insists on cleaning up all the little projects awaiting you, in order to remove those “bothersome little things” before you begin a major project, you are actually engaging in procrastination by allowing yourself to fall victim to the “tyranny of the trivial.” Even interruptions—a problem which is endemic in the kind of work we do—can actually be a sign of passive...
procrastination if they are used to provide an excuse for postponing necessary projects. In the final analysis, though, there is one sign that demonstrates more than any other that procrastination is a problem, and that is that you regularly find yourself working under pressure to complete a project which you've known about for some time.

Reasons for Procrastinating

Like many issues involving time management, procrastination is a behavioral problem, and like all such problems it can, with sufficient motivation, be changed. In order to change a behavioral pattern, however, it is necessary to understand the reasons for that behavior. You don't procrastinate because you're a bad person, or because you're a bad librarian. There are any number of reasons why perfectly good librarians and information services managers procrastinate, and examining those reasons, and determining which of them apply to you (and which apply to staff members for whom you may have managerial responsibility) is the first step in avoiding procrastination in the future.

Don't know where to start. If you think about it, the tasks which you tend to postpone will generally fall into two categories. The first of these is the fairly large or complex task. Such tasks are generally important in their outcome, which only adds to the pressure to do a good job, and yet their very complexity makes it difficult to know just where or how to begin. The result is that the task is put off until it simply has to be dealt with.

An unpleasant task. The second category of task commonly postponed is that which is either unpleasant to do, or which may have unpleasant consequences. This may be some aspect of your work that you simply don't enjoy (after all, we don't all like everything we do), or it may be something like a negative job appraisal for an employee, for which you know there will be repercussions. Again, the task is put off until other pressures make it necessary for it to be tackled.

Fear of failure. On a bit more "psychological" note, there are those who put off tasks because they have a subconscious fear that they will not be able to perform them satisfactorily. Related to this are those who hold themselves to the standard of perfection for all work they do. If they suspect that their work will be less than perfect they may be inclined to put it off.

Excusing sub-standard performance. At the opposite end of the spectrum are those who use procrastination (again, generally not on a conscious level) as a means of excusing work which they know is of poor quality. "I could have done better if I'd had more time," is the general refrain of such people, though on closer examination it may be found that they didn't have time because they chose to procrastinate. Keep in mind, of course, that there are some projects which do come up as emergencies and for which you really don't have sufficient time, so don't assume that this refrain is always a sign of a procrastination problem.

Starting too soon. As strange as it may seem, procrastination sometimes results from starting a project too soon. If you begin work on a project before you have a good idea of what needs to be accomplished and how you are going to go about accomplishing it, the project may have to come to a halt, or more commonly it won't really get under way to begin with. Similarly, if you begin before you have gathered all of the information that will be necessary to complete your work, you may find that you must "temporarily" abandon the project, and you will then have difficulty getting it started again.

Negative delegation. While legitimate delegation can be a powerful tool in getting things done in a timely manner, there are those who seem to have the idea that if they put something off long enough it will either not have to be done, or it will be done by someone else. Unfortunately this informal, negative delegation is often reinforced by co-workers who simply say, "Never mind," when the requested work is not completed, or worse yet, they do the work themselves. Such "kindness" on the part of others only insures that the problem will continue.

Over-commitment. We all face times when we have simply committed to do more than is humanly possible. If this happens only occasionally it is not a serious problem, and the memory of it will hopefully prevent us from doing it again in the near future. There are those, however, who actually enjoy being over-committed. These are the people who suffer from what might be called the "frazzled librarian syndrome." They never miss an opportunity to let people know how hard they're working, and it's important to them that they appear to be harried. For such people procrastination is a way of life because it allows them to always look busy, though they are generally busy working on projects which should have long since been completed. In fact, they sometimes devote more time to maintaining an appearance of being busy than they do to actually accomplishing things.

Lack of focus. There is a certain need for instant gratification in us all. Accordingly, there are times when we procrastinate simply because it is difficult for us to concentrate on a project, the benefits of which will not be realized until some time in the future.

Overcoming Procrastination

There are many more reasons why people procrastinate. It is not necessary to describe all of them here, but it is important
that you take the time to recognize which reasons apply most to you or to your staff members. By doing so you will be able to select from the solutions that follow, the one or more that will best help you to overcome procrastination.

Use the SWAP approach. There are very few large tasks which must be tackled as a single piece. If you analyze an overwhelming task that is currently facing you, you will probably find that it can broken down into a number of smaller, more manageable pieces. A logical order will emerge for completing each part, or you may have to impose such an order on the component parts. You can then SWAP—Start With A Part. And if you’ve listed the various parts in writing—which is recommended—you can have the pleasure of crossing them off step by step, and seeing a visual representation of the fact that as you complete each step you bring yourself closer to the completion of the overall project.

The importance of deadlines. We tend to see deadlines as a cause of stress rather than as a solution. This is because they are often unrealistic, and they are often imposed by others. Actually, when you face a project for which no deadline has been established, you should establish one. This helps you to focus on a project, and it helps you plan your time. Deadlines should not be set only for the completion of the project, but for the various steps along the way as well. Be sure, however, that your deadlines are realistic, or you will only increase the pressure which deadlines—strange as it may seem—have the power to reduce.

The power of priorities. When is procrastination not procrastination? When you have postponed low priority tasks in order to complete tasks of a higher priority. Not everything we do has the same importance and we must recognize this and use it in setting priorities. We must also remember that priorities must constantly be re-evaluated and reordered as circumstances change. If you find that the tasks you are postponing are consistently of low importance, don’t worry. Sometimes, though, you may find that high priority items are the very ones you seek to avoid, while filling your time with “comfort tasks.” If this is this case you may choose to...

Give yourself a reward. It may sound trivial, but it works. This doesn’t mean that you should go out and buy yourself an expensive gift every time you finish a major project (though if you can afford it, why not?). Your reward may be as simple as allowing yourself to work on a task that you particularly enjoy, only after you’ve completed a project that you’ve been putting off.

Tell someone else. If you have a big project to work on, let someone else know about it, and let them know what your deadline is. It may be a co-worker, it may be a family member, it may be a friend. The fact is that while we often don’t mind disappointing ourselves, we are far less likely to disappoint others. Thus, we have the incentive to work on the project, if for no other reason than that we would be embarrassed to have to admit to a friend, family member or co-worker, that we have failed.

Avoid momentum busters. It is imperative that you build—and maintain—momentum in working on a project. As Newton tells us, “A body at rest tends to remain at rest, while a body in motion tends to remain in motion.” Newton wasn’t talking about procrastination, but he might have been. Surely the most important step in completing any project is to start it, by whatever means necessary. Once you’ve started, then you have to try to avoid things that will bring you to a halt again. The worst of these is interruptions. If at all possible, try to remove yourself from the source of interruptions. If this isn’t possible, at least differentiate between legitimate interruptions (like requests for your services as an information provider) and social interruptions. Avoid the latter altogether. It’s alright to say to a friend that you can’t talk because you’re working on an important project. And as far as the interruptions you can’t avoid, be sure that you return to the project immediately after you have dealt with them. And since most important projects will be worked on at more than one “sitting,” be sure that you stop at the right time when you end a working session. That is, don’t stop when you’re facing a difficulty, because you won’t
be inclined to return to the project and face that same difficulty the next time. Try to stop at a positive point, and at a point where there will be some logical starting place when you return. In fact, if you can leave yourself a note as to the direction you’re planning to take, that’s always helpful in starting up again.

