

## In This Issue

Patent Research: The Basics.....	1
Trust in the Cloud .....	2
Beyond Good Enough ....	3
National Poetry Month ...	4
A Poem for Poetry Month	4
ACRL 2011 .....	5
ESL, Bilingual & Migrant Education Conference ...	6
OCLC's Global Library Statistics .....	6
ELM Spotlight.....	7
WebJunction Featured Courses .....	9
AskMN and Text a Librarian Mobile Option.....	9
What Will Your Library Be Like in 2025?.....	10
Women's History Month at MCTC .....	11

### Reference Notes is going online only!

Starting with this issue we will no longer circulate print copies of Reference Notes. Please forward this copy of Ref Notes to anyone you think may be interested – especially if they have typically only seen the printed version. Or print it off and circulate it yourself within your organization. Thanks very much for reading and for helping us spread the word about this change. You can always find current and past issues of Ref Notes at <http://minitex.umn.edu/Communications/RefNotes/> and you can get onto the distribution list for future issues by signing up at <http://lists.minitex.umn.edu/mailman/listinfo/mtx-ref> ■

### Patent Research: The Basics

*Jennifer Hootman*

By show of hands – how many of you could use a tip or two to improve your reference and instruction knowledge when it comes to patent resources and research? [My hand is way up!]

The Spring 2011 issue of *DttP: Documents to the People* published a terrific article, “The Basics of Patent Resources and Research for Academic Librarians” by Suzanne L. Reinman, that provides helpful tips for librarians of \*all\* library types.

Why is it important for us to stay sharp when it comes to understanding patent resources and research patents? Reinman quotes WIPO (World Intellectual Property Organization) stating that 70% of the information included in patents is not published anywhere else. Furthermore, Reinman argues that a good working knowledge of patents, where to find them and how to search for them effectively, is essential for science, business, and general reference librarians. Another angle to her article includes an argument that librarians should include patents in outreach and instructional sessions as they can be included in research projects, used to explore new avenues of research, and/or used to improve existing research.

Along with trademarks, copyright, and trade secrets, patents are a type of intellectual property. Thus, Reinman gives a nice introduction to the purpose of a patent and details its anatomy. The balance of her article addresses:

- finding the full text of a U.S. or international patent with the patent number;
- finding patent citations in sci-tech databases (e.g., *Sci-Finder*, *Web of Science*, *Inspec*, *Agricola*, *PubMed*);
- how to make the best of search engines online;
- basic steps to a comprehensive, preliminary search via USPTO;
- searching for patents by company name; and
- whom to contact for help.

For my summary of Reinman’s article, I’ll highlight a few of these.

Got the patent number and need the full text? Try the following:

- U.S. Patents – the full text of U.S. patents and those pending can be found at the USPTO website. However, when you have the patent number in hand you may have an easier time navigating Pat2PDF (<http://www.pat2pdf.org/>)
- Foreign and International – the full text of foreign and international (worldwide) patents and those pending can be found at Espacenet (European Patent Office: <http://worldwide.espacenet.com/>)

Though free search engines like Google Patents (<http://www.google.com/patents>), FreePatentsOnline (<http://www.freepatentsonline.com/>), and Patent Lens (<http://www.patentlens.net/>) are useful tools for patent research, Reinman discusses their limitations, how they can best be used, and primarily how their limited search capabilities differ from the more comprehensive USPTO (United States Patent & Trademark Office: <http://www.uspto.gov/>) website.

Each one of these free search engines offers field searching, but here are some useful tips to keep in mind:

- Google Patents – great for beginners using keyword searching; includes links to the patent on the USPTO site and a PDF of the patent
- FreePatentsOnline – provides canned searches by topic on the home page as well as under “Chemical Search”
- PatentLens – if field searching is what you need, then PatentLens’ structured search might be more relatable to most users (<http://www.patentlens.net/patentlens/structured.html>) – at least in comparison to advanced search features in other search engines.

