

Alki

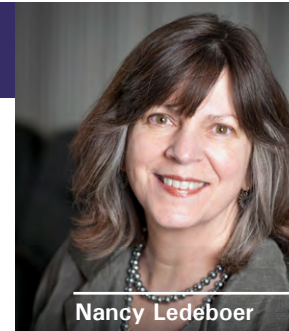


Taking Care of Business Issue

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Nancy Ledeboer

The Business of Libraries

by Nancy Ledeboer

When opportunity knocks, answer. During the economic downturn, libraries across the country experienced an increase in people using the library. They borrowed more materials, they came to use computers, and they sought out information to start new businesses or to hunt for jobs. In this issue, you'll read about the many ways that libraries developed new partnerships and aligned services and resources in response to needs in our communities. Libraries gained visibility and are now viewed as essential partners contributing to educational attainment and economic growth.

New opportunities are emerging. Regional economists in our area are predicting that retirements in the next few years will have a greater impact on the local economy than the recent recession. As more people leave the workforce, they anticipate a labor shortage. Not all jobs will be replaced. Jobs will emerge, and new skills will be needed. Libraries of all types can support shifting workforce needs by providing support that will build skills and prepare workers for the jobs of the future.

“The influx of (WLMA) teacher librarians provides an opportunity for WLA to reinvent our organization.”

During the recent economic downturn, the perception of libraries expanded beyond books. People became more aware of the wide range of materials, programs and services we provide. Changes in academic curriculum positioned libraries as partners in achieving academic success. Libraries of all types are valued as places where people come to learn and prepare for the changes that face us all in our everyday lives.

As a library community, we are also facing new opportunities. In January, the board voted to create a new interest group, WLMA, and the members of the Washington Library and Media Association have joined WLA. The influx of teacher librarians provides an opportunity for WLA to reinvent our organization.

The board is looking at ways to re-structure the organization so that we can fully engage members and be a strong voice for libraries of all types. We have asked interest group chairs to begin a discussion about the proposal which would create divisions and sections to replace the current interest group structure. If you are not active in an interest group or if your interest group is not active, we still want to hear from you. The full proposal will be posted on the WLA website along with frequently asked questions. We want to hear your ideas about how to make WLA a thriving organization that provides value to you and your institutions. 📖

Nancy Ledeboer

Nancy

Join WLA

The Washington Library Association includes some of the best and brightest members of the Washington library community.

We are united by our care for the well-being of Washington libraries. For more information, visit our website at wla.org. Explore the site and make our business your business.

Membership information is at wla.org/membership.

Nancy Ledeboer is the Spokane County Library District executive director and WLA president.

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"Alki," a Native American word meaning
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exchange of research, opinion, and information.

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Cover photo: Here Kendra Jones, children's librarian, plays with
toddlers during story time. At the CAYAS workshop, Jones of
Tacoma Public Library, facilitated ideas on how to engage kids and
parents." (p15) Photo credit: Steven Little/The Columbian



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From the Editor

by Joyce Hansen

Happy Spring, Bibliophiles,

Welcome, WLMA! As of January 2015, the [Washington Library Media Association](#) (WLMA) has joined forces with the WLA as an Interest Group. WLMA, what's on your mind? Please send the *Alki* articles and/or photos.

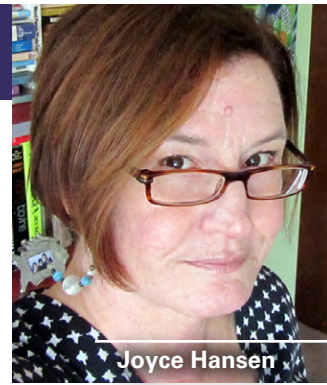
This month's issue focuses on taking care of business—the economic impact of libraries on their communities, making library dollars grow, business services to offer, and more. In Spokane, community business growth came about through multiple library partnerships. The Spokane Business Library card is the brainchild of the Spokane County Library District and the Spokane Public Library. Brian C. Vander Veen lays out the [Spokane Business Library's](#) origin story and progress (p5). Kelly Evans shares more of the Spokane Business Library card details (p12). Look for Evans and others involved in that collaboration speak about public-academic partnerships for the business community at the upcoming WLA conference in Tulalip.

For libraries to thrive, the link between business and creativity must be obvious to the community. We need to collaborate with other libraries, other innovative companies, other residents and citizens that are not, as of yet, library cardholders. R. David Lankes, professor at Syracuse University's School of Information Studies, made the point of such creative endeavors in a [keynote address](#) a couple of years back: "What will kill our profession is not e-books, Amazon, or Google, but a lack of imagination." (Check out TrendWatching.com's "[10 Trends for 2015](#)." TrendWatching.com not only identifies the trends, but suggests inventive ways libraries could put them to use.)

We can ride the wave of the promoting lifelong learning—3D printers, e-content, makerspaces—and the community will benefit. Diane Cowles describes how Kitsap Regional Library became an incubator for community innovation, to borrow a phrase from Keith Michael Fiels' March 6 American Libraries opinion piece. KRL's Seth Ciotti designed a tech program to provide jobs for homeless youth. Ciotti was just named a Library Journal Mover & Shaker 2015 for his efforts (p9). Congrats, Seth. Also in this issue, Darcy Brixey writes about bringing the library to kids who don't have options (p10), and Steven Bailey's informative piece on how libraries can market to small businesses (p7). Aileen Luppert weighs in on guns in the library (p14), and Exclusive: Shhh! Becky Ramsey (p24) and Genie Gebhart (p16) talk about library school in their library voices. Of course, not everybody wants to be—or should be—a librarian. [Check out this 1947 take, So you wanna be a librarian?](#)

The WLA Editorial Committee make-up has changed a bit. Caroline Baptist, the August 2015 to August 2016 editorial com-

Joyce Hansen is an adult services librarian at the Everett Public Library.



mittee intern, resigned due to changes in her MLIS education. Our current intern, Becky Ramsey, has graciously agreed to stay on to August 2016. Good luck to you, Caroline, and thanks for your service, Becky.

In other house cleaning, the upcoming July conference issue will be my last *Alki*. I now have a full-time position requiring newfangled librarian skills and a dreadfully long commute. (I am so grateful for podcasts.) I won't say good-bye now, but I will say that if you have an inkling to be *Alki* editor, go with your gut! If interested, email [Dana Murphy-Love](#) or [Diane Cowles](#). I am happy to answer any questions about the ins and the outs of the job, or anything really. [Email me](#).

Next up is the conference issue in July: Come to the Table—Libraries Are Market Fresh! **Send me contributions for the issue by May 15.** If you shoot photos or have thoughts about the conference, [pass 'em along](#), please. If you'd like to write an article, paint a picture, illustrate a meaningful conference moment, better still! Let's hear from WLMA!

Thank you, and I'll see you in April. 📖

Joyce



Makerspace smack in the middle of a Connecticut library.

Business without Borders—Spokane County Opens Up

by Brian Vander Veen, PhD

The Spokane County Library District promotes online resources, harnesses existing partnerships, and breaks down barriers to meet area businesses and entrepreneurs in the field.

In 2012, the Spokane County Library District (SCLD) began a strategic planning process that would guide the district's service priorities and goals through 2015 and beyond. The process was intended to be driven directly by feedback from our service community, which comprises a combination of small towns, rural areas, and suburbs that lie outside the municipal borders of the city of Spokane. After a series of group conversations with members of the community and one-on-one interviews with community leaders, SCLD officially adopted its [Community Impact Plan](#) (CIP) in February 2013.

The CIP identified four main service priorities on which the district would focus its efforts. One of the service priorities—connect communities—would be a district-wide effort; the other three service priorities—*develop young learners*, *explore and discover*, and *support job seekers and local businesses*—would each fall under the purview of a team of librarians specifically allocated to the task.

The Develop Young Learners team would ensure that “children birth to five [have] the services and programs they need to enter school ready to learn.” The Explore and Discover team would work to provide residents with “the resources they need to explore topics of interest and support to share knowledge with others.”

Finally, the mission of the Support Job Seekers and Local Businesses team was twofold. They would help “teens and adults [have] the resources and opportunities they need to attain meaningful employment,” as well as help “local businesses and nonprofits [have] the tools they need to develop and maintain successful and viable enterprises.”

All of these goals were given measurable objectives to help guide the teams' efforts going forward and to provide benchmarks of success. The objectives of the plan were ambitious, certainly, but many of them were able to benefit from strong relationships we already had within our communities. Young families, for



The SCLD Library Card for Businesses offers one-stop access for cardholders in Spokane County

example, were already frequent users of our children's programs and materials for young readers. Our retired members were making solid use of our adult programming and recreational reading materials. And we had a steady supply of job seekers using our Internet computers to find and apply for jobs.