The great myth. When it comes to ending procrastination, perhaps the most important step to be taken is to recognize that there is no truth to the belief that you—or anyone else for that matter—work best under pressure. All procrastinators cite this as part of their creed. They insist that the pressure of a looming deadline helps them to focus their attention, makes them more alert, allows them to perform better, and gives them the single most inopportune moment. Computers can go down. Printers can fail. Papers can be misplaced. Illnesses can occur (some brought on by stress and pressure, no doubt). Logic alone dictates that this cannot be the best way to do things, and that those who believe that they work best in these circumstances are involved in a game of self delusion which only serves to perpetuate this myth. The sooner we move beyond it, the easier it will be to make procrastination a thing of the past.

This may seem like an overwhelming list of possible solutions to the problem of procrastination. If you want to do something about procrastination, however, the one thing you can’t do is to put it off. Keep in mind that like any other overwhelming project, the project of overcoming procrastination should be broken down into manageable pieces in order to enable you to SWAP. As stated earlier, behavioral change is necessary in order to break the habit of procrastination. Breaking habits requires the creation of other, better habits in their place, and this is never an overnight process. Nor should it be an overwhelming one.

The surest route to failure is to look at this list of solutions and attempt to put them all into effect at once. Select a single solution which seems to have the greatest impact on your specific pattern of procrastination behavior, and begin to put that into effect immediately. Recognize that it will take some time before these new behaviors become ingrained in your regular work process. Once they have, however, you can add additional solutions and change additional behaviors, always being careful to avoid the temptation to become obsessed with the subject. There are, and there always will be, things that you should postpone until later, and you must differentiate these from cases of true procrastination.

Of course, any solution that you choose to pursue requires that you recognize that what you are dealing with is a serious problem and one that merits a solution. Procrastination isn’t harmless, and it isn’t something that affects only you. True, you are the person working under pressure—unnecessary pressure generally—but others are affected as well. Co-workers have to take up the slack while you work to complete a project on an “emergency” basis. Clients and users of the library may suffer by your inability to provide a high level of service. And most of all, your parent organization may suffer by getting results from you which are simply not as good as they would be if you had given yourself sufficient time. In addition, we must face the fact that procrastination is self-perpetuating. It forces you to postpone still other tasks in order to enable you to complete one that you’ve already postponed. It prevents you from working toward viable goals for yourself and your information unit, because it condemns you to always “putting out fires,” and it condemns you to giving up the concrete accomplishments of today in favor of the nebulous promises of a vague tomorrow.
One-person librarians (variously identified as "solo librarians," "solos," "one-man bands," and "single-staff practitioners") are unquestionably the information providers of the future, and the reason is not hard to understand. As more and more organizations downsize, rightsize, and otherwise seek to control operations costs, more and more managers are determining that what they need for information delivery is one well-educated, well-organized, and enthusiastic employee who delights in the challenges of providing information services in a focused environment. More than anything else, these managers want an information manager who understands what the organization's information needs are, who relates to identified information customers within the organization, and who has no aversion to the accountability and responsibility that are required for the successful operation of an information delivery function. One-person librarians are the ideal practitioners for this work, and they will be increasingly acknowledged as such, as information management moves into the twenty-first century.

Certainly one-person librarianship—as a distinct discipline within information services—is not advocated for those organizations in which the quantity of information to be managed and delivered exceeds the abilities of a solo practitioner. That is a given, and no one (not even the most hard-hearted organizational manager) is going to attempt to force a one-person librarian to practice in an environment which calls for a larger information staff. Nevertheless, as information audits, business process re-engineering, and other management methodologies are utilized for determining the exact and appropriate amounts (and levels) of information required for the organization, the desired level of information services is often found to be that which can be managed and provided by one person. For that single-staff information professional to succeed, he or she must recognize and be able to use all the power and influence that is available.

There are, it seems to me, three "layers" that make up the "body" of what I call "The Power and Influence Pyramid" [see illustration] and all three are essential components in the successful fulfillment of

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the one-person librarian's work, that is, the successful achievement of the mission that has been established for the one-person library or other single-staff information delivery operation for which he or she has management responsibility.

**Why Be Concerned with Power and Influence?**

When we speak about these subjects, a natural sort of reticence seems to set in, especially with those of us who have been educated as librarians and who came into the information services profession to be of service to others. For some reason, there seems to be a conflict between the noble aspiration of serving one's customers and the less-exalted search for power and influence.

That notion, fellow practitioners, must be laid to rest immediately. There is no conflict between excellence of service to one's identified information customers and the pursuit of power simply because, without power, one is permanently relegated to a subservient position and denied the opportunities for providing proactive, state-of-the-art information delivery. Therefore, in order to achieve one's (and one's organization's) goals, it is necessary to be in a position of power, to have at least some power, in order to influence the decisions that are made about the work that one does as a solo librarian.

In one-person librarianship, the question most often relates to budgetary matters. To be fair, though, other difficult situations seem to relate specifically to one-person librarianship as well: the ignorance of one's manager about the value of participation in professional activities and the need for leave time to permit such participation, or the requirement for "private" time so that the one-person librarian can engage in activities that can only be done without interruptions (planning tasks, for example, or certain difficult and time-consuming search projects). In most cases, though, the one-person librarian's lack of power and influence is most apparent during the budget process. The worst case scenario is that of the single-staff practitioner who does not have a budget, who has been figuratively patted on the head and told, "Don't worry about such serious things as a budget. You just tell us what you need and we'll decide whether you can have it or not." That situation betrays a job position that can only be characterized as the opposite of powerful or influential; that librarian is powerless and the management of the library is going to show it.

On the other hand, the solo librarian who is part of the organization or department's management team, who is recognized as a professional employee and identified as a critical team player in the successful achievement of the organizational or departmental mission, has obviously attained a certain level of power and influence, and, here again, the quality of services delivered through his or her information operation is going to reflect that power and influence.

Why? Because that one-person librarian has learned to ask a basic question with respect to the work that we librarians and information specialists must do: If we are responsible for the information services and products we deliver, shouldn't we have the resources to provide those services and products? The concept was summed up admirably a few years ago when the then-SLA President Muriel B. Regan commented that if we're going to be part of the organizational strategy for success (which any one-person librarian is, of course, going to strive to be), one must seek to become empowered; empowerment, Regan wrote, is "understanding our potential to be more influential in this information-driven society."

If we take that concept and translate it "down" to the role of the one-person library in his or her organization, empowerment simply means that we become more influential in our information-driven organization. It is a goal that one-person librarians simply must achieve, if they are going to be successful in their work.

**Political Awareness/Shared Vision/Partnership with Management**

What might be called the "political" layer of The Power and Influence Pyramid actually consists of three ideas. They're not mutually exclusive and, in fact, when they are thought about, coordinated, and realized, the one-person librarian finds himself or herself in a remarkably powerful and influential position.

The first concept has to do with political awareness. Many of us quite naturally rebel at the idea, "Why do I need politics?" we ask. "Don't all the bad things that happen in our society come from the political process?"

Not necessarily, and if we're honest with ourselves, one of the things we learn early on in life (leaving aside, for the moment, our professional life) is that there are people in society who do have power.
and influence, and if we want to get things accomplished, we must learn who those people are, observe how they operate, and insinuate ourselves into their operational sphere so we can benefit from their power and their influence.

The same is true in the workplace, and if we're a little uncomfortable with the notion that one must be political in the library/information services environment, we must also admit that it's the political information managers who succeed, whose services are supported and enthusiastically talked about in the organization, and whose clientele are able to come to them with the confidence that they will be provided with exactly the information products, services, or consultations they require.

If "playing politics" can make that happen, one-person librarians, must, by all means, "play politics." And it is an accepted phenomenon, this reliance on politics in the workplace. In fact, the late Catherine A. Jones, an SLA member, in the foreword to a book I wrote on this subject, went so far as to write that politics is "the driving force in every organizational setting, whether it be that of the nation's highest legislative body or that of the information services provider."