For comprehensive patent research by subject, Reinman states that the USPTO website must be used specifically when searching within the U.S. Classification field. A friendly way of getting started on such a broad search is to begin with Google Patents. Start with a keyword(s) or short phrase in quotes at Google Patents. Once you’ve identified a few patents in your desired area of research, select “View Patent at USPTO” and note the classes/subclasses on these patents. After looking at several of these, hopefully you’ve begun to see a pattern in the classes. Try plugging these classes into a U.S. classification search at <http://www.uspto.gov/web/patents/classification/>. Clicking on the red “P” will allow you to view all patents within that particular classification.

Lastly, for additional education and assistance, be sure to check the USPTO website, titles on intellectual property available through Nolo Press, articles in the professional literature, and the Patent and Trademark Depository Library Program (<http://www.uspto.gov/products/library/ptdl/index.jsp>).

And, if you can, grab a copy of Reinman’s article for more detail. Nothing beats reading it first hand! ■

## Trust in the Cloud

*Carla Pfahl*



The [Chronicle of Higher Education](http://tinyurl.com/3rhyx37) reported in their ProfHacker column, <http://tinyurl.com/3rhyx37>, that there has recently been a rash of problems with commercial cloud computing. Dropbox, a site that allows you to store your photos, documents, and videos and share them with whomever you choose, recently changed its privacy and security terms. Similar to the backlash Facebook received when it made abrupt changes to its privacy and security terms last year, Dropbox is hearing from its users. In response, Dropbox is telling its users that it hasn’t changed the way it works, just clarified its policies.

Amazon’s “Elastic Cloud Compute” service, aka EC2, was down for several hours which affected several other Web services such as Reddit, Foursquare and Quora. Also, Apple was having problems with its MobileMe service for about two days. Apple’s iTunes servers were also acting temperamental for a while.

With many institutions, libraries, and people in general turning to Google for calendar, email,

and document support, how secure are our files? Do you have files stored on servers outside of your network? Was any of your work affected by the recent problems? Do you or does your institution have a backup plan in place for files stored on outside servers?

The comments section of the [Chronicle](#) article was full of useful (and not so useful) advice on security and access to the clouds. Many people stated that they encrypt their files before storing them on cloud servers. For email, some said they keep a desktop application so if the server goes down or the website is inaccessible, they can still access their email from their desktop client. Some people also suggest when storing files to sites such as Dropbox or Google Docs to create mirror local copies that are saved on a different hard drive.

While there are many advantages to cloud computing, the problems that have occurred recently highlight that no system is infallible. Even if we never use cloud computing for any type of data storage, whether you stored that data on a work server or your own home server, you should always back up your data. At work, I know that my computer and data is being backed up daily. At home, we have an external hard drive stored out of our house on which we back up data once a month. When I am giving a presentation or instructional workshop, I usually place a copy of my document on the desktop of my laptop and to a shared folder, save it to a flash drive, and email it to myself. I like to know that I'm covered in case of any unforeseen calamity. ■

## Beyond Good Enough

*Matt Lee*

99% of web searchers never alter their search strategy, no matter how unsuccessful that strategy might be. This jarring statistic comes from a study by Jakob Nielsen's Alertbox, available at <http://www.useit.com/alertbox/search-skills.html>. One aspect of that study (which was largely focused on a topic separate from web search) found that most web searchers are unable or unwilling to think critically about their information search. Instead, they rely entirely on web search engine results derived from a single search strategy. Searchers in the study seemed averse to employing problem solving or critical thinking skills.

Is the Internet so intimidating as to stymie creativity in search? Or, as Nielsen believes, are search engines so good at returning answers these days that users are increasingly trained to never go beyond the search engine results page in either thought or action?

Or might this be hooked into a broader culture of good enough? Might a searcher looking for information to help make a decision simply make a less informed choice if he or she can't find relevant information online? Depending on the decision, that could certainly be the case.

Let's change gears. Another recent report from an organization called the Citation Project was highlighted by [Inside Higher Ed](#) at <http://tinyurl.com/3vzwfpm>. The Citation Project analyzed a number of research papers written by first-year college students at varying institutions and found that over 90% of those papers don't reflect a fully digested understanding of the ideas in the sources they cite. But one doesn't hear of any colleges flunking 90% of first-year students. Perhaps today's researchers are so attuned to efficiency that they can quickly (within the very first year of college) identify and attain the lowest allowable point of achievement – and be that good enough.