Tapping into these existing demographics gave the teams a good foundation to start building toward their objectives. Relationships with business owners and entrepreneurs, however, would prove much more challenging to cultivate, as SCLD had little established history of reaching out to that segment of the community with targeted resources or programming.

Spokanebusiness.org

Although outreach to the business community was relatively new territory for SCLD, The Spokane Public Library, our counterpart within the incorporated city of Spokane, had already been working for some time to build relationships with Spokane-area businesses and business-support organizations, notably through the work of their business librarian, Mark Pond. It was clear that coordinating with The Spokane Public Library and drawing upon its experience with the local business community would be a useful and important step toward reaching our district goals.

In November 2013, members of the SCLD business team met with Pond to discuss how the two libraries could collaborate to better promote our business resources within the community. One of the possibilities raised during that meeting was the adoption of a common set of business-related online resources and the creation of a convenient central portal that all Spokane County entrepreneurs and business owners could use.

Such a website could potentially solve several problems. First, as SCLD's business librarians begin to shift their efforts outside the confines of the library—to local chamber of commerce meetings, trade shows, and similar events—it became clear that explaining how to find the business-relevant resources on our website was difficult to do in the context of a quick “elevator pitch.” What the libraries needed was a dedicated website with a memorable URL that would make the process of finding relevant business resources quick and easy.

Second, the members of the business community that we encountered at those events came from both sides of the municipal

Brian C. Vander Veen, PhD is a librarian specializing in entrepreneurship, small business, and workforce development at the Spokane County Library District.

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border that defined where our service area ended and the Spokane Public Library's began. Although we already had a reciprocal borrowing agreement with the Spokane Public Library that permits city residents to borrow physical materials from our libraries and vice versa, the agreement (and our respective licensing agreements)

does not permit us to extend access to our online resources to those same members.

Over the next few months, SCLD's library services manager in charge of virtual services, Carlie Hoffman, worked closely with Pond to identify a core set of common online resources to which both libraries would subscribe. Both library systems' IT departments worked together to create the website that would link those resources. In April 2014, spokanebusiness.org went live, providing one-stop access to business-related resources for Spokane County entrepreneurs and business owners, regardless of where they lived within Spokane County.

Through spokanebusiness.org, business owners and entrepreneurs can take free online courses like "Creating a Successful Business Plan," "Small Business Marketing on a Shoestring," or "Using Social Media in Business" with Gale Courses. They can access extensive collections of data to gauge local consumer demand, develop lead lists, analyze local market segments, or get a detailed look at their competition with *DemographicsNow* and *ReferenceUSA*. And they can access trade journals, industry news, and other periodicals with ProQuest's *ABI/INFORM Trade & Industry* and EBSCO's *Business Source Complete*.

The SCLD Library Card for Businesses

Spokanebusiness.org was an important step for both library systems to get our specialized online resources into the hands of those who could benefit most from their use, but SCLD's business team quickly realized that there remained another obstacle that prevented the website from reaching its full potential: Many of those we encountered within the business community were not presently library card holders.

Potential users who might already have been skeptical about the value of what our online resources could contribute to their business enterprise were unlikely to suffer the inconvenience of visiting their local library to register for a card. What we needed was a card that we could take to them, one that would provide them instant access to spokanebusiness.org resources from their office computer or mobile device, without having to visit one of our physical locations.

**“In April 2014,
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To address this concern, SCLD launched our library card for businesses in October 2014. The card, designed to be visually distinguishable from our normal full-service card, provides access to all of the online resources on spokanebusiness.org, and importantly, was created to work without requiring any additional in-person activation.

Not only do the cards allow librarians and staff to help interested individuals connect instantly with our online resources as we network out in the field, but they also allow us to capture the statistics we need to evaluate the success of our outreach. The latter will likely prove especially important as we continue to find new ways of promoting our online resources and streamlining access for the members of our service community.

Partnering for Success

It is still too early to say whether these initiatives will bear fruit over the long term, but already, through partnering with local business-support organizations, our business librarians have had some key opportunities to promote the district's services to those who may rarely set foot within one of our physical locations.

All of the competitors at last year's Startup Weekend Spokane, for example, received one of our library cards for business in their welcome packet, and librarians from both SCLD and Spokane Public were on hand to provide research assistance. SCLD has also partnered with local non-profit SNAP (works to connect low income residents with access to resources) to provide technology training for small-business owners under a grant provided by the SBA's Program for Investment in Microentrepreneurs. And most recently, Hoffman and Pond were in discussion with Eastern Washington University business librarian Kelly Evans about promoting the university's business resources on spokanebusiness.org as well, and that partnership fell into place as of November 2014. (Hoffman, Pond, and Evans will be speaking about public-academic partnerships for the business community this April at WLA's 2015 conference.)

Reinventing the way that libraries do outreach to the business community doesn't mean reinventing the wheel. For many communities, it may mean simply streamlining access to the kinds of specialized business resources that many libraries already have, harnessing the collective knowledge and resources that already exist within a community, and getting library staff out from behind library walls to promote existing resources to those who need them most. 

Marketing your Library to Small Businesses

by Steven Bailey

Public libraries mean so much to so many in our communities. As library staff we constantly strive to promote our resources to those who don't recognize our benefit or don't realize what we have to offer. The small business community is an excellent example. Many public libraries have a variety of resources to help small businesses and entrepreneurs, either in the start-up process or growing an existing business. Library resources can include:

- Books—in a variety of categories—covering business plans, starting a business, financing and accounting topics, legal concerns, management and human resources, franchising, working from home, and marketing strategies.
- Business directories often organized by SIC or NAICS.
- Business databases for company and industry research
- Business-oriented newspapers and magazines—both print and electronic—for researching local, regional and national economies and trends.
- Specialized market research resources to help business owners better understand where their customers are, what their related interests may be, and how to effectively reach them.

Of course, the resources available vary widely from library to library. These may be supplemented by local colleges and universities, especially those public institutions whose print and online collections may be available to the general public.

Understanding these resources and promoting them to business owners or those interested in starting a business can be daunting, however. It may be best to focus on learning one or two specialized resources and then finding the right audience. Before you begin, take some time to understand how business data is collected and reflected. Companies are divided into public and private, with public company stocks traded on an exchange, such as the New York Stock Exchange (NYSE) or NASDAQ. Public companies must disclose their financial information to shareholders and to the U.S. Securities and Exchange Commission (SEC), so it's relatively easy to find this information on various websites, including the company's own website. Information about private companies can be more difficult to find—often articles in business newspapers, magazines, or trade publications are the best resources for information about these companies. Certain directory databases such as Reference USA

“In short, the (Small Business Association) is a terrific starting place for identifying potential program presenters, in addition to providing a potential outlet for marketing library resources.”

do offer limited information about private companies as well. Industry classification systems are another necessary component for research. Companies doing business in a certain industry are grouped according to a numerical industry code, and knowing the correct code for a specific type of business can greatly assist the research process. The Standard Industrial Classification (SIC), established in 1937, groups industries in a four-digit code system. It is being supplanted by the North American Industry Classification System (NAICS, often pronounced “nakes”), which was developed in 1997 to address some shortcomings of the SIC (notably a lack of depth in certain categories, including computer hardware and software manufacturing, as well as several sectors of the service industry). NAICS has the advantage of a larger numerical range (4, 6 and 8-digit ranges, with increasing specificity), as well as adoption by Canada and Mexico, making comparisons of companies across most of North America easier. While the NAICS is more prevalent, the SIC is still in use, most notably by the Securities and Exchange Commission. Several tools are available online for exploring the hierarchies of both systems, and for mapping one to the other.

Here are some ways to structure your presentation to business owners or those considering a start-up:

Company Research

Researching specific companies can be used to find information about potential competitors, suppliers for procurement of inventory and operating needs, or for investigating “ideal” companies within a segment that a business owner might want to emulate. Most business owners starting out know of at least one potential competitor, and many have been inspired by that idea of a perfect company to pursue a similar business. Specialized business databases like Business Source Complete and Business Insights make this search as easy as a few keywords,

Steven Bailey is a librarian services manager, King County Library System, Auburn, Algona-Pacific, and Muckleshoot Libraries.

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revealing (public) company financials as well as histories, key personnel, and major products and services where applicable. Others, including popular article databases like ProQuest and EBSCO products, require more filters or advanced search techniques to narrow the focus to a company or industry in a certain area or region.

Industry Research

This is a broader approach than focusing on a single company, and can often reveal underlying trends, economic pressures, and disruptive factors that affect a segment or entirety of a particular industry. The same resources can be used: business databases will often allow for a search tailored to a specific industry, and article databases can be useful as well. Don't forget to incorporate SIC and/or NAICS codes to refine your search. In addition, investment databases such as ValueLine and MorningStar offer in-depth analysis of target industries. While the analysis is often national or global, the underlying trends are often still valid for regional economies, even for smaller industries.