If that is so (and I believe it is), the one-person librarian who wants to be successful must, of necessity, achieve political awareness and use politics, whenever he or she can, to advance the mission of the library or other information services unit for which he or she has managerial responsibility.

I like to go a little further with this concept, for to me the political arena is softened somewhat when I put it in terms of advocacy. For any information services operation (but especially for a one-person library), advocacy is that almost nebulous attribute of our work that quietly provides the library manager with the support that he or she requires but which he or she might not be able to achieve single-handedly. I define advocacy this way, as practiced in information services: It is a process in which those who are in a position to affect the delivery of information within an organization are targeted as supporters for the library/information services operation that provides for that information delivery. It's an technique (partly professional/partly personal) that I, as the one-person librarian, will use to ensure that the people who like what I'm doing are positioned so they can say so.

Some might contend that they don't need advocates, that they are so good at what they do, and so well-recognized for the quality of their work, that no one else is really necessary for achieving the support they need. I beg to disagree, if for no other reason than that the one-person librarian, by definition, has a specific agenda that may or may not mesh with the agenda of the decision-makers in the organization, and in putting forward his or her case, the one-person librarian is necessarily going to be perceived as having that agenda. Using someone else to do this for us (or with us,
depending on one's position and status in the organization) removes the "librarian's agenda" onus and opens the situation to a useful (and probably not even articulated) sense of "fair play." Advocacy, in the political process in the workplace, is good. And it's effective.

The second "plank" of the political layer of The Power and Influence Pyramid is the shared vision with all information stakeholders. While the one-person librarian may be (and may even be recognized as) the information point person in the organization, there are many, many people who have an interest in how information is managed and delivered, and these people must be called in. Their advice—whether formal or informal—is critical to the successful realization of the library's mission, and the savvy solo librarian will make every attempt to find out what these stakeholders want, in terms of information services. They are identified by their contact with the librarian, and the list includes, of course, the information customers, but it also includes senior and middle management, end-users, vendors and suppliers, and even non-users (who value the fact that the organization has a library or other information services operation). All of these people have ideas about how information should be delivered, and although the one-person librarian is, indeed, the information expert, he or she still has a responsibility to seek these people out and find out from them what their ideas about information are.

The third and final plank of the political layer is the librarian's partnership with management. Do not deceive yourself—you have a relationship with management, and whether that relationship is a subservient one, a partnership, or something that falls somewhere between these two poles, the relationship exists. The smart one-person librarian recognizes this and does what he or she can to enhance that relationship (things like identifying specific but unstated information needs of management, and then filling them, come to mind, and there's a whole list of techniques that one can employ to strengthen one's relationship with management—a subject, perhaps, for a different article).

The desired relationship is a partnership, a situation in which management recognizes the value of the one-person library to the organization and, as a consequence, supports the work that the library does. There are two reasons why such a partnership is valuable, and they can be stated quickly: In the first place, when the solo librarian and management have a partnership and it is recognized as such, the library is then positioned as strategic to the organization (and, by implication, to organizational success). And just as important, a partnership between management and the one-person librarian brings management into ownership with respect to the library and its services, and with management as a "part-owner," as it were, the potential for success in the operation of the library or other information services unit is considerably advanced.

The OPL Manifesto

For single-staff information practitioners, these ideas all come together in a document published early in 1997. "The OPL Manifesto" [see sidebar] is now accepted as a valuable management tool for one-person librarians, simply because it brings together, in one document, the fundamental concepts that lead to success in the management of a one-person library. It is used as the basis for discussion among practitioners, and what is even more interesting, it is used as a background document for one-person librarians and their managements, as they seek to establish information policy for their organizations and attempt to draw up job descriptions, management plans, and the like, to ensure that information as delivered to the identified information customers is as good as it can be.

Certainly every one-person librarian and his or her manager is not going to agree on all the concepts put forward in "The OPL Manifesto," and, yes, some statements and ideas must
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be re-worked for the particular organization in question. But what is happening with “The OPL Manifesto” (and it is surprising how much attention is being given to this activity in some organizations) is that it is being used to serve as an outline for framing discussion about how good information delivery can be and then, within the parameters in which the organization in question and its library must operate, the ideas put forth in the manifesto are rephrased, customized, and adapted to fit the specific circumstance.

Using “The OPL Manifesto” provides the one-person librarian and his or her management and the various information stakeholders with a defined level of information delivery at which to begin negotiations. If some trimming is required, if the circumstances of a particular organization or a particular time frame are not typical (a financially “tight” year, for example), the framework for information delivery is nevertheless in place and the manifesto can be referred to—and re-worked yet again, if necessary—as circumstances change. When that happens, “The OPL Manifesto” becomes perhaps the best mechanism yet developed for maximizing the power and influence of the one-person librarian, for in using the document (even if for nothing more than discussion) a strong, clear message is being sent, one that states that the one-person library is critical to the organization, and that its manager—the one-person librarian—is an employee of some power and some influence in the organization.

**Conclusion**

For one-person librarians, we’re actually dealing with something beyond power and influence when we think about those subjects. What we’re doing, it seems to me, is addressing one of the basic workplace issues, one that is of urgent concern to people who work alone, or who are the single practitioner of their practice or profession within a larger environment. When people have no one else with whom to share their professional concerns, they quickly find themselves wondering if they are as good as they should be, if the products of their labors are of a standard that matches the demands of their customers. What they are looking for is a little control, some influence in the operations of which they are a part, and achieving power and influence provides them with control.

And control is something that is recognized as a universal goal: “If you become respected and successful within the organization,” Colin Offor in the U.K. has written, “you begin to be involved in the control of it. You have what some people call power. Your life is still partly regulated by the actions and decisions of others, but now a part of it is regulated according to your own choice and by your own decisions. What you really have is freedom.”

It’s that freedom that The Power and Influence Pyramid provides. For one-person librarians, that freedom is essential for the successful management of the one-person library. It is through the provision of excellence in information delivery, an understanding of the role of politics in organizational success, deference to a shared vision of all information stakeholders, a partnership with management, and an absolute and unwavering adherence to the principles of “The OPL Manifesto” that bring power and influence—and hence freedom—to one-person librarians.
The OPL Manifesto
One-Person Librarianship in The Information Services Profession

This manifesto is a public declaration of the intentions of one-person librarians in the performance of their duties as professional information services managers. It is a public statement of the principles that lead to the successful delivery of information—regardless of format or location—to identified information customers within the organizations or communities that employ one-person librarians.

Rationale. One-person librarians are leading the way into a productive and successful information future for all of society. One-person librarians have the information skills, professional expertise, management ability, organizational proficiency, and the complete and recognized mastery of customer service and interpersonal relations that guarantee success for information providers in today’s information delivery marketplace.

As the organization or community’s insourced information specialist/consultant, the one-person librarian is the critical player, the key link, in the organization’s resolve to succeed and in its achievement of that success.

One-Person Librarianship Defined. The one-person librarian is the isolated librarian or information collector/provider who has no professional peers within the immediate organization. (Solo Librarians Division, Special Libraries Association, 1990). The insourced information specialist/consultant is a departmental or other limited-sphere information management employee who not only acquires information but serves as an information counselor, mediator, analyst, and interpreter. (Andrew Berner and Guy St. Clair, 1996)

Information Services Defined. One-person librarianship is part of an information services profession that includes a wide variety of information delivery components. As part of this “umbrella” information construct, one-person librarians provide parent organizations with a single “point person” for information delivery.

Organizational Identity. One-person librarians recognize that they are a part of an organizational entity, and that their work relates to and contributes to organizational success.