Libraries do not naturally live on the good enough plane, nor should they. Librarians strive to help students and patrons stretch beyond their comfort zones. We challenge learners to consider multiple sources. In many ways, libraries exist to provide context. But these studies remind us that students, learners, and information seekers often don't come to us with contextual understanding.

As Nielsen notes, "We must design for the way the world is, not for the way we wish it were." He's talking about web design, but I think we can apply that thought to our outreach initiatives, our instruction sessions, our classroom partnerships, and certainly our web design as well. We should start at good enough and sell the benefits of taking the next step.

A researcher must undoubtedly make a conscious step to use a library. OCLC's "Perceptions of Libraries, 2010" report (<http://www.oclc.org/reports/2010perceptions.htm>) reminds us that 0% of searchers start on a library website. But taking advantage of libraries and librarians will make for a better information search. It will make for a richer first-year paper. How much better and how much richer? That's the question we must first address. Making the benefit of information literacy tangible is the challenge of getting beyond good enough. ■

## National Poetry Month 2011!

Jennifer Hootman



When April rolls around, I think of National Poetry Month. Send us a note ([mtxref@umn.edu](mailto:mtxref@umn.edu)) - we'd love to hear what your library or school has done to celebrate poetry!

There are so many rich resources available to help us engage with poetry not only in April but all year long. But one of the first resources that come to my mind is Poets.org

(<http://www.poets.org/>). This website offers information on: poets; poetic form, schools, and movements; significant anthologies; discussion forums; audio and video clips; and an entire resource section dedicated to educators. This is a wonderfully vibrant website. If you haven't yet explored its riches, take a moment to do so.

Don't forget - you can also find a wealth of biographies of poets, information on poetic forms, images, videos, and more in ELM's *Encyclopedia Britannica* and *Student Resources in Context* at <http://elm4you.org>. ■



## A Poem for Poetry Month

Carla Pfahl

April is National Poetry Month, and we like to include a poem with the April issue whenever possible. This time, I choose Robert Bly. As Minnesota's first poet laureate, Robert Bly has devoted over half of his life to poetry. In the late 1950's he began a publication, *The Fifties* which later became *The Sixties*, then *The Seventies*, which was devoted to translating the works of lesser-known foreign poets into English.

The following poem gives an air of freedom and ease of worry and makes me want to jump in my car and drive to California...

"Driving West in 1970"

My dear children, do you remember the morning  
When we climbed into the old Plymouth  
And drove west straight toward the Pacific?

We were all the people there were.  
We followed Dylan's songs all the way west.  
It was Seventy; the war was over, almost;

And we were driving to the sea.  
We had closed the farm, tucked in  
The flap, and were eating the honey

Of distance and the word "there."  
*Oh whee, we're gonna fly*  
*Down into the easy chair.* We sang that

Over and over. That's what the early  
Seventies were like. We weren't afraid.  
And a hole had opened in the world.

We laughed at Las Vegas.  
There was enough gaiety  
For all of us, and ahead of us was

The ocean. *Tomorrow's*  
*The day my bride's gonna come.*  
And the war was over, almost.

Copyright © 1999 by The Modern Poetry Association.  
This poem appeared in the April 1999 issue of *Poetry Magazine*. <http://www.poetrymagazine.org>

**Full Text:** COPYRIGHT 1999 The Poetry Foundation.  
<http://www.poetryfoundation.org/>

**Source Citation:**

Bly, Robert. "Driving West in 1970." *Poetry* Apr. 1999: 2.  
*Gale Student Resources In Context*. Web. 25 Apr. 2011.  
Document URL <http://tinyurl.com/3wztxgo> ■

## ACRL 2011

Jennifer Hootman



The ever popular "Philbert" at Reading Terminal Market, Philadelphia

I was quite excited to attend ACRL's national conference in Philadelphia, PA, as well as participate as a panelist in one of ACRL's workshops, <https://acrlartofpresenting.wordpress.com/>.

Not having attended ACRL since 2005, I was once again reminded of how much I enjoy the content depth and variety of an ACRL conference. With quick lunch breaks at the fabulous Reading Terminal Market, I spent my days absorbed in presentations, poster sessions, and collegial engagement.

Here's a snapshot of some selected notes.

