



→ -Our mighty mother! Buck Mulligan said.

He turned abruptly his grey searching eyes from the sea to Stephen's face.

-The aunt thinks you killed your mother, he said. That's why she won't let me have anything to do with you.

-Someone killed her, Stephen said gloomily.

-You could have knelt down, damn it, Kinch, when your dying mother asked you, Buck Mulligan said. I'm hyperborean as much as you. But to think of your mother begging you with her last breath to kneel down and pray for her. And you refused. There is something sinister in you...

He broke off and lathered again lightly his farther's tolerant smile curled his lips.

-But love mummer! he murmured to himself. Such a lovely mummer of the

He stepped slowly with care, in silence,

Stephen, an elbow rested on the jagged

granite, leaned his palm against his brow and



gazed at the fraying edge of his shiny black coat-sleeve. Pain, that was not yet the pain of love, fretted his heart. Silently, in a dream she had come to him after her death, her wasted body within its loose brown graveclothes giving off an odour of wax and rosewood, her breath, that had bent upon him, mute, reproachful, a faint odour of wetted ashes. Across the threadbare cuffedge he saw the sea hailed as a great sweet mother by the wellfed voice beside him. The ring of bay and skyline held a dull green mass of liquid. A bowl of white china had stood beside her deathbed holding the green sluggish bile which she had torn up from her rotting liver by fits of loud groaning vomiting.

Buck Mulligan wiped again his razorblade.

-Ah, poor dogsbody! he said in a kind voice.

-Must you be a pig and a few noserags. How

The fit was on him, Stephen answered.

Buck Mulligan sucked the hollow beneath his underlip.

-The mockery of it, he said contentedly.



eReaders

Best Practices

 Home

Introduce yourself



- Public
- School
- College



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Project overview

June 2011: pilot project launched

Two distinct projects funded:

- Training for staff and library customers
- Circulating eReader devices



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What type of libraries participated?



- Middle school and high school libraries
- Community college libraries
- Large public library system
- Small and medium size stand alone libraries



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Training pilot project

- 2 college libraries
- 8 public libraries
- 1 school district



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Circulation pilot project



- 2 community college libraries
- 2 public libraries (small and medium)
- 2 middle school libraries
- 3 high school libraries



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Sharing of information



- Held several online meetings
- One orientation for project participants
- Two webinars intended to share with librarians what was happening and allow them to ask questions



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Training

What was learned?



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Staff training

- Have library administration clearly communicate that learning these eReaders devices is not optional ,but essential.
- Develop a pre-test to determine what level various staff know.
- Schedule several designated training times.



Staff training



- Do group and individual training sessions if possible.
- Develop a staff expert as a resource—but don't allow that person to be the only one who can answer questions.
- Having each one teach one model was the least successful training model



Basic skills to master



- Turning on and off the device
- Learning how to navigate the device
- Downloading content
- Navigating within a specific title



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Training your customers

- Recruit and train adult volunteers to assist at public training events
- Before handling a customer's personal device, ask permission to demonstrate on it



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Training your customers



- Group trainings can be good for overviews, the smaller the group the better.
- A quick reference sheet for each of the most popular eReaders devices should cover basic operations, downloading and management of titles.



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Circulation

What was learned?



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Purchasing eReaders



Understand what you are trying to accomplish by purchasing eReaders:
That will determine what you buy.



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Circulating devices

- The case in which the device circulates is extremely important!
 - “bomb proof”
 - Easily cleaned
- Develop your policies and procedures—and then be prepared to go back and modify them to better fit your individual circumstances



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Circulating devices

- Strategize how to manage high demand
- Consider shortening circulation time—
one week maximum
- Renewals won't be possible at first



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<http://www.sos.wa.gov/library/libraries/projects/eBookPilot/policies.aspx>



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Essentials



- Document everything
- Purchase additional power cords and cases since they require frequent replacing due to loss and damage
- Plan for the space and time it will take to charge the devices' batteries



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Essentials



- Require a password on all devices to prevent unauthorized purchase of materials
- Allow time for staff to check devices to see if patrons have added or deleted materials.
- Add custom wallpaper to your eReaders in case other identifying marks are removed.



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Patron requests



Decide ahead of time how the library will approach these.

Example:

- One library bought one new title per week
- Another library conscientiously downloaded B & N's free Friday title.



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Collection development

- Select both fiction and nonfiction titles
- It's better to put an entire series on one device rather than split the series up among devices
- Genre devices work well: all mysteries, all suspense, all romance...



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Children and Young adults



- At what age will youth be allowed to check out the device?
- Will the library purchase devices with collections aimed specifically at youth?



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Cataloging



- Catalog multiple titles loaded on a device so that they can each be found individually.
- When adding a copy to a title, add the eReader and its identifying number to the description so that it shows up under a keyword search.



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Replacement costs



Realize that replacement costs for an eReader device can be equivalent to replacement costs for a pricey art book title



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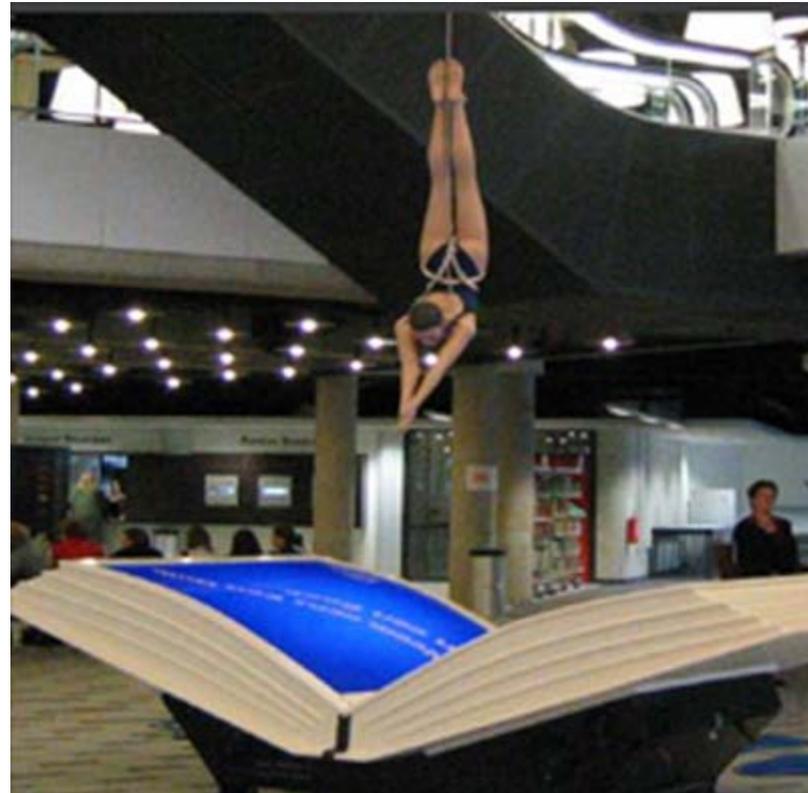
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Summary



Benefit from
others
experience.

Then DIVE in!



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