The Authority of the Customer. One-person librarians assert that the information customer is the focus of the information transaction and provide information services, products, and consultations in ways that are meaningful and most effective for the people who will use the information.

The Integration of Information. Information is defined as anything that people need to know and use in order to achieve organizational success. One-person librarians recognize that for information customers, location and format are not as important as content; and regardless of where information is located or in what form, the one-person librarian’s only consideration is to aid the customer in finding the information. In this respect, one-person librarians attempt to provide a single information point of delivery whenever possible.

The Management of Organizational Knowledge. As they are recognized within their parent organizations as having the skills, expertise, and understanding of information services management, one-person librarians serve their organizations and communities as knowledge managers.

Education and Training. In order to provide information services, products, and consultations at a professional level, one-person librarians are required to have an understanding and knowledge of information services management theory and of the organization of information. They are required to continually upgrade their education and training and are expected to commit to lifelong learning with respect to their work.

Service Standards. One-person librarians are committed to delivering only the information that customers need, in the format that is most useful to the customer, without compromising in any way the quality of the information that is delivered to the customer. Excellence in the delivery of information is not a matter of choice for one-person librarians. The only information which cannot be delivered is that which does not exist.

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Outsourcing, Co-Sourcing, AND Core Competencies: What's an Information Professional To Do?

by Mary Ellen Bates

"But our core business competency is in designing widgets, not running a library!" Right. As business leaders jump on the latest management bandwagon and focus on their company's "core competency," more and more libraries and information centers are faced with the challenge of justifying their existence. Temporary service agencies and office rental companies are even starting to refer to a client's employees as "core staff," suggesting that the only employees should be those that are core to a company's business. (Wonder where that leaves the human resources, marketing, legal, and MIS departments?)

A library manager's best response may be to adopt the language of the day and focus on what the library's core competencies are and what staff positions are core to the operation of the library. Sometimes it's not pretty, especially when you're dealing with a library staff that has grown over time and to whom you feel loyal. On the other hand, is it better to try to hang on to the status quo with a death grip and be faced with a bean-counter deciding which positions to cut? I didn't think so.

Full Outsourcing

There are some libraries that have been completely outsourced, either by contracting with an organization to staff and administer the library for a set fee, or by staffing the library with "consultants" rather than employees.

To my mind, neither of these are good solutions, either for the parent organization or the library. The organization loses the institutional memory of employees who truly understand the products, services, and corporate culture of the organization.

Mary Ellen Bates is a consultant and the principal of Bates Information Services, an information brokerage based in Washington, DC. She worked in special libraries for over 10 years and has owned her own business for five years. She speaks and writes frequently on the information industry, and can be reached at mbates@BatesInfo.com or www.BatesInfo.com
Turnover of staff is almost inevitably higher than in non-outsourced libraries, as there simply isn’t the incentive for qualified employees to stay when they don’t have an investment in their career with that organization. And, of course, the library loses by not having long-term staff who understand the organization’s information needs, can anticipate the information trends for the next few years, and really want to promote and grow the library. Yes, there are always exceptions, but I believe that a survey of organizations who have outsourced their libraries would show that customized service and client satisfaction have decreased as a result of outsourcing.

Electronic Information to the Desktop

Some organizations are limiting their outsourcing efforts to providing access to online information to all, or a substantial subset of, the organization’s staff. We are seeing this particularly with respect to the Internet—there is an assumption that most people can find all the information they need on the ‘Net and need not rely on library resources. In addition, some organizations are providing desktop access to professional online services such as DIALOG Select or Dow Vision. While there are some instances when this makes sense—when a library client wants to browse through a large number of article titles or simply wants to retrieve a specific article—most end-users are not able to use professional online services cost-effectively, particularly considering the high cost of site licenses. The money saved by eliminating or drastically cutting professional library staff is more than made up by the additional cost of access to information by a large number of (former) library clients.

Co-Sourcing Options

Linda Cooper, director of information professionals market development at Teltech Resource Network, introduced me to the terms “co-sourcing” and “out-tasking”—two alternatives to complete library outsourcing. I like the terms and I like the concept; there are very few libraries that haven’t at one time or another used outside assistance to get something done. It might be bringing in temps to help with recataloging; using library school interns to assist with an automation project; or calling an information broker to handle overflow research work.

And, of course, many libraries already out-task some functions. Cataloging is one of the most obvious jobs to outsource, particularly for smaller libraries that don’t have a collection large enough to justify a full-time cataloger. Subscription management and book ordering are two other responsibilities that often get shifted to an outside vendor. In fact, some libraries have reduced or eliminated interlibrary loan staff, relying instead on document delivery companies. When out-tasking is done, it’s important for the library manager to let upper management know—in the library’s annual report, budget request or similar document. “The Acme Widget Library has instituted an aggressive program to outsource those functions that are not part of its core competencies, retaining within the corporation those responsibilities for which our trained professionals are uniquely qualified.” No mention of terms like ‘acquisition control,’ ‘book jobbers,’ or ‘serials management,’ you’ll note, but it gets across the fact that the library is looking as critically at its operation as is the rest of the organization.

This kind of co-sourcing (the library does some of the work, an outside service provider supports the library with supplemental work) or out-tasking (the library farms out specific tasks that do not require the in-depth familiarity of long-term employees) makes a lot of sense. The library retains its role as information guide for the organization, while letting others handle the tasks that don’t need the expertise of an in-house librarian or information professional.

Benefits of Selective Outsourcing

Clearly, the outsourcing of some functions can benefit the library and its parent organization. Charging back for services, for example, is simplified when the library can just pass along the invoice for the services provided by an information broker or a book jobber. It’s a discrete service, the library client knows what it’s going to cost, and the library has freed up some personnel.
resources that can more effectively be used elsewhere.

In fact, some outsourcing can actually make money for the library. Say a library manager decides to provide Internet training classes to the organization’s employees. Instead of having to pull a librarian off his reference responsibilities to develop a training course and design handouts, she can hire an experienced trainer, charge each attendee the market rate for a customized Internet training class, and use the profit to enhance reference services. As Sue Rugge, one of the first information brokers, tells information entrepreneurs, “Do what you do best, and hire the rest.” The same advice applies to special libraries.

Disadvantages of Outsourcing

There are probably several entire articles that could be written about the impact of library outsourcing to an organization; for a good examination of the topic, see Special Libraries Association’s recent report Exploring Outsourcing: Case Studies of Corporate Libraries by Frank Portugal (1997, 35 pgs). Among the points raised by this report are the following:

- Fully outsourced libraries often have a financial incentive to cut services and provide less-than-exhaustive reference services.
- There is a need to develop methods to measure the cost-effectiveness of library services and to quantify library service quality.

Particularly in the context of outsourcing, it’s critical for library managers to develop measures that examine factors other than the bottom line of the library budget. A library that provides minimal services at a lower cost may actually cost the organization money in the form of lost business opportunities, strategic decisions being made without critical information, and marketing efforts being launched without an awareness of the environment.

Clearly, library managers need to understand all the aspects and possibilities of outsourcing. Some partial outsourcing may benefit the library, freeing up staff from clerical duties or work that does not require an in-depth understanding of the parent organization. On the other hand, outsourcing functions that require the expertise and experience of information professionals is short-sighted at best and can be dangerous to an organization’s bottom line at worst. In order to address both the opportunities and threats of outsourcing, library managers must prepare now for the possibility of being faced with outsourcing.
The CEU: The Standard for High-Quality Continuing Education

The Continuing Education Unit (CEU) is an internationally recognized standard of continuing education and training for thousands of corporations, colleges and universities, hospitals and health service organizations, and associations, including SLA. As defined by the International Association for Continuing Education and Training (IACET), the caretaker of the CEU, one CEU is “ten contact hours of participation in an organized continuing education experience under responsible sponsorship, capable direction, and qualified instruction.” While most of SLA’s members are aware that we provide CEUs for all of our continuing education offerings, you may not realize the rigorous standards for which the CEU stands.