Marketing and Demographics

Too often new businesses start up with little thought given to marketing, beyond vague advertising plans. Libraries can help provide insights into the demographics of a geographic region and into the expenditures of certain market segments. Common tools include Reference USA, which has modules for "consumer expenditures" in their Consumers/Lifestyles database; DemographicsNow, a powerful blend of demographic and business data combined with market research from Experian; and SimplyMap, a sophisticated GIS mapping and demographics database product that includes census data as well as detailed market research from Mediamark Research Inc. (MRI). In addition, many other products are available through universities and research institutions. At a minimum, census data can be leveraged to provide basic insights into the makeup of a political or geographic area and combined with research from national business periodicals and trade publications to provide a snapshot of consumer behavior. For example, the 2010 US Census may indicate a significant number of Hispanic households in a certain ZIP code, and an article in a business weekly may indicate the purchasing habits of Hispanic households—combined, these can provide a start-

“Marketing your library’s resources...positions the library as a valuable partner for the local business community and reinforces the expertise of staff in connecting patrons with targeted information.”

ing point for marketing to a particular demographic in a specific location. Additional tools, such as the SRDS Advertising Source publications, can point towards the best media outlets for reaching a particular market.


Financials

For those new to business, understanding balance sheets and projections can be daunting. Libraries can provide up-to-date books about small business finance, as well as

how-to books for commonly used bookkeeping software. A good business plan will include an income statement, balance sheet, and cash flow statement. Another key source of information are financial ratios, which give comparisons to the financial statements of other companies of a similar size in the same industry (by SIC). Ratios can be found through RMA Annual Statement Studies (print and subscription databases), Leo Troy's annual Almanac of Business and Industrial Financial Ratios, and other print and database resources, including Mergent's Key Business Ratios.

Partnerships

Local business associations and chambers of commerce—often looking for speakers—are excellent partners to help spread the word about small business library resources. The Small Business Association is a great partner as well, providing support for local Small Business Development Centers (SBDCs), Veteran's Business Outreach Centers, and Women's Business Centers. SBA also sponsors SCORE, an association of business professionals who provide free counseling and mentorship to new business owners and entrepreneurs. In short, the SBA is a terrific starting place for identifying potential program presenters, in addition to providing a potential outlet for marketing library resources.

Marketing your library's resources to local small businesses and individuals thinking of starting small businesses is rewarding and positive. It positions the library as a valuable partner for the local business community and reinforces the expertise of staff in connecting patrons with targeted information. Don't keep your resources hidden – spread the word by connecting with key players in your community and make sure they know about all you have to offer! 

KRL's Seth Ciotti Named *Library Journal* Mover & Shaker 2015 for Crafting Tech Program to Aid Homeless Youth

by Diane Cowles

Kitsap Regional Library's response to the rising tide of youth homelessness within its midst reads like a contemporary drama. The story begins with staggering statistics from the Kitsap School District: In 2006-07, one hundred and ninety-nine students self-identified as homeless; in 2011-12, three hundred and eighty-three students were homeless—a ninety-two percent increase in youth homelessness in just four years. The National Network for Youth names three types of kids who are without a home: runaways, throwaways, and homeless. Their studies show that twenty-one to forty percent left home due to suffering sexual abuse, seventy-five percent trade their bodies for protection or housing, and forty to fifty percent struggle with drug addiction. Homeless youth who share shelter with adults are often put in more danger, and shelters do not provide anything close to stability. Without a stable home, there is no ID available to list as an address for employment, much less a place to shower or find regular meals.

Homelessness and hopelessness are pretty much synonymous at this point.

Another chapter in the story opens. In January 2013, Kitsap Regional Library (KRL) got news that they were recipients of a \$200,000 grant from the Paul Allen Foundation. They could fund a mobile technology lab aimed at helping Kitsap County at-risk and homeless teens to create, and not just consume, library materials, according to KRL Director Jill Jean. Seth Ciotti—a librarian with a background in technology and looking for a job—was volunteering at the Poulsbo Branch. He had moved to the area with his wife, who found employment in Seattle's bio-tech industry. The hand of fate put the grant and the right person on the same path at the same time, and Ciotti got the job of coordinating the project.

Ciotti's first steps in seeking a community partner led to Coffee Oasis located in Port Orchard, Bremerton, and Poulsbo, whose primary mission is to provide essential help to the most vulnerable youth in these communities. Part of their services includes a youth shelter as well as a coffeeshop that provides a one hundred hour internship/training program for baristas and food handlers. Many graduate the internship into a full-fledged job. If a hundred hours could produce a barista, why not a programmer? Ciotti created a one hundred-hour curriculum that spanned forty to fifty different types of programs such as robotics, electronic chess boards, and even a rover, trying to match interests with computer applications. BiblioTEC is the aptly



Jill Jean, Kitsap Regional Library library director, envisioned using \$200,000 in grant money to build a mobile technology lab to benefit at-risk and homeless teens.



Seth Ciotti, Kitsap Regional Library librarian, demonstrates a 3D printer to a group at the Poulsbo City Hall.

named program giving credence to the merging of library and technology. As a testament to the success of the program, three graduates are currently hired as interns at the Kitsap Regional Library, helping to facilitate more technology programs and becoming library pages.

One intern's experience is expressed as pure joy: "To have a job

Diane Cowles is a children's librarian at the Beacon Hill Branch of the Seattle Public Library and the Alki Editorial Committee Chair.

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The Business of Serving All Kids: Echo Glen Children's Center

by Darcy Brixey

You can expect a rowdy crowd at most school visits. You can also expect a little attitude and some questions. But most school visits don't require security clearance, multiple locked guards and security escorts.

Echo Glen Children's Center is a state run, co-ed medium/maximum security rehabilitation facility in Snoqualmie, Washington, and each time King County Library System (KCLS) librarians visit—which they have been doing for nearly a year—the thorough security measures are just a part of the experience.

The Issaquah School District has been the educational service provider for Echo Glen since 1967 when it opened. Echo Glen is not fenced, but bordered by natural wetlands on approximately forty acres. Just a stone's throw from I-90, it houses approximately 165 residents, ages eleven to twenty-one. While providing treatment services for younger male offenders, it is the only institution for young female offenders and the only co-ed facility of its type in the state.

“It was like any other middle school visit—with the exception of guards posted in the corners...”

Several KCLS librarians, including teen services librarians Alison Eckes, Jill Hetzler, Maggie Wong and Darcy Brixey, have been working to make a solid connection with Echo Glen through programming support.


Last December, KCLS librarians brought popular motivational speaker, Seattle native Anttimo Bennett, to the residents. As each cottage filed in to the gym to hear Bennett's talk, the noise got louder. Kids bantered back and forth—the boys watched the girls, and the girls pretended they weren't watching the boys. It

was like any other middle school visit—with the exception of guards posted in the corners, and doors locking behind you as you walk into each chamber of a room.

Delivered with humor and respect for his audience, Bennett talked about negativity and the effects of a positive outlook on goals. Teens listened intently and shouted back in his call-and-response-style delivery. Bennett has not had it easy. At one point in childhood, he was a ward of the state, but he graduated from the University of Washington in 2009 with two Bachelor's Degrees (Social Welfare and American Ethnic Studies). He served two terms on the UW Board of Directors with his final term serving as student body president. Among other things, he is now pursuing an MPA at Seattle University and raising four his children.

High school students across the state participate in the fake baby assignment each year, where they are assigned a baby doll with an embedded computer chip so it will cry day or night. This is quite an improvement over the flour sack babies we had in the olden days. It was a delight to see an Echo Glen resident carrying one of these dolls in a car seat carrier. As he laughed and joked with his friends, he fed the doll a bottle and bounced from side to side in a protective and tender manner. No matter what they did to get here, they are still kids, with the possibility to learn to make better decisions in the future. A strong connection with the library will help ready them.

Future work with Echo Glen includes resume writing workshops for residents nearing release and providing a small book collection for maximum security residents. Preparing for resume writing workshops has proven challenging. Resources will be kept to paper for all Echo Glen residents, who are not allowed to use the internet. With resume books often for the seasoned employee, special articles and samples are being found to encourage filling resumes with past experiences and inherent qualities.

Serving these kids isn't like most library outreach. It is, however, a sound investment in their future and ours. 



An Echo Glen Children's Center cottage.

Darcy Brixey is the teen services librarian at the Bellevue Library. She'd like to tell you she loves to read, but it's an expectation of the job.

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Motivational speaker
Anttimo Bennett
spoke to residents.



Echo Glen is about twenty-five miles east of Seattle,
located remotely in the woods of east King County.