**(R)evolution in Source Literacy at Whitman College** (panel: Lynne Vieth, Julie Carter, Lee Keene, and Michael Paulus of Whitman College)

Most libraries have likely seen an increase in the demand for "primary sources." In light of this trend, three librarians and an archivist from Whitman College have engaged their campus community in a discussion of source literacy that moves far beyond providing an essential definition of what is and is not a primary source and instead provides a more complicated and honest view of a source's degree of primacy. Moving from an essential definition to one of function allows the dialogue to engage all campus disciplines making room for an interdisciplinary model to teach source literacy. Imagine an X axis of "proximity" and a Y axis on "transformation." As the source moves farther away from its origin and experiences greater transformation, the source's primacy weakens. While using this graph to teach degrees of primacy, various examples could be plotted illustrating the model's function. For example, oral tradition may be plotted very close to the X and Y axis crossing (high in primacy) while something like a digitized manuscript might be found a little further out on both the Y axis (proximity) and the X axis (transformation). Translations and commentaries, of course, would then be plotted even further out in the graph representing a greatly weakened degree of primacy. This model is simple and profound giving us a tool by which to engage students and faculty alike in discussions of source literacy.

**From Bus Boycotts and Reading Forts to Gardens and Gov Docs : Challenges and Opportunities in Student-Curated Library Exhibits** (panel: Heather Tompkins, Margaret Pezalla-Granlund, and Sam Demas of Carleton College, David Silver of the University of San Francisco)

First presented at ARLD Day 2010, for ACRL 2011 this panel teamed up with David Silver to cast an engaging perspective on student-curated, curricular exhibits. A thoughtful and insightful discussion took place as Tompkins and Pezalla-Granlund outlined the outcomes of their curricular exhibits including developing campus advocates, providing a means by which the students can make public their scholarship, and create a meaningful, interdisciplinary experience for the students. Several examples were shared with the audience. Furthermore, their handout provides helpful advice for library staff and students alike in creating student-curated, curricular exhibits. David Silver, too, brought a wonderful perspective to the panel as he highlighted how he has integrated library exhibits into his curriculum and the resulting impact on his students and the library including getting students physically into the library, students bringing their friends into the library to see their work, and the positive effect that a public showing of their work has had on the *quality* of their work.

**One Good Turn Deserves Another: Arming Instruction Librarians with the Necessary Arsenal** (panel: Kimberly Davies-Hoffman and Michelle Costello of SUNY Geneseo)

"Teaching it forward" is the take-away phrase from this panel. Two librarians from SUNY Geneseo have embarked on a journey to create a model by which to provide formalized pedagogical training for librarians engaged in instructional work at their respective libraries. Recognizing that most MLS & MILS students as well as library practitioners have not been given a formal education in pedagogical practices nor formally mentored, Davies-Hoffman and Costello developed a three-pronged method for delivering formal teaching methods and mentorship through a one-day workshop, "train-the-trainer" follow up workshop, and a semester-long academy (5 full-day workshops over 5 months). To read more about their workshops check out their handout at <http://tinyurl.com/437tpmx>. ■

## ESL, Bilingual & Migrant Education Conference

Beth Staats

On Thursday and Friday, April 14 and 15, the 30th Annual Minnesota ESL, Bilingual & Migrant Education Conference was held at RiverCentre in St. Paul. Sponsored by the Minnesota Department of Education and The International Institute of Minnesota, this conference allows for a great opportunity for networking and sessions highlighting best practices for ESL teachers and educators.

The Minitex Reference Outreach & Instruction unit exhibited to promote the ELM resources to conference attendees. We also presented a session titled, "No Longer Lost in Translation: Language Translators in ELM." Many of the ELM databases offer machine-generated translations of articles and documents into many different languages.



For example, *Student Resources in Context* and other Gale/Cengage resources offer translations into 8 languages. *ProQuest Newsstand Complete* allows for translating articles into 10 different languages including simplified and transitional Chinese, as well as Russian and Turkish. Along with language translators, the ELM databases, specifically Gale/Cengage resources, offer ReadSpeaker. This is a tool that allows the user to have the article read aloud, or they can download the recording to an Mp3 player.