Since 1970, when the CEU was established, it has represented a mark of quality assurance for learning activities. Organizations interested in providing a systematic process for program development and delivery apply to be certified by IACET. The Special Libraries Association is an “Authorized CEU Sponsor” which means that we are certified to award CEUs, and in turn, agree to adapt ten criteria established by IACET. Understanding these ten criteria will give you a better picture of what is involved in the planning of SLA’s professional development programs.

Each activity is planned in response to educational needs which have been identified for a target audience. Needs represent a gap between an existing condition and a desired condition. That gap may represent a shortage of knowledge, skills, or attitudes; deficiencies in performance; or the status of a profession in terms of where it is now and where it needs to go (IACET, 1993). SLA utilizes a variety of needs assessment tools including formal surveys, focus groups, discussion with key individuals in the profession, and the study of current literature.

Each activity has clear and concise written statements of intended learning outcomes. Learning outcomes are written statements of what the learner is expected to accomplish as a result of the learning activity. They describe the knowledge, skills, or attitudes you will be able to demonstrate as a result of participating in professional development programs. SLA instructors submit course proposals outlining their intended learning objectives prior to program approval and also either verbally state the learning outcomes at the program or include them in course handouts.

Qualified instructional personnel are involved in planning and conducting each activity. Instructors for the professional development program must not only have proven competence in the subject matter, but have demonstrated an understanding and sufficient repertoire of instructional strategies.

Content and instructional methods are appropriate for the intended learning outcomes of each activity. Instructional methods should appeal to the various learning styles of the audience. Learning should be an active process, and SLA’s courses use a variety of instructional methods including lecture, demonstration, discussion, group work, and role playing.

Participants must demonstrate their attainment of learning outcomes. Assessment of the learners’ performance and understanding of intended learning outcomes should be demonstrated through questions/answers, discussion, case studies, written exercises, or other appropriate activities, all of which are essential elements in the professional development courses SLA offers.

Each learning activity is evaluated by participants. Evaluation forms enable us to measure the quality and delivery of the learning experience, including content, instructor, learning environment, and the program’s usefulness. Based on your feedback, we make the necessary adjustments in the programs.

The sponsor has an identifiable unit, group, or individual with clearly defined responsibilities for developing and administering learning activities. The Professional Development Department, in conjunction with the Professional Development Committee, oversees SLA’s continuing education activities.

The sponsor has a review process in operation that ensures the CEU criteria are met. The development of all SLA continuing education programs is based on the ten criteria. In addition, the sponsorship of any activity by SLA units for which CEUs are awarded through headquarters require that the criteria be met. This includes division CE courses at the annual conference.

The sponsor maintains a complete record of each individual’s participation and can provide a copy of that record upon request for a period of at least seven (7) years. Certificates are awarded for all continuing education activities. SLA maintains a permanent record of each individual’s CEUs through the transcript system.

The sponsor provides an appropriate learning environment and support services. Learning is enhanced by a supportive environment. SLA provides learning facilities that provide a positive atmosphere that enhances rather than restricts learning. This includes learning materials, visuals, personal assistance, and staff support.

SLA strives to provide you with a wide variety of high quality continuing education activities that meet your needs.

For more information on “Professional Development Outlook,” or to contribute to the column, please contact Director, Professional Development Valerie Taylor at: 1-202-234-4700, ext. 617; fax: 1-202-265-9317; e-mail: valerie@sla.org.

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Government Information: Public Domain or User Beware

Many information professionals find that their work is made much easier by government information. We use the data that is contained in government reports, and statistics to help facilitate our clients' needs. Most of us are vaguely aware that such information is not governed by the standard copyright laws that protect other works. Therefore, we feel free to disseminate the information in various ways. Some of us make multiple copies of free government handouts, while others help their clients incorporate the information into value-added reports that will be sold to consumers. As such, under the Copyright Act of 1976, we are not breaking any copyright restrictions as long as the government information is federal United States government information.

Note that I stated, federal United States government information. The Copyright Act of 1976 does not waive copyright protection for local and state government information. For the most part, most states treat their work product as public domain but some states, such as California, have attempted to enforce copyright upon some of their state produced information. So, a word to the wise would be to check local and state regulations before attempting to incorporate such information into public domain usage.

Foreign government copyright is a much more complex matter. In the United Kingdom and many current as well as former Commonwealth countries, there is a concept known as Crown & Parliamentary copyright. Crown & Parliamentary copyright reserves the right to copyright works that are produced by an officer or servant of the Crown or Parliament in the course of his or her duties (see Geller—International Copyright Law And Practice-1996 United Kingdom Section 2[e]).

Such copyright violations have been prosecuted in recent years. According to a New York Times article from February 3, 1993, the Queen of England sued a British newspaper for copyright infringement for printing her annual Christmas message before she had given it. Evidently, the newspaper was given the printed message several days in advance and had decided to “leak” the message early. The lawsuit was dismissed when the newspaper agreed to donate 200,000 pounds to a charity and to print a front-page apology.

Elsewhere across Europe, many countries have laws similar to the United States, in that governmental works are denied copyright protection, e.g. Germany, Austria, Switzerland, and Italy (see Nimmer on Copyright—Vol. 4 Foreign & International Copyright Section 17.06[B]).

Some of these laws may change as EU (European Union) directives begin to harmonize various copyright provisions.

So, as responsible information professionals, we have a duty to our clients and to ourselves to ensure due diligence when incorporating governmental information into our reports and analysis.

by Scott Hatmaker. Hatmaker is assistant librarian at Vinson & Elkins. For more information on “Copyright Corner,” or to contribute to the column, please contact Lawrence Guthrie at: 1-202-662-6158; fax: 1-202-778-8658; e-mail: lguthrie@cov.com.

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December 1997

Information Outlook 39
Public Relations Outlook

Your Library’s Strategic Plan: Plan the Writing Before You Write the Plan

The library strategic plan is written and in the file; the mission statement is on the wall, and the vision statement is a living document. However, for some reason the library staff is doing everything they can to ignore what has been put into place. Your customers seem to come and go as though nothing has changed, and your management still seems to focus on the wrong things at the wrong time. What is wrong with this picture? The writing has been completed but no one seems to notice or care. How could such an outcome have been prevented? Why does this sometimes seem to happen with strategic planning once the documents are put into action? Is there a way for your strategic plan to escape a similar fate, and rather be a plan which seems to jump from the printed page and bring to all concerned an active growing library? I believe the secret lies in open communication, not only with your staff, but also with your customer base and your management. You may be the administrator, but anyone who is impacted by the words in your plan should also be a part of the process which puts them on the page. For the remainder of this column, I want to share a few ideas which can help your strategic plan become a strategic success.

Many times problems result when one person authors a strategic outlook that will not have a clear vision of what you want your library to be. That is great, however, you simply must be able to share your vision, or such vision will become an epitaph rather than a tribute. It is very important you connect your staff, customers, and management to where you want your library to go. Without their help and their input, the document you write may not have enough depth to survive the rough times of little budgets or management changes. While in some instances it cannot be helped for the written plans and statements of a library to come from one person, it is always a good idea to plan the writing before one writes the plan. By this I mean even though you may be the sole author, do not be the sole reader. It is always the right course of action to have any strategic plan to be agreed upon by the people responsible for carrying out the strategy. It is also equally good to have the buy-in from the people for whom the strategy is written.