“ As a testament to the success of the program, three graduates are currently hired as interns at the Kitsap Regional Library, helping to facilitate more technology programs and (they are) becoming library ages.”



Seth Ciotti, right, librarian at the Kitsap Regional Library,
demonstrates the library's 3D printer.

is great and all, but to have a job that you enjoy every moment of (my page position) is beyond words. BiblioTEC has opened my eyes and really got me going on the right path.” Another raves: “BiblioTEC has put me where I am today. Without it, I would probably still be out looking for a job, or doing a job that I hate doing. BiblioTEC has given me a job that I enjoy doing and that's thanks to both Seth and Leigh Ann. I hate to imagine what I would be doing without BiblioTEC and the library.”

The program can now boast support from Applied Technology Systems, whose engineers have worked alongside Ciotti to further develop web platform curriculum. They were aided greatly by input from the student interns themselves, who kept a blog of their progress during the one hundred-hour classes. Word of mouth has brought attention to two local middle schools, who like what they see in a model that works. And, the teen's finished products themselves are the showstoppers: 3D printing created an iPhone case, a robotic rover, and a clock with thirty-two moving components. These projects are demonstrated at technology events and open tech labs hosted by KRL, who touts these accomplishments as “creating a continuously expanding cycle of community-wide STEM.”

Connect, Collaborate, Create! Selecting VOYA's Top Shelf Fiction for Middle School Readers List

by Leah Griffin and Jennifer Fleck

School and public librarians need each other, and students need both school and public libraries. Over the last year, we (along with Rebecca Moore, Corey Paulson, and Laura Simeon) served together on the Voice of Youth Advocates (VOYA) Top Shelf Fiction Committee. VOYA is a magazine dedicated to the needs of young adult librarians and the young adults who enjoy reading. As committee members, we compiled the magazine's influential list of the best middle school fiction books for 2014. We read many books in pursuit of identifying the top novels of the year for middle school students, and the [final list](#) of twenty-eight titles was announced at the end of January 2015.

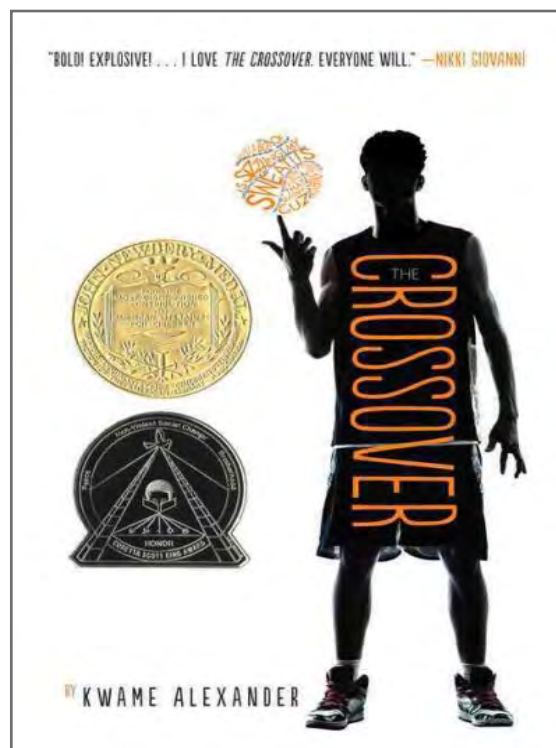
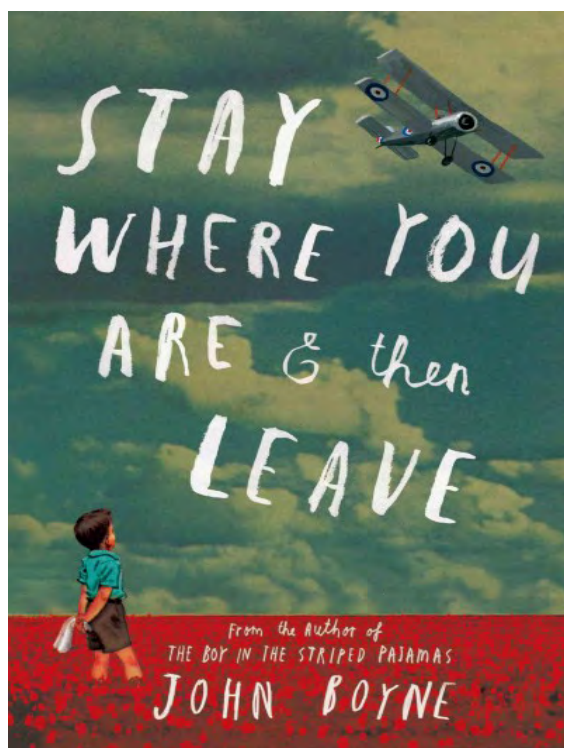
What made the experience so rewarding was the collaboration between teachers, school librarians, and public librarians. We needed all three perspectives to select books that met students' literary needs. This experience foreshadowed for us what we hope will result from WLMA's merge with WLA: much more collaboration between school and public librarians.

When we began our committee work, we were tasked with selecting

the top middle school fiction of the year from among hundreds of contenders. We realized right away that teachers, public librarians, and school librarians had different ideas about what makes a book exceptional, but we were all seeking those stories which could have a meaningful, and hopefully lifelong, impact on youth.

We each came to the table with a variety of concerns, all weighed differently by individuals. These criteria included curricular value (high priority for teachers), probability of a challenge (a greater concern in schools than public libraries), relevance for grade level (more applicable to schools), and broad popular appeal (important for public libraries). We all had to compromise on books we thought were great, but might be considered too mature, too "spinachy," or too moralistic in a particular environment.

One value that we all shared and rated highly important in selecting books was diversity. We all need diverse books, and unfortunately those high quality books featuring underrepresented voices, particularly people of color, are still sparse. This dearth of diversity in middle



Two of the twenty-eight books chosen for the VOYA Top Shelf Fiction for Middle School Readers 2014 list.

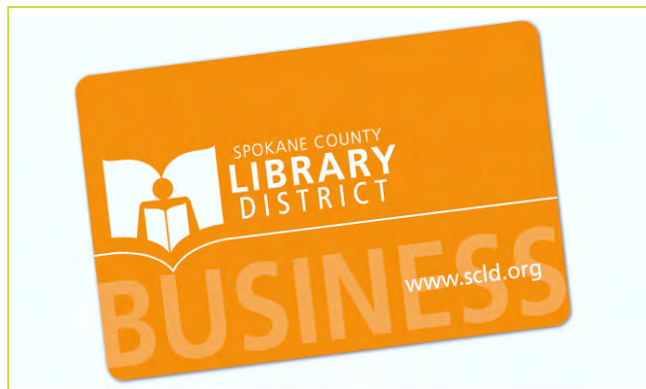
WLMA Small Schools Chair Leah Griffin is proud to be a librarian at University Prep in Seattle, whose mission statement includes the phrase, "intellectually courageous." Griffin's favorite parts of librarianship include teaching information literacy, creating fun programming, and looking over bibliographies. She prefers dystopian novels and British modernism with her coffee. CAYAS Chair Jennifer Fleck has spent eight years as a teen services librarian for King County Library System. She enjoys providing resources for underrepresented youth and those serving them. Fleck reads anything that makes her middle school daughter roll her eyes or steal her book.

Continued on page 13

The Spokane Business Library: Resources for Business Planning, Career Development and So Much More

by Kelly Evans

Public and academic libraries are being called upon to provide more resource support and training to business community members. The need for business planning resources has grown due to a concentration in entrepreneurship development in cities and towns. Success does not come easily to small business owners and entrepreneurs. There is a need for access to tools, support and information that will help inform good business decision-making.




SCLD's special library card for business owners to streamline the process of accessing spokanebusiness.org resources.

Two public library systems in Spokane have joined efforts to provide an online tool for business members. The creation of the Spokane Business Library is a collaboration among Spokane Public Library, Spokane County Library District, and, as of November 2014, Eastern Washington University Spokane Libraries. The purpose of the web site is to give community members access to what business databases and resources are available through their local libraries. Resources are the main facets of this collaboration. There is a person-to-person facet as well—business librarians from the three library systems are available to provide one-on-one training

and research support. The Spokane Business Library card offers access to competitive analysis, technology training, and market research: tools and support for the Spokane regional business community.

Both public libraries asked Eastern Washington University Libraries to collaborate based on the growing evidence of alumni in the Spokane community needing support for career development. Eastern Washington University Libraries has a presence in what is now known as the Spokane

Academic Library (partnership between EWU and WSU). Being that this library location is downtown, it is situated in the right place for community member access.

The hope is that other libraries within similar communities to Spokane will consider how they can better partner in order to serve the needs of their business community. Delivering a one-stop online tool, promoting training and support, and thinking outside the realm of library type are all approaches to creating and sustaining this type of library collaboration. 