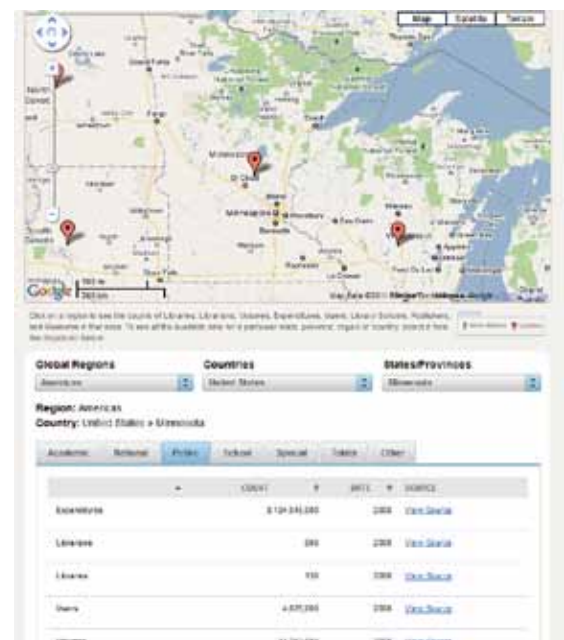
Attendees were excited to hear about the ELM databases and the ways that they can help English language learners, and we were excited to see the interest and enthusiasm around these resources. ■

## OCLC's Global Library Statistics

Jennifer Hootman

In case you haven't heard, OCLC Research and the OCLC Library have teamed up to create a tool for the global library community to use, *Global Library Statistics*. Data can be gathered on a state, national, or global regional level (e.g., Americas). The data includes number of libraries, librarians, expenditures, and more by library type such as Academic, Public, School, and Special. The data does not represent OCLC membership but instead was extracted from third-party sources.

To use this new tool and to see data sources consulted, visit <http://www.oclc.org/globallibrarystats/default.htm>. ■



## ELM Spotlight

### ELM on Facebook

*Beth Staats*

For those of you who are regular Facebook users, ELM has its own Facebook page too. The direct link is <http://www.facebook.com/ELM4You>. The next time you are logged in to Facebook, be sure to "Like" the ELM Facebook page, where we will be posting news and events relating to ELM. ■



### University of Minnesota Libraries Promotes ELM

Catch the University Libraries' great article promoting ELM in their Spring/Summer 2011 News & Events brochure, on their blog at <http://blog.lib.umn.edu/lib-web/news/2011/04/elm.html>, or on their home page as we go to press at <http://www.lib.umn.edu/>. Or, keep reading.

#### **Electronic Library of Minnesota**

*Online all the time from school, home, work, or at your library!*

Did you know that any Minnesota resident can get 24/7 online access to thousands of magazines, journals, newspapers, and e-books on a vast array of topics with just their public library card?

The Electronic Library of Minnesota (ELM) is a virtual library administered by Minitex, an information and resource sharing program of the Minnesota Office of Higher Education (OHE) and the University of Minnesota Libraries.

ELM is funded by the state legislature through the OHE and the Minnesota Department of Education. The investment is well worth it: the estimated cost for all Minnesota public, K-12, and higher education libraries to individually subscribe to the resources contained in ELM is over \$75 million. The cost for Minitex to license ELM resources for statewide access? Just over \$2 million.

This makes ELM heavily relied on by many public and academic librarians across the state, who use ELM to provide their patrons with resources most local libraries and schools cannot afford on their own. And use it they do. The 17.7 million ELM searches in fiscal year 2010 was a 61% increase since fiscal year 2006.

A recent effort to solicit feedback on how ELM was used across the state generated a 60-page collection of over 200 stories, including one from a high school librarian who said ELM "is like an Emergency Room of knowledge. Without ELM resources, we would struggle mightily to provide accurate, timely and reliable resources for our students." One middle school student even reported that ELM "saved my school career and kept me from detention about 9000 times."

Learn more about ELM and read more stories like these at <http://elm4you.org>. ■

## NetLibrary Statistics

*Edited from EBSCO*

To ensure a smooth transition from *NetLibrary* to eBooks on EBSCOhost, EBSCO is sending a weekly email update every Friday, designed to tell you the most important things you need to know before the final transition from *NetLibrary* to EBSCOhost takes place on or near July 1. Find more on the NetLibrary transition at <http://support.epnet.com/netlibrary/>.