Any words which will have impact on your staff should have their buy-in early—the earlier the better. From the moment the idea of putting strategic documents into place becomes a reality, it is important to alert your staff to such an event. People liked to be asked their opinion, especially if they have a stake in the outcome. As you begin to have an idea for new directions for your library, call a staff meeting and discuss it with them. By doing this, you are getting your staff ready for change before any change has taken place. Ask for volunteers to help begin writing the document which will become your plan of action for several years to come.

Once you have formed your team, make sure they have the allotted time to write the plan. Too many times staff members are given added duties without taking existing responsibilities away. Shift some duties to other staff members wherever possible making sure such shifting never occurs with a staff member’s major job description. Shift only those duties which can easily be handled by others and only in small portions. Any shifting of the responsibilities must be understood by all as a way to help the strategic plan come to fulfillment with no staff member becoming overburdened. If the shifting of duties cannot fall under this criteria, you may have to extend your time line for implementation of your plan. You are trying to build creative staff members, not stir up bitter ones. Look at your reward structures and try to build in a reward system for your support employees as they take on other responsibilities to help bring the plan to action. The more ownership you can build into your entire staff, the better chance your plan has to succeed.

Along with your staff being active participants in bringing this plan to action, it is also vital you bring your core customers along close behind. As you may have some surprises in store concerning what your staff thinks of strategic planning, you also may be caught off guard by your customers.

by Michael C. Zimmerman. Zimmerman is library administrator, Federal Reserve Bank of Dallas. For more information on “Public Relations Outlook,” or to contribute to the column, please contact Director, Public Relations Jennifer Stowe at: 1-202-234-4700, ext. 634; fax: 1-202-265-9317; e-mail: jennifer@sla.org.

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and be able to state what resources you will need to bring your plan into place. Obviously, they will be alerted right after you have had the thought, "What my library really needs is a good strategic plan." Once you have sold them on this being the right idea, do not at any point leave them in the dark. You will need their guidance and direction, as they will be the one signing off on major portions of your project at various stages. They can also be a help in guiding your staff to making the right decisions for your library as well as being someone your customer base sees as being a true support to your plan.

Hopefully by now you are seeing two themes running through all aspects of this planning. Communication in a two way fashion. Being able to talk to those stakeholders, but more importantly, being able to listen to what those stakeholders are telling you concerning your vision. With such communication actively in place, the documents you write will become true strategies towards a successful knowledge experience for you and everyone who comes into your library no matter the community you serve.
Traveling Around Indiana: Part I

As a preface to our tour, consider Indianapolis the hub of a wheel and the interstate highways the spokes of the wheel. As you enter and leave the city by these highways, you'll find some interesting places to visit!

Near I-69

Let's begin our tour on I-69 from Michigan, entering Indiana from the northeast. Just off the interstate at Auburn is the Auburn Cord Duesenberg Museum. According to Katie Clark, assistant life sciences librarian at Purdue University, you should allow two hours to thoroughly investigate the museum which houses about 150 makes of beautiful luxury classic cars. East of Auburn on State Road 1 in Saint Joe, Clark also enjoyed her tour of the Ralph Sechler and Son pickle factory where forty kinds of pickles—some of them unique—are produced. Further along I-69 is Fort Wayne. Take time to explore the Louis A. Warren Lincoln Library and Museum. It houses what is said to be the world's largest private collection of Abraham Lincoln memorabilia, including 400 photographs of Lincoln and his descendants. Let the children play in Science Central, "Indiana's amusement park for the mind," an interactive science center. They will also enjoy the Fort Wayne Children's Zoo. Further south, about five miles from I-69 is the small town of Fairmont, which is the birthplace of James Dean and site of the James Dean Gallery. Moving on, about 14 miles to the west of I-69 on Highway 28 in Elwood, you'll find the House of Glass where you can watch glass being blown and purchase lamps or paperweights.

If you want to see more glass, travel to Muncie, Indiana, a few miles east of I-69. Muncie is the home of the Ball Corporation, manufacturer of—among other items—the famous glass food containers. The corporation's museum contains an extensive collection of rare and beautiful early glass containers. Ball State University, also in Muncie, has an art gallery in its Fine Arts Building which houses the Ball/Kraft collection of ancient glass. Further south on I-69 is Anderson. Hoosier Park is one of the attractions here featuring harness racing from April to August and thoroughbred racing from September through November. East of Anderson is Mounds State Park, site of ten earthwork structures built by pre-historic Indians. The largest mound is believed to have been constructed about 160 B.C.

From I-70

Linking Indianapolis in the center of Indiana to Richmond on the easternmost edge of the state is I-70. A few miles west of Richmond, State Road 1 intersects with the interstate. Head south on State Road 1 to Connersville. From there, take the Whitewater Valley Railroad for a scenic ride to the historic canal town of Metamora. Martha Scanlon, a former member of the Indiana Chapter of SLA, has written the following about one of her favorite places in Indiana: “Whether you travel by car or by train, Metamora, Indiana, is a step back into the 1800's to a historic canal town. The past comes alive in this quaint southeastern corner of Indiana. This historic 1838 shipping canal town with a working grist mill also provides canal boat rides through the last wooden aqueduct in the United States, horse and carriage rides, approximately 16 National Register of Historic Buildings, galleries with works by local artist, dozens of restaurants and eateries among one hundred gift and specialty shops housed in the buildings of yesteryear. If traveling by car from Indianapolis, take State Road 52 and turn south at the Old Metamora sign. If a train trip is preferred, take Indiana's longest scenic railroad (32 mile) round trip from Connersville to Metamora and enjoy a weekend or an afternoon visiting the many shops, strolling through the park or walkways, and watching wheat being stone ground into flour by the canal's authentic water-powered grist mill. As you travel along the route which follows the towpath of the Whitewater Canal, you will see the canal Feeder Dam at Laurel, Indiana, which diverted river water into the Whitewater Shipping Canal, as well as remnants of some of the 19 original canal locks that raised and/or lowered canal boats to the next elevation of the canal. During the month of June, there is usually the Annual Strawberry Daze, National League of American Pen Women
State Art Show, Old-Fashioned Ice Cream Social and Hymn Sing, and Old Metamora Car Show and Craft Fair. At the end of the day, you may spend the night in one of the quaint, but modern bed & breakfasts or inns that are located in and around Metamora. For more information about inns, camping, and bed & breakfast places, take a look at http://www.metamora.com/directory.html.

**Near I-74**

South of I-70 is I-74, the major route between Cincinnati and Indianapolis. A few miles south of I-74 on the Ohio River is Aurora, which is the location of Hillforest Mansion, a National Historic Landmark and a fully restored "steamboat Gothic" house built in the 1850's. From Aurora, take State Road 56 which follows the Ohio River for some beautiful river scenery. Stop at Rising Sun for that town's open-air trolley tour of its historic sites. Then, further down State Road 56, tour Madison. In the 19th century, this historic town was a center of Ohio River commerce. Its entire downtown is one of the finest displays of 19th century architecture in the Midwest. There are also wineries in the Madison area that offer cellar tours by appointment. One of the state's loveliest state parks, Clifty Falls, noted for its waterfalls and deep-footholdered canyon, is nearby.