Kelly Evans is a business librarian at Eastern Washington University Libraries and on the WLA Member Services Committee.


Continued from page 12

school and YA fiction should be a rallying point where public and school librarians can both agitate for change and share best practices in an ongoing conversation. For instance, we can tweet out the gems we find ([#weeeddiversebooks](https://twitter.com/weeeddiversebooks)) and use our collective purchasing power to show publishers that we value diversity in YA literature.

Additionally, a shared goal between school and public librarians is that we want students/teens/tweens/whatever-we-call-them to read! Possible collaboration to generate excitement around reading could include in-school promotion of public library summer reading programs, classroom booktalk visits, school field trips to the public library, guest blogging on public and school sites, co-presentations at future conferences, co-designed programming, and more. A critical aspect to student excitement is student involvement. For our work on the VOYA committee, we asked students to tell us what they thought about the books, and their comments and names

appear in the magazine along with our reviews. Students writing and filming book reviews for the public library is another opportunity for librarian collaboration and student involvement.

One of the possible roadblocks of collaboration is communication. It was important for our group to contribute to a wiki, but many school districts block certain tools for different reasons. We found Wikispaces.com to be a suitable workspace for our mixed group. Google Docs posed a challenge because of the limitations set by institutional accounts. Our best advice is to be open to trying new platforms.

In the end, we both really enjoyed working across the librarian-sphere. We see so much potential for the coming months and years for WLMA and WLA, and are thrilled to continue to connect, collaborate, and create together! We hope to read about more unique collaboration in future editions of *Alki*. 

Guns Have No Place in Public Libraries

by Aileen Luppert



Aileen Luppert

I am a public librarian in Spokane, Washington. Recently a patron asked me if he could bring his gun into the library. I don't know him, but guns, especially in public spaces filled with children, make me uncomfortable. With a gulp, I told him what the law says. "Yes, if you're properly permitted, the library cannot stop you." I didn't sleep much that night.

Washington is an open carry state. With some exceptions and restrictions, adults may carry guns in public. [RCW 9.41.300](#) lists just five institutions where firearms are prohibited—schools, courthouses, jails, mental hospitals, and bars. Despite the

number of children who come through the doors, public libraries are not on the list.

Patrons may carry their guns to all locations in the library. Picture it: a gun on someone's hip choosing a book with a child, someone with a gun in their bag in the children's reading area, someone with a gun in their pocket sitting in preschool story time.

Banning guns in libraries won't prevent the horrific actions of a determined lunatic, but recent incidents show the potential risk when guns are around. In December of 2012, a man in Oregon unknowingly left behind [his loaded semiautomatic weapon in a movie theater](#). His gun was found by two seventh-graders. In January of 2013, a man from Poulsbo [dropped a gun in a Silverdale store](#) and it went off. Less than a month ago in Hayden, Idaho, the worst nightmare became reality in a local Walmart. Tragically, a [young mother was killed by her own toddler](#) when he reached into her purse, found a gun, and pulled the trigger.

These cases, where guns accidentally put the public at risk, did not involve criminals or evil. They were preventable mistakes. A gun accidentally going off in a library that kills a staff person...or a parent...or a child...or you... should not be what it takes to turn a mistake into a lesson.

In 2013, my library welcomed 1,387,652 visitors. Over 60,000 of which were young children, their parents, and caregivers attending youth and family programs. That is 1,387,652 times that someone could have been killed by an accident like what happened in Walmart. That is 1,387,652 too many.

Seattle Public Library (SPL) grappled with this issue not long ago. After it banned firearms under its Code of Conduct, Seattle City



Attorney Peter Holmes reviewed the situation. He concluded the ban would not withstand a legal challenge. SPL lifted it. His rationale came from a case upheld by the Washington Supreme Court ([Chan v. City of Seattle, 265 P.3d 169 \(Wash. Ct. App. 2011\)](#)). The appellant court ruled that firearms may not be banned from public parks. It specifically stated that amending laws to prohibit firearms at "city-owned parks and park facilities frequented by children and youth is a question for the legislature to decide." Attorney Holmes' logic was that if city parks can't ban firearms under current law, city libraries couldn't either.

If the only way to ban guns in libraries is through legislative action, it is time to take action. Library staff, Washington Library Association members, and library lovers must support legislation to change the law. We must demand the law be amended to add libraries to the list of institutions in which firearms are prohibited. [I have started a petition](#) to send a message to our House, to our Senate, and to our Governor. They are supposed to be our representatives, after all. Please sign it and share it.

Librarians have always been proud advocates of the public. We fiercely protect privacy rights and freedom of information. We graciously serve vulnerable and disadvantaged populations to ensure everyone has access to information. We passionately teach children and inspire them to love learning. Among the everyday challenges librarians take on as public servants, fear for our lives, and the lives of those we serve, should never be one of them. 📖

[We strive to keep the Alki an open platform for sharing opinions. Printing an opinion piece is not an official endorsement of the Alki. —Ed.]

After twelve years pursuing justice in the city, Luppert returned to Spokane to fulfill two dreams—librarianship and motherhood. In the library, she enjoys helping all ages find and access resources they need. Luppert is also the 2016 WLA Conference Co-Chair.

CAYAS Annual Workshop a Celebration of Youth Through Tech and Storytelling

By José García

Transmedia, gaming, 3D printing, booktalking and story time how to's were hot topics at the CAYAS (Children and Young Adult Services) annual Fall Workshop last November. This was one of several professional development opportunities that CAYAS sponsors yearly for information professionals which highlight new and innovative services and programs around our state. It is also a way to raise funds for future CAYAS workshops and to ensure their viability.

The one-day workshop landed on a variety of subjects. Teen Librarians Rachel MacDonald (KCLS) and Jackie Parker (Sno-Isle Library System) introduced attendees to transmedia storytelling (also known as transmedia narrative or multiplatform storytelling, cross-media seriality, etc.) and the fascinating way publishers are packaging digital content in way that appeals to tech-savvy teens and adults. Transmedia storytelling offers the educator the ability to lead students to think critically, identify with the material and gain knowledge, offering valuable framework...that supports student centered learning.¹ Transmedia storytelling allows for the interpretation of the story from the individual perspective, making way for personalized meaning-making.² They recommend checking out the following examples of web-based transmedia: [Cathy's Book](#) (originally published in 2006, it's one of the first examples of a young adult book incorporating alternative reality game elements), [Skeleton Creek](#) (despite the fact that the author has not left any messages on the website since 2010, readers still leave comments online), and [Bzrk](#) (the website for this book of the same name includes additional content for those wanting to be further immersed in Bzrk's fictional world).

Danielle Duvall, outreach specialist with KCLS, talked about the ever-popular world of online gaming--think Minecraft--and the way many public libraries are embracing this movement by dedicating resources and staffing to engage teens at their interest level.

Also on the agenda: Kitsap Regional Library Teen Librarians Seth Ciotti and Adam Beasley who showcased their BiblioTec project. The project, which focuses on Connected Learning, "an education design principle that promotes peer-driven, project based learning that is inspired by student interest." [Editor's note: Read how BiblioTec came to be on page 9 of this issue.] Ciotti and Beasley brought a tech petting zoo, too, including a 3D printer and multiple examples of self-coded games and programs. Rounding out the day's sessions were Sharon Chastain, KCLS children's librarian at Maple Valley, who wowed us with her booktalking skills, and Kendra Jones,



Suzanne DeChillo/The New York Times

The number of kids enjoying video games at the library continues to rise.

with Tacoma Public Library, who helped facilitate an exchange of ideas on how to engage children and parents during story time--there were "spirit fingers" and everything!

CAYAS, an interest group of the Washington Library Association, wishes to thank the King County Library System for the use of its facilities and all the presenters who generously donated their time and expertise.



Kendra Jones facilitated ideas on how to engage kids and parents during story time. Here Jones leads toddler story time at the Vancouver Community Library. Photo credit: Steven Little/The Columbian

José García is a CAYAS board member and librarian services manager for the King County Library System Des Moines/Kent/Woodmont Libraries.

Online Library School Pupil Strives for Balance Between On and Offline Worlds

by Gennie Gebhart

I often get questions and funny looks when I tell friends and coworkers that I am a graduate student in library and information sciences at the University of Washington in Seattle.

“You mean, currently?”

“But how...wait, you can do that?”

The confusion stems from the fact that I live in the Silicon Valley area of California. After growing up and going to college in the Seattle area, I moved to Silicon Valley for work this past fall—just as I was starting my first quarter of my Library and Information Sciences master’s degree at the UW’s Information School. I, along with about 80 peers, was diving into my first experience in online, remote, asynchronous education.