This week's tip is about your eBooks statistics on *NetLibrary*. Note that your *NetLibrary* statistics will *not* be carried over to eBooks on EBSCOhost, which means that you will need to download them before the transition is completed.

EBSCOhost offers a sophisticated array of statistics-gathering formats, allowing administrators to pick and choose fields, timeframes and delivery methods using *EBSCOadmin*.

Have a question? Drop EBSCO a line using the EBSCO Online Support Form at <http://support.ebscohost.com/contact/askus.php>. ■

## Observing the American Civil War with Britannica Online

*Edited from Britannica*

As we observe the Sesquicentennial of the American Civil War, *Britannica Online* has created a special article about the War Between the States. From Fort Sumter to Appomattox, *Britannica Online* brings you all of the notable people, places, and events of the Civil War in this Special Feature Article. With photos, tables, and timelines, *Britannica Online* makes the 5 years long war easier to comprehend.

Read the Special Feature Article "Remembering the Civil War".

K12: [www.school.eb.com/eb/article-9544539](http://www.school.eb.com/eb/article-9544539)

Public Library: <http://library.eb.com/eb/article-9544539>

Academic: <http://www.britannica.com/EBchecked/topic/1763580/Remembering-the-American-Civil-War>

Looking for information about the Civil War for Elementary and Middle School students? Check out these articles:

Elementary: [www.school.eb.com/elementary/article?articleId=352967](http://www.school.eb.com/elementary/article?articleId=352967)

Middle School: [www.school.eb.com/comptons/article-9273689](http://www.school.eb.com/comptons/article-9273689)

In addition to the great articles about the Civil War, *Britannica Online* also has a collection of images from the Civil War, maps of major battles, and videos about the Civil War. You can find these multimedia pieces within the articles or listed on Search Results pages. ■



WebJunction MN

## WebJunction Featured Courses

### Dreamweaver CS4 and CS3: Setting up a Site and Adding Content

Lots of folks use Adobe Dreamweaver to create and manage their websites. Why? Well, for starters it is an established and versatile website development application, one that can also be used for a wide variety of site creation from small to larger, simple to complicated. These Dreamweaver courses explore the concepts behind creating a new site in Dreamweaver CS3 or CS4, and also cover configuring site properties, application preferences, adding content, and manipulating text.

Dreamweaver - Setting up a Site and Adding Content:

CS4: <http://mn.webjunction.org/catalog/-/courses/details/113945529>

CS3: <http://mn.webjunction.org/catalog/-/courses/details/39633051>

### Web 2.0 Fundamentals

After all this time, why are people still talking about Web 2.0? This course explains -- while providing a strong overview of what it all means and the roles that Web 2.0 technologies play in the real world. Learn about things like the impact of social networking and Web 2.0 development technologies including HTML, XML, JavaScript, Ajax, mashups, SOAP, web services, and Representational State Transfer (REST) services by signing up here: <http://mn.webjunction.org/catalog/-/courses/details/96301520>.

### There will always be storytellers

Storytelling has always been at the heart of libraries. We all know that our libraries (like a good story), are captivating, enlightening and inspiring, but how do you tell your libraries stories in the most effective ways? To help celebrate National Library Week, WebJunction is highlighting a special course designed to help you tell your own unique library stories. "There will always be storytellers" teaches you how to find the most engaging stories, how to identify your storytelling style, and how to adorn and make your stories personal. Celebrate your library by taking this course and then using what you learn to spread your library stories during National Library Week!

See: <http://mn.webjunction.org/catalog/-/courses/details/103991323> ■

AskMN

## AskMN and Text a Librarian Mobile Option

Carla Pfahl



Word cloud of results of FY10 AskMN user survey

Have you considered participating in AskMN? There are many benefits to participation one of them being the QuestionPoint reference management suite that includes email, online chat, and the chat widget. Now you can also add Mosio's Text a Librarian, <http://www.textalibrarian.com/>, text messaging product to that suite. Mosio's Web-based Text a Librarian (TAL) service for text messaging offers patrons more virtual reference options and provide libraries increased efficiencies in managing patron inquiries in a single place. AskMN participating libraries and QuestionPoint subscribers receive a 20% discount to TAL's standard package.