**Near I-65**

I-65 leads into Indianapolis from the south via Louisville, Kentucky. Get off that highway at Clarksville, Indiana, to visit the Falls of the Ohio State Park and see some of the largest exposed Devonian fossil beds (586 million years old) in the world. Some of my fondest memories in the Louisville area were looking at the flocks of migrant shorebirds that touched down here during fall migration. Although the best time to see the fossil beds is the period from August through October, the park is still worth a visit because of its outstanding interpretive center. If you're interested in the era of the steamboat, or even if you're not, visit the Howard Steamboat Museum, housed in the 22 room late-Victorian Howard mansion in Jeffersonville. The house has stained- and leaded-glass windows, and features intricate embellishments hand-carved from 15 types of wood. Miniature models of Howard-built steamboats and rooms furnished like state-rooms add to the interest of this museum. If you're a baseball fan, a visit to Hillerich and Bradsby Company's Bat Museum would certainly please you. The museum contains Louisville Sluggers used by some very famous baseball players. Tours of the company's plant are also available. About 60 miles north just off I-65 is Columbus, noted for its contemporary architecture of 55 public and private buildings. Begin your tour at the Columbus Visitor's Center located at 506 Fifth Street.

This tour around Indiana will be continued in the next issue of Information Outlook.

In the meantime, you may request information about Indiana attractions by calling 1-800-291-8844 or visiting Indiana Tourism Division's Web page at: www.state.in.us/tourism. From that page, one can also link to a clickable map of Indiana.
SLA's General and Restricted Funds

Did You Know That...

The association maintains nine separate funds in carrying out the policies and practices of the association. Since SLA is incorporated in the United States, the fund accounting and classification standards are determined by the Financial Accounting Standards Board (FASB). The purpose of the FASB standards is to provide a comparable reporting and regulation of all not-for-profit organizations. Funds are classified by FASB as restricted or unrestricted. Restricted funds are those for which there is a specific purpose and/or use. Transfers in and out of restricted funds are limited to the specific purpose or use. In SLA's situation, all fund transfers require approval of the board of directors.

Of the nine funds currently in place, the General Fund is the largest and most active. The General Fund includes the activities of the association to develop and deliver the programs and services to the membership, including membership development; serial publications; exhibits and advertising; conferences and meetings; professional development; career services; public relations; government relations; marketing and fund development; leadership development; research; information resources; financial services; administrative services; and computer services. The current budget of the General Fund exceeds $5 million and is growing consistently each year.

The restricted funds are reserve and endowment funds established by the Board of Directors for more specific purposes. There are currently eight subsidiary funds: General Reserve; Information Technologies; Building Reserve; SLA Scholarship; Non-Serial Publications; Special Libraries; Association Endowment; Steven I. Goldspiel Memorial Research; and Coplen. The fund purpose statements are detailed below:

**General Reserve Fund:** Serves to augment regular operating funds so that essential association activities and financial commitments can be sustained during unanticipated periods of low income or increased expense due to economic, legal, or regulatory problems. The goal of the fund, as set by board action, is to maintain reserves equal to one year's operating expenses. An annual contribution ($25,000) is made from the General Fund to ensure its growth for future needs.

**Information Technologies Fund:** Serves as a source of revenue for the purchase of technology, including computer software and hardware; telecommunications equipment; and other critical systems. An annual contribution ($10,000) is made from the General Fund to ensure its growth for future needs.

**Building Reserve:** Serves as a source of revenue for the unexpected, and not for day-to-day operational expenses. An annual contribution (currently $60,000) is made from the General Fund to ensure its growth for future needs.

**SLA Scholarship Fund:** Serves to support annual scholarship awards to candidates who qualify for accredited library schools. Total awards of five scholarships (four SLA Scholarships, one Affirmative Action Scholarship, and one Mary Adeline Conner Scholarship) at $6,000 each are issued. Scholarships are to be paid from earnings on the principal balance.

**SLA Endowment Fund:** Serves to provide programs and services which will further the scientific, literary, and educational purposes for which SLA is organized and operated. Such programs and services include publications, research projects, study grants, continuing education programs, public awareness activities, special studies, and information dissemination activities. Grants are made from 90 percent of the prior year's principal earnings.

**Steven I. Goldspiel Memorial Research Fund:** Serves to support the projects which address the goals as identified in the association's Research program, as approved by the board. The principal investment of $75,000 made by Disclosure, Inc. and any subsequent contributions shall remain intact.

**Coplen Fund:** Serves as a source of revenue for the Ron Coplen Leadership Address at the Winter Education Conference or other appropriate meeting. The prior year's interest on principal earnings only shall be expended.

In the General Fund, several programs and activities typically realize a net income at the end of the fiscal year: membership development, conferences and meetings, professional development; fund development, and investments. These revenue-producers fund the remaining programs and services (serial publications, career services, public relations, government relations, research, and information resources). In the subsidiary funds, the main sources of revenue are realized from investment income and contributions.

Audited financial statements of each specific fund are prepared annually by an independent accounting firm as approved by the board of directors.
Coming Events

Other Exhibits Schedule

1998

ALISE Annual Conference
http://www.si.umich.edu/ALISE
January 6-9, 1998
New Orleans, LA

Internet World Canada
http://www.canada.internet.com
April 4-6, 1998
Toronto, CA

Computers in Libraries
http://www.infotoday.com/cil98/cil98.htm
Information Today
March 1-5, 1998
Arlington, VA

Documentation '98 West
http://www.capw.com/documentation/CAP Ventures
March 10-12, 1998
Santa Clara, CA

Internet Commerce Expo '98
http://www.idg.com/ice/icebos98/index.html
IDG
March 23-26, 1998
Boston, MA

1998 Search Engines Meetings
http://www.infonotics.com/bathmeet.html
Infonotics Ltd.
April 1-2, 1998
Boston, MA

The Wright Places at the Right Time: Positioning the Library for Maximum Impact
e-mail: mjakeck@ssmhc.com
e-mail: rkoehler@meriter.com

Wisconsin Health Science Libraries
Association
April 26-28, 1998
Madison, WI

Hil '98
http://www.fnlm.org
National Library of Medicine
April 27-29, 1998
Washington, DC

Internet World UK '98
http://www.learned.co.uk/events/iw-uk/
Learned Information
May 12-14, 1998
London, England

American Society of Indexers
http://www.weli.com/user/asl/mst98.html
ASI
May 13-16, 1998
Seattle, WA

Medical Library Association
http://www.mlanet.org/mla100.html
MLA
May 22-27, 1998
Philadelphia, PA

Canadian Library Association
http://www.cla.amlib.ca/conf.htm
CLA
June 18-21, 1998
Victoria, BC, Canada

1998 World Congress on Information Technology
June 21-24, 1998
Fairfax County, VA

Digital Libraries 98
http://ks.com/dl98
ACM
June 23-26, 1998
Ftisbourg, PA

IDEA 98
http://www.infonetics.com/id98.html
Infonetics
June 25-26, 1998
Bath, England

American Library Association
http://ala/ala/events
ALA
June 25-July 2, 1998
Washington, DC

American Association of Law Librarians
http://www.aallnet.org
AALL
July 11-16, 1998
Anaheim, CA

IFLA
http://www.nlc-bnc.ca/ifla/IV/ifla64/64intro.htm
IFLA
August 16-21, 1998
Amsterdam, Netherlands

FID (Biennial)
http://www.db.dk/fid/home_en.htm
FID
October 11-17, 1998
New Delhi, India

Australian Library and Information Association
ALIA
October 25-28, 1998
Adelaide, Australia

For more information visit our Web site at www.sla.org or call SLA headquarters at 1-202-234-4700.