The UW iSchool’s flexible delivery modes for its graduate courses—ranging from traditional weekly class times on the UW campus, to online asynchronous courses, to hybrid courses combining aspects of the two—makes an MLIS education available to those who would not otherwise be able to pursue it. Many of my peers have careers, families, and lives in other states and even other countries. They cannot move to be closer to an ALA-accredited MLIS program, much less to one with the unique specialties and offerings of the UW iSchool. After a mandatory in-person orientation at the beginning of the program, some of my peers will step foot on the UW campus no more than once or twice. Many of us will save the big trip for our graduation day.



“After a mandatory in-person orientation at the beginning of the program, some of my peers will step foot on the UW campus no more than once or twice. Many of us will save the big trip for our graduation day.”

And yet, thanks to the iSchool, each of us online, remote, asynchronous, faraway MLIS candidates is now a part of the Washington library community. How can we stay connected with our school, our peers, and our future colleagues in Washington? And how can Washington take advantage of its growing community of students?

For me, I have found the strongest sense of connection in representing my school and my state in various fora. I have joined professional organizations both in Washington and closer to me in California, and I have made efforts to connect with the various universities and iSchools in my area, like UC Berkeley San Jose State. The community of west coast iSchools makes the distance between me and my own school seem to shrink. Staff and faculty at schools in California know of my school, have worked with my professors, and understand what it means to undertake an MLIS degree. To shrink the national iSchool community even further, I write about the MLIS experience on

Hack Library School, a blog run by and for MLIS students nationally.

Back in Seattle, the UW iSchool remains an anchor for students like me. Remote students regularly take on leadership positions in student groups, and opportunities for remote research and other assistantships are available. Nearly every iSchool event is simulcast for online participants and recorded for later viewers. And, with the iSchool’s interna-

Gennie Gebhart is an online student at the University of Washington Information School. She also writes about her experiences at the online Hack Library School.



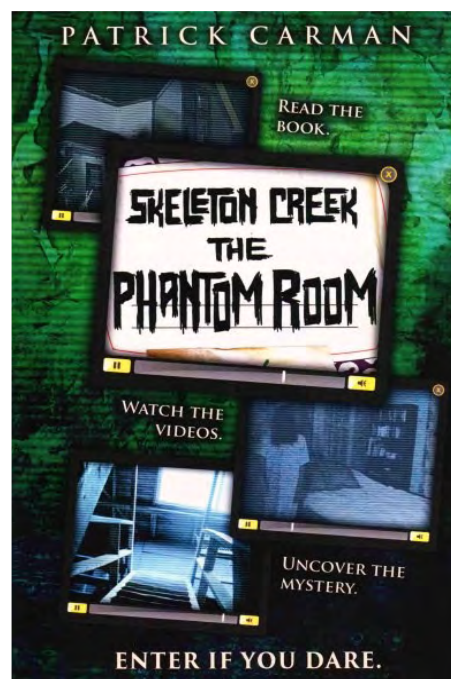
tional alumni base and network, current students can often find iSchool connections close to their home base, wherever that may be.

For librarians and information professionals in Washington, all of this means new opportunities to define what it means to be part of the “Washington library community.” Twitter hashtags, LinkedIn pages, and Facebook groups offer quick ways to identify far-flung colleagues who share concern for Washington’s library issues. In addition to ALA and WLA networks, large library systems and university programs like the iSchool provide online spaces for remote peers to connect. In person, conferences—whether in Washington or nationally—are a prime meeting place for Washington’s remote students and professionals. Whenever I travel for conferences or other out-of-town opportunities, I take a moment to check with the UW and other Seattle-area libraries to find out who else from the Washington library world to look for when I arrive.

Across our education and our work, library and information science students and professionals face a changing sense of place. Just as ideas about “library as place” are transforming the way we think about physical setting, our ways of learning from and working with each other are transforming with enhanced communication technologies and new pedagogical approaches. For me, a student planning to graduate and enter the profession in the next few years, the agility and flexibility that powers my education is proving to be a model for my early career. I can ground myself in both California and Washington, identify with their different communities, and bring them together to define my work and contour my goals as an aspiring library and information sciences professional. 📖

Notes

1. Teske, Paul R. J. and Horstman, Theresa. “Transmedia in the classroom: breaking the fourth wall.” Paper presented at the meeting of the MindTrek, 2012.
2. Jenkins, Henry. “Transmedia Storytelling and Entertainment: An Annotated Syllabus”, *Continuum: Journal of Media & Cultural Studies*, 24:6, 943-958 2010.



Prior to the release of the first book in Patrick Carman’s *Skeleton Creek* series, a conspiracy website called www.skeletoncreekisreal.com was created.



Spirit fingers made an appearance at the conference.

Students Present! The MLIS Student Lightning Talk Panel

by Caitlan Maxwell

At the 2014 annual Washington Library Association (WLA) conference in Wenatchee, library students from the region gave lightning talk presentations to an audience of veteran librarians, new professionals, and fellow classmates. Sponsored by the WLA Student Interest Group (SIG), presenters at the MLIS Student Lightning Talk Panel included online and residential students from library and information science programs at Emporia State, University of Washington, Syracuse, and University of British Columbia. These five minute presentations provided a snapshot of some of the exciting and innovative work that students undertake during their programs. One of the students discussed her work as a technology instructor at a public library in Washington State. She also passed on suggestions for future research in technology instruction. Another student talked about his study abroad seminar in Ghana where he worked with fellow students and faculty to investigate how different populations use information communication technology while pursuing life goals. A variety of intriguing projects were discussed at the student panel.

In addition to projects, students also provided perspective on being a student in the digital age. A large number of MLIS students are now online students. One presenter offered ideas to online students: how to carve a professional path for themselves from the comfort of their own homes by online volunteering and finding local projects. Another student reflected on her experience as a self-proclaimed non-librarian. An increasing number of MLIS students choose to focus on information management rather than traditional librarianship. Although she is a non-librarian, the presenter will apply the core values of librarianship to her work as an information management professional.

Presentations delivered a glimpse into the variety of backgrounds and interests that MLIS students bring to their programs and to the profession. Chelsea Nesvig, a UW Information School student presenter, really enjoyed hearing from other, non-UW library school students. "(I) felt proud of my fellow iSchool students and all we had accomplished in under two years," she said.

The WLA benefits from MLIS student participation in the organization, as well. Prior to attending the WLA conference as a lightning talk speaker, Tiffany Coulson, a student presenter from the UW iSchool online cohort, had not considered joining WLA. Coulson is now a WLA member and volunteers as part of the Marketing and Communications Committee. Giving students a chance to present at WLA will also give library professionals a chance to see their future peers in action and keep up to date on what is happening in MLIS programs.



The lightning talk panel is an integral part of SIG's mission to engage students in WLA. The core mission of SIG, started in 2012, is to build a professional network among library school students and other WLA members. SIG was also created for students and new professionals in Washington to have more career-enriching opportunities. When I joined as the iSchool representative and co-chair of SIG in 2013, my priority was to set up sustainable opportunities for students to get involved in WLA. The lightning talk panel was just one idea that came out of a productive SIG members meeting at the annual conference in Vancouver, WA in 2013. Both the audience and the student presenters provided positive feedback on the lightning talk format for providing a dynamic and low stakes way for students to present.

Another goal of SIG is to ensure that students have a chance to present at every WLA Annual Conference. "SIG should be a way to develop connections among current students and between students and other WLA members, all of whom are welcome in SIG," said Sarah Kunze Bliss, incoming SIG Chair. I am excited to see growth in student involvement in WLA, and I look forward to seeing more future librarians and information management professionals speak at the annual conference this April. 📖

Caitlan Maxwell is a business librarian at Foster Business Library, University of Washington.

Fostering Reading Enjoyment and Achievement in the School Library

by Renee C. Lyons, Deborah J. Parrot, Gina Podvin, Millie P. Robinson, and Edward J. Dwyer

In this age of increased accountability through testing and implementation of the Common Core State Standards, the elementary and middle school librarian is often part of the school team working toward enhancing reading achievement among students. The school librarian can play an important role in encouraging higher order thinking and critical reading through implementation of in-depth questioning strategies in collaboration with classroom teachers.