QuestionPoint and Mosio have made the integration of the TAL product seamless to a library's account. Once a TAL subscription begins, a simple toggle switch to turn on the TAL feature within QP is activated. Just as you would be notified when a new email, chat, or chat widget question came

into QuestionPoint, you will also receive notification when a new question via text messaging comes in.

When responding to patron questions, short messages are essential in text messaging, and a single message back to the user cannot exceed 160 characters. However, your response may be as long as 320 characters--TAL will break any message longer than 160 characters into two separate messages for actual delivery. The character counter counts down as you type your response, always indicating how many characters you have left to go. In the interests of brevity, you can shorten any URL you want to send by copying it to the Long URL field, clicking on the Minimize URL button, and then copying the shortened URL into the body of your text.

If you are interested in learning more about AskMN and/or the Text a Librarian option via QuestionPoint, please contact Minitex Reference Outreach & Instruction, [mtxref@umn.edu](mailto:mtxref@umn.edu). ■

## What Will Your Library Be Like in 2025?

*Matt Lee*

It can be difficult to create the intellectual space to think years into the future of an organization considering the sizable demands of today and tomorrow and next week. But there's no one who can do that thinking about your organization better than you.

The MN Library Futures Initiative (MNLFI) is continuing its work of envisioning libraries in 2025, but it certainly doesn't have the market cornered on future-thinking. The group is representative of libraries of all types from across the state, but is not exhaustive. It doesn't have you, for example. Check out some of the things the group has been pondering and jump into the conversation with your own insights.



The MNLFI Blog at <http://mnlfi2025.blogspot.com/> is a good place to start. It presents a wide range of thoughts, topics, and articles - from highlights of potential future tools and collections to discussion of what may be our next essential library services, along with thoughts on how to get us from here to there.

For example,

“Progress on the Digital Public Library of America” <http://tinyurl.com/3qt7okd>

“Fostering Creativity is the New Essential Service” <http://tinyurl.com/3js4fmv>

“Transforming Traditional Organizations” <http://tinyurl.com/3l8t8vm>

Leave a comment on any post to share your perspective and insight.

If you're into Twitter, you may as well follow the MNLFI group at <http://twitter.com/#!/mnlfi2025>. I mean, you're already following Lady GaGa, for crying out loud. And the MNLFI Twitter feed includes lots of great links, commentary, and conversation.

Finally, the MNLFI website includes meeting agendas, summaries, and background reading lists, as well as info on the group itself. Find it at <https://sites.google.com/site/mnlfi2025/home>.

The MNLFI group is working hard to think about the kind of library service that will be relevant and sustainable and exciting in the year 2025 - which will be here sooner than we think. What will your library be like in 2025? What will your job be like in 2025? ■

## Readers Respond

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### Women's History Month at MCTC

*Jennifer A. Sippel, Librarian/Instructor, Minneapolis Community & Technical College*

In response to Jennifer Hootman's "Our History is Our Strength," I wanted to let you know that MCTC Library did, indeed, participate in the celebration of Women's History Month.

One of the longest standing MCTC campus student clubs, *Sisters for Social Justice*, invited us to partner with them for "Talk Like a Feminist" day.

So, we did just that. Several Librarians prepped and staffed a table next to the Sisters highlighting feminist and women's studies materials from our collection, including books, reference resources, journals, magazines and zines. We posted some photos on our Facebook page, which can be found via [www.minneapolis.edu/library](http://www.minneapolis.edu/library).

One of our Librarians also created a book display at the front entrance of the library. One of our Library Technicians created a virtual book display to go along with it. Check it out at <http://www.minneapolis.edu/library/pages/bookDisplayMarch.htm>.

One of my favorite outcomes of our Women's History Month activities was stumbling across the zine "Riot Librarian"-issue no.1, winter 2002--in our zine collection. I have since contacted the authors and have their permission to digitize the zine, which I hope to do this summer and add it to our website. ■

## Reference Notes

Minitex

University of Minnesota, 15 Andersen Library  
222 21st Avenue South, Minneapolis, MN 55455-0439

Reference Phone . . . . .	612-624-4150, WATS 800-462-5348
Reference Fax. . . . .	612-624-4508
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