1998 Winter Meeting
Building Monuments for the Future
January 22-24, 1998
Washington, DC

1998 Winter Education Conference
January 25-27, 1998
Washington, DC

Middle Management Institute Technology and Applications
January 27-28, 1998
Washington, DC
Management Skills
April 2-3, 1998
Philadelphia, PA

SLA 89th Annual Conference
June 6-11, 1998
Indianapolis, IN

SLA 90th Annual Conference
June 5-10, 1999
Minneapolis, MN

SLA 91st Annual Conference
June 10-15, 2000
Philadelphia, PA

SLA Worldwide Conference on Special Librarianship
“The Information Age: Challenges and Opportunities”
October 16-22, 2000
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'Net Search Strategies
by Suzanne S. Bell

It's hard to be an efficient Internet searcher—there is so much of it, so many different tools from which to choose, and so many varying features associated with each tool. Over more than a year of teaching classes on Internet Searching, we have found the best thing we can do for aspiring searchers is to provide them with strategies rather than detailed, recipe-like instructions for every tool. This strategic approach seeks to help the users analyze their queries; help the users grasp the basic types and principles of Internet search tools; and determine which type of tool might provide the most likely starting point for their type of question.

Overcoming Procrastination:
A Practical Approach
by Andrew J. Berner

Everyone procrastinates. Indeed, it is the very pervasiveness of the problem which prevents us from taking it as seriously as it merits. It is difficult to be overly concerned with a vice which is so common that it has become the subject of humorist T-shirts, mugs, or paraphernalia bearing such statements as, "I'm going to stop procrastinating...tomorrow!" or "Never put off till tomorrow what you can do the day after tomorrow." Despite the levity, it is important to recognize procrastination as the serious time-waster it is, affecting not only the amount of work we and our staﬀs are able to accomplish, but the quality of that work as well. In the information services ﬁeld we are always looking for ways to improve the efﬁciency and effectiveness of our work in our never-ending efﬁort to demonstrate the vital importance of what we do. Controlling procrastination is certainly a major step in that direction.

Solo Power: How One-Person Librarians Maximize Their Inﬂuence
by Guy St. Clair

One-person librarians (variously identiﬁed as "solo librarians," "solos," "one-man bands," and "single-staf practitioners") are unquestionably the information providers of the future, and the reason is not hard to understand. As more and more organizations downsize, rightsize, and otherwise seek to control operations costs, more and more managers are determining that what they need for information delivery is one well-educated, well-organized, and enthusiastic employee who delights in the challenges of providing information services in a focused environment. One-person librarians are the ideal practitioners for this work, and they will be increasingly acknowledged as such, as information management moves into the twenty-ﬁrst century.

Stratégies concernant les recherches sur le Net
par Suzanne S. Bell

Il est difficile d'être un chercheur efﬁcace sur Internet — Internet est si vaste, il offre un si grand choix d'outils et tant de caractéristiques différentes sont attachées à chaque outil. Nous encourageons la technique des recherches sur Internet depuis plus d'un an et notre expérience indique que la meilleure tactique est de fournir aux chercheurs en herbe des stratégies plutôt que de leur donner des instructions détaillées pour chaque outil, à l'instar d'une recette. Cette approche centrée sur la stratégie vise à aider les usagers à analyser leurs interrogations, à saisir à la fois les différents types d'outils de recherche sur Internet et les principes de ces outils, à déterminer quelle sorte d'outil serait le meilleur point de départ pour leur question particulière.

Surmonter la procrastination:
Approche pratique
par Andrew J. Berner

Tout le monde tend à remettre les choses au lendemain. C'est effectivement la réalisation que ce problème est omniprésent qui nous empêche de le prendre aussi sérieusement qu'il le mérite. Il est difficile d'être trop concerné par un vice si commun qu'il est devenu l'objet d'observations amusantes imprimées sur les tee-shirts, tasses ou autres articles qui déclarent par exemple: « Je vais cesser de remettre au lendemain ... demain! » ou bien « Ne remets jamais à demain ce que tu peux faire après-demain. » Malgré la légèreton du terrier, il est important de reconnaître que la procrastination est une sérieuse perte de temps et affecte non seulement la quantité de travail que notre personnel et nous sommes capables d'accomplir, mais aussi la qualité de ce travail. Dans le domaine des services liés à l'information, nous cherchons toujours des moyens d'améliorer l'efﬁcience et l'efﬁcacité de notre travail dans notre éternel effort de démontrer l'importance vitale de ce que nous faisons. La procrastination est certainement un pas important dans cette direction.

Pouvoir du soliste : Comment un bibliothécaire soliste peut-il maximiser son inﬂuence?
par Guy St. Clair

Certains bibliothécaires ne disposent que d’un seul bibliothécaire, généralement désigné « bibliothécaire en solo », « soliste », « homme-orchestre » ou bien « patron et membre unique du personnel ». Ce bibliothécaire est indubitablement le fournisseur d'informations du futur, et il n'est pas difficile d'en comprendre la raison. Au fur et à mesure qu'un nombre croissant d'entreprises dégraissent leurs effectifs, atteignent la taille désirée et cherchent d'une façon ou d'une autre à contrôler le coût des opérations, de plus en plus de dirigeants arrivent à la conclusion que ce dont ils ont besoin pour délivrer des informations est un seul salarié doté d'une bonne formation, bien organisé et enthousiaste qui prend plaisir à relever les défis inhérents à la fourniture d'informations dans un milieu reconnaissant. Les bibliothécaires en solo sont les praticiens idéaux pour cette tâche et ils seront de plus en plus reconnus en cette capacité au fur et à mesure que la gestion de l'information avance et entre dans le vingtième siècle.

Estrategias para explorar el Internet
por Suzanne S. Bell

Es difícil ser un explorador eficaz del Internet—hay tanto, tantos instrumentos distintos para escoger, y tantas características variadas asociadas con cada instrumento. Después de más de un año dando clases sobre la exploración del Internet, hemos visto que lo mejor que podemos hacer por los aspirantes exploradores es proporcionarles con estrategias, en vez de instrucciones detalladas de estilo receta, para cada instrumento. Este enfoque estratégico pretende ayudar a los utilizadores a analizar sus dudas; ayudar a los utilizadores a comprender los tipos y principios básicos de los instrumentos de exploración del Internet; y determinar cuál tipo de instrumento podría proporcionar el punto de partida más adecuado para su tipo de interrogante.

Superando la falta de resolución: un enfoque práctico
por Andrew Berner

Todo el mundo deja de resolver. En efecto, es la misma generalización del problema que nos provoca tomarlo de manera tan seria como se lo merece. Es difícil estar demasiado preocupado con un vicio tan corriente que se ha convertido en el tema cómico de camisetas, tazas (mugs), o cualquier otra paraparraila con declaraciones como, "Voy a empezar a resolver...mañana!" o "No dejes para mañana lo que puedes hacer pasado mañana". A pesar de la frivolidad, es importante reconocer la falta de resolución como la seria pérdida de tiempo que es, que afecta a no solamente la cantidad de trabajo nosotros y nuestro personal podemos terminar, sino también la calidad de ese trabajo. En el campo del servicio de la información siempre esta mos buscando maneras de mejorar la eficiencia y la eficacia de nuestro trabajo en nuestro inminente esfuerzo de demostrar la importancia vital de lo que hacemos. El control de la falta de resolución es seguramente un paso importante en esa dirección.

El poder a solas: como bibliotecarios únicos utilizan su influencia al máximo
por Guy St. Clair

Bibliotecarios únicos (diversamente identificados como "bibliotecarios solos", "solos", "orquesta de una persona", y "práctico de personal único") son sin duda los suministradores de la información del futuro, y no es difícil comprender por qué. A medida que más y más organizaciones despiden, reducen el personal, y por lo demás pretenden controlar el costo de operaciones, más y más administradores determinan que lo que necesitan para distribuir información es un empleado bien educado, bien organizado y entusiasta, que se encarga de proporcionar servicios de información en un ambiente enfocado. Bibliotecarios únicos son los practicantes ideales para este trabajo, y serán cada vez más reconocidos como tales, a medida que la administración de la información se desplaza hacia el siglo veintiuno.
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