The primary goal of questioning that is based on a selection read is to determine if purposes designated for reading have been achieved. Consequently, asking higher order thinking questions is critical for determining how well specific comprehension objectives have been reached, as well as achieving the overarching goal of fostering comprehension competencies in general. In this light, Roe, Smith, and Burns determined that “critical reading depends on both literal and interpretive comprehension; grasping implied ideas is especially important.”¹ In addition, close reading is an emerging and important strategy for focusing intensely on critical thinking in comprehending a printed message.² A definition of close reading developed by Brown & Kappes is presented below:

*Close reading of text involves an investigation of a short piece of text, with multiple readings done over multiple instructional lessons. Through text-based questions and discussion, students are guided to deeply analyze and appreciate various aspects of the text, such as key vocabulary and how its meaning is shaped by context; attention to form, tone, imagery and/or rhetorical devices.*³

Literal comprehension of a message, that is, being able to recognize what is directly stated, is the foundation of reading comprehension. On the other hand, what is not directly presented and must be inferred by the reader is essential for depth of understanding and for richer reading experiences. In this light, substantial research has demonstrated that teachers ask a disproportionate number of questions requiring only literal comprehension of the material read.⁴ However, one must not dismiss the importance of literal questions. Literal questions can get the students off to a running start. We have found that asking literal questions in a variety of learning environments is highly productive at the outset of discussion relative to material read. Literal questioning

can comfortably flow into more complex questioning strategies. Interpretive questions require students to delve beyond what is explicitly stated and read between the lines to develop a richer understanding of the message read. This is often referred to as “critical thinking” and/or “higher order thinking.”⁵ In this light, Khan determined that too much time in schools is spent on tedious and uncreative learning while, on the other hand, discussion involving critical thinking shared perspectives can foster “intuitive understanding of almost any concept.”⁶ Questioning strategies can encourage what Weil described as “healthy variability” in activities that encourage higher order thinking while discouraging high levels of mundane and predictable classroom activities.⁷ The procedures suggested below present a concise, but powerful set of questioning strategies for librarians, teachers, and other reading support personnel. Questioning strategies are presented herein to foster what Flippo described as encouraging developing readers to engage ideas and concepts rather than just the surface of text.⁸

While working with the questioning strategies, our overarching goal is for the categories to become internalized. That is, librarians and reading teachers do not have to rely on a specific reference to formulate questions but, rather, using the categories of comprehension becomes innate with practice.

In addition, we have found that students are very much attuned to Internet content and readily engage in study of intriguing on-going events. For example, we have found the [British Broadcasting Company](#) website contains substantial news of interest from all over the world. Here is a sample model assignment—Maria Case Study:

Maria, the Roma child, has been very much in the news lately. Watch the videos and study the accompanying text and the leads within the text. Follow other leads relative to this story that spark your interest. Study and reflect on Maria. Provide an approximately 250-word reflection on this story. Place the reflection in the Drop-box provided. This is due on 12 November. As a librarian and/or classroom teacher, you will undoubtedly encounter children like Maria. The environment and geography might be different for you, but complications might be similar. There is no right or wrong in your responses; however, thoughtful reflection is anticipated.

Renee Lyons and Deborah Parrott are assistant professors in the Department of Curriculum and Instruction (CUAI) at East Tennessee State University where they coordinate the school library program. Gina Podvin is the school librarian at Rock Creek Elementary School in Erwin, TN. Millie Robinson is an undergraduate student in the Interdisciplinary Studies in Education program at ETSU and a federal work study program student. Ed Dwyer is a professor in the same department who teaches classes in literacy instruction in the elementary and middle school. The authors have great interest in encouraging affectively oriented as well as academically oriented activities in the school library. In addition, the authors encourage collaboration among librarians and classroom teachers to encourage wide reading and reading competencies.

Continued on page 20

Please go to:

<http://www.bbc.co.uk/news/world-europe-24605954>

<http://www.bbc.co.uk/news/world-europe-24675832>

<http://www.bbc.co.uk/news/world-europe-24689382>

<http://www.bbc.co.uk/news/world-europe-24697544>

Such assignments lend themselves to both general reflections and to specific questioning/discussion strategies. On the other hand, we sometimes have to deal with commercial messages which can last about twenty-five seconds.

Reutzel and Cooter cautioned against the over emphasis on lower level reading competencies such as word identification and vocabulary study focused on word meanings.⁹ Although Reutzel and Cooter determined that the lower level competencies are essential for comprehension, they concluded that higher order thinking and application of cognitive strategies is essential for establishing in-depth understanding of text. Consequently, engaging readers in interpretive reading through thought-provoking questioning is an essential component of reading instruction.

Questioning Strategies

The questioning categories proposed by Trosky have worked very well for us at all levels.¹⁰ Although more than forty years have passed since Trosky's publication of the questioning categories, the strategies appear to be as effective as anything that has come along since. We have used the questioning strategies with elementary and middle school students in a variety of environments. The strategies also work well with struggling readers in tutorial and clinical environments. In addition, application of the strategies with college students in developmental reading classes has worked well when students respond in writing as well as orally to questions generated using Trosky's categories. College students in teacher preparation programs also appear to have benefited from implementation of the strategies, especially when preparing the comprehension component of a guided reading activity. Trosky's categories of questions are: 1. Recognition, 2. Translation, 3. Inference, 4. Evaluation, 5. Explanation, and 6. Imagining. Higher order thinking is encouraged through a broad range of questioning and encourages readers "to think beyond the words on the page."¹¹



The strategies presented herein are complementary to comprehension strategies presented in the [Common Core State Standards](#). When we reviewed the Common Core State Standards for grades two through five, we determined that Trosky's categories of questions correlate with and support mastery of a sub-

stantial number of the literacy standards.

Trosky's foundation for developing good questions through the categories presented above is not complicated while presenting an opportunity for providing substantial depth. These strategies can be used at almost any level. For example, we used the strategies for writing questions on a section of John Steinbeck's *The Grapes of Wrath* with college students in a developmental studies reading class. In addition, in undertaking comprehension study with struggling readers in reading clinic and library environments, we found that applying Trosky's questioning strategies using Aesop's fables from collections such as those of Anno and Sneed is very effective.^{12,13} We sometimes rewrite the fables where there is esoteric language that might pose problems for developing readers. A comprehensive source of fables is [Aesop's Fables](#), which contains more than six hundred Aesop fables.

Trosky's questioning strategies also lend themselves effectively and efficiently in preparing comprehension-enhancing activities based on articles from news magazines such as *Time*, *The Economist*, and from on-line resources such as the *BBC World News*. Topical information from local sources and from news agencies such as the Associated Press can also be successfully implemented. Topical subjects such as homelessness capture the attention of secondary and college level students. This we discovered while working with students placed in college developmental reading classes because of ACT reading scores below nineteen.

The developmental studies college students generally were not enthralled with the prospect of studying how to improve their reading, believing they were off to college to study a variety of career-oriented possibilities. The text originally assigned to them appeared devoid of material of interest to college students, developmental or otherwise, with the leadoff story being about how ducks "imprinted" on a psychologist and followed him around as if he were their natural mother. On the other hand, current events can provide students with interesting material. For example, a newspaper article on a proposed plan to encourage the development of single sex classes and schools proved to be a very engaging topic and a good source for applying Trosky's questioning strategies.

The original story segment presented below and the questions that follow are designed to demonstrate how Trosky's questioning categories can be effectively undertaken:

Dr. Benson drove his horse and carriage through the bitter cold night. He shivered even though he had wrapped himself in a heavy blanket. Old Rex bravely pulled the carriage. It had been almost two hours since Old Rex had eaten or rested but he did not complain. Dr. Benson felt bad that Old Rex had to work so hard, but he knew that every minute was important.

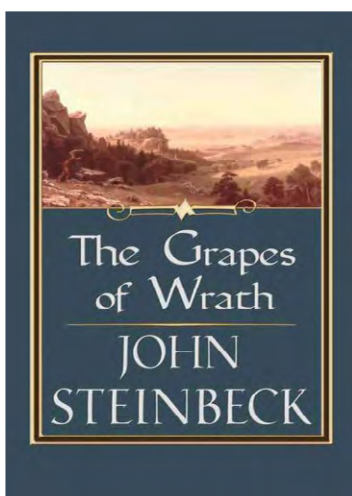
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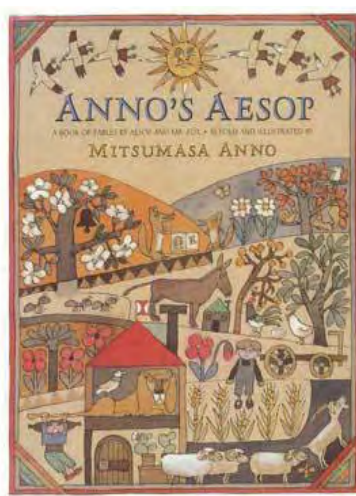
Students engage in shared reading to encourage comprehension and fluency.



A student is shown making puppets to accompany a readers' theater presentation based on an Aesop fable.



The authors used Trosky's strategies for writing questions on a section of *The Grapes of Wrath* for a developmental studies reading class.



The authors sometimes rewrite the fables where there is esoteric language that might pose problems for developing readers.

Recognition/Literal Questions

1. What was the weather like?
2. Who drove the horse and carriage? Literal questions, as mentioned above, can be answered directly from information contained in the text. Even though recognition questions are generally quite easy for the reader (or listener), they are still very important. Answering recognition questions correctly can inspire confidence and establish a basic level of comprehension for the selection. However, it must be kept in mind, as Norton determined through an extensive review of the research, that "questions must be sequenced from less to more abstract in order to get students to operate at higher thought levels."¹⁴

This level of questioning correlates with several Common Core State Standards. One example is the first standard under second grade in the Reading Standards for Literature K-5 section. This standard reads, "Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in text."¹⁵

Interpretive/Inference Questions

1. What season of the year was it? The reader can determine that the season is winter even though it is not specifically stated. Of course, a crafty responder might suggest that it could be spring or autumn if the events take place in a northern climate!
2. What was the name of the horse? The reader can determine from the overall context of the message that Old Rex is the name of the horse. Although not directly stated, the reader can logically determine the answer. Sometimes it is necessary to provide direct instruction in defining how one can determine information that is not specifically reported in a message. We have all too often heard readers respond, "It doesn't say."

The Common Core State Standard, "Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text," can be applied to this level of questioning.¹⁵ This standard, which is the first standard under fourth grade in the Reading Standards for Literature K-5 section, teaches students how to show in a text how they were able to make an inference and answer a question that was not clearly stated. Inference questions are essential in the mastery of this standard.

Imagination Questions

1. Where was Dr. Benson going?
2. Did Dr. Benson feed Old Rex and find a place for him to rest when they arrived at their destination? The reader must use imagination and knowledge of the overall setting to determine possible destinations for Dr. Benson. On the other hand, the suggested possibilities must be reasonably grounded in events that are presented in the selection read.

The Common Core State Standard stated above for inference questions also applies to imagination questions. Again, students must examine

Continued on page 22

the text closely to determine events, attitudes, and actions that are not clearly stated in the text.

Evaluation Questions

1. Was Dr. Benson mean and cruel to Old Rex because he did not stop to rest or feed him? The reader is encouraged to evaluate the behavior of characters in the message and bring personal values into the response. Determining the correct response to a situation from an ethical standpoint provides for highly interesting and enlightening discussions among readers.

Evaluation questions align with the fourth grade Common Core State Standard, "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).¹⁶ This standard is found as the third standard in the fourth grade set of standards under Reading Standards for Literature K-5. This standard applies to this level of questioning because the reader cannot rely only on what is said about the character to answer the questions. Readers must look deeper at the character's own attitudes and actions along with other aspects of the setting to assess the meaning behind the text.

Translation Questions

1. What is another way of saying "bitter cold night"? Inviting readers to use their own language to describe what the author's words mean to them leads to a richer understanding of the text and often to a greater appreciation of colorful and figurative language.¹⁷ A word of caution is in order! Do not ask, "What did the author mean when he or she said it was a bitter cold night?" This is confusing to students who often mimic the text in response: "The author meant it was a bitter cold night."

The fourth Common Core State Standard under fifth grade in the Reading Standards for Literature section is, "Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes."¹⁸ This standard complements the translation questioning strategy. Translating a phrase in the text into their own words encourages readers to determine meaning and use that knowledge to gain a better understanding of the text.

Trosky's categories of comprehension provide the librarian and reading teacher with a quick and effective method for developing comprehension questions. The goal is not to categorize questions as the categories often overlap. The goal is to become adept at generating good questions, often on the fly.

Great literature must be part of the curriculum. We have found that using Trosky's questioning strategies as a major part of the comprehension component of a guided reading activity works well with all kinds of reading materials. For example, *Because of Winn-Dixie* (DiCamillo,

2000) is a story sure to inspire readers from grade three onwards and can be a vehicle for building comprehension competencies. Another example, and there are countless others, is *My Life in Dog Years* (Paulsen, 1998). Most children love dogs and this book of tales of brave and good dogs can be readily used as a reading instructional text with the Trosky questioning strategies.

Other books we have found highly entertaining and worthwhile for developing comprehension through questioning:

- Anno, M. (1987). *Anno's Aesop*. New York: Orchard Books.
- Bartone, E. (1993). *Peppe, the lamplighter*. New York: Scholastic.
- Brown, S. & Kappes, L. (2012). Implementing the Common Core State Standards: A Primer on Close Reading of Text. Washington, DC: Aspen Institute. www.aspeninstitute.org.
- Bunting, E. (1996). *Train to somewhere*. New York: Clarion Books.
- DiCamillo, K. (2000). *Because of Winn-Dixie*. New York: Candlewick.
- Hesse, K. (2008). *Spuds*. New York: Scholastic.
- Hest, A. (1997). *When Jesse came across the sea*. Cambridge, MA: Candlewick Press.
- Hutchins, P. (1986). *The doorbell rang*. New York: Mulberry.
- Kasza, K. (2005). *The dog who cried wolf*. New York: Puffin
- Kasza, K. (2003). *My lucky day*. New York: Putnam.
- Kasza, K. (2007). *Badger's fancy meal*. Putnam.
- McGlone, C. (2008). *Visiting volcanoes with a scientist*. Berkeley Heights, NJ: Enslow Elementary.
- Munsch, R. (2003). *Lighthouse: A story of remembrance*. New York: Scholastic.
- Munsch, R. (1989). *Pigs*. New York: Annick Press.
- Paulsen, G. (1998). *My life in dog years*. New York: Yearling.
- Rathmann, P. (1995). *Officer Buckle and Gloria*. New York: Putnam.
- Rodowdy, C. (1999). *Not my dog*. New York: Sunburst.
- Rylant, C. (2008). *In November*. New York: Voyager Books.
- Rylant, C. (1991). *Night in the country*. Aladdin Paperbacks.
- Teague, M. (2002). *Dear Mrs. LaRue: Letters from obedience school*. New York: Scholastic.
- Trivizas, E. (1997). *The three little wolves and the big bad pig*. New York: Aladdin.
- Sneed, B. (2003). *Aesop's fables*. New York: Dial Books for Young Readers.
- Yolen, J. (1992). *Letting swift river go*. New York: Little, Brown, and Company.
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Continued on next page

In addition, we have found that application of the questioning strategies encourages comprehension and prosody when using the same material for readers' theater. Books designated primarily for younger children can be used for developing comprehension strategies with more advanced readers. For example, the story *Badger's Fancy Meal* (Kasza, 2005) is humorous with wonderful illustrations, but also lends itself to developing higher order thinking competencies through questioning.

A favorite follow-up activity is the evening news report. The students get into groups of three or four and prepare a forty-five second news report on an aspect of the material read. The model is the six o'clock local news format. For example, students prepare a news report on an Aesop fable by interviewing witnesses to the events. It is interesting to note, for example, how students use their voices when taking the part of the tortoise or the hare in this timeless story. The news reports are very entertaining and academically sound while reflecting the students' comprehension of the material read. Though not using Trosky's strategies per se, the questions asked by the anchor and the reporter in the field as well as the answers of interviewees reflect the kinds of questions discussed in class. Several school libraries in our area have wonderfully apportioned broadcast studios for students to deliver news to classrooms throughout the building.

Readers' theater performances naturally accompany comprehension study. Students practice reading while engaging in what Rasinski¹⁹ described as prosody, that is, attention to phrasing, intonation, and a sense of drama. In addition, Rasinski determined that practice for readers' theater involves encouraging comprehension when students are encouraged to "make meaning with your voice."²⁰ Students practice readers' theater scripts and, in addition, sometimes produce stick puppets to add to the performance. Enjoyable follow-up activities are essential for establishing a desire to read among students. We have found that Friday afternoon in the school library is an ideal setting for readers' theater.

Questioning strategies described herein complement conclusions reported by Allyn who determined that comprehension is about students having the ability to put forth opinions, hopes, and arguments as they learn to read proficiently and "above all, with comprehension, for deeper meaning."²¹ Creating lively discussions through questioning invites students into the essence of the reading material and the concurrent enjoyment that accompanies broad experiences with text. In this light, we agree with Rome who concluded that reading instruction is as much about teaching children "to **want** to read as it is about **how** to read."²²

Practice using Trosky's questioning strategies in the school library and in collaboration with classroom teachers. You will find, as we have, that you do not have to rely on a publisher to provide comprehension questions. Further, you can be free to use a variety of stories and not be locked into using a prescribed set of reading materials or scripted questions. 

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Future Librarian Hits the Books, Meditates on the Library as Teacher

by Becky Ramsey

"I'm going to the library to study."

I remember it as the constant refrain of my undergraduate days. In between classes, late at night, early on Sunday morning, and any time we had underestimated the quietness of our study space. The library was our serious place, the place we went when it was time to buckle down.

So I've been surprised how easy it is as a student of library science to never actually visit a library during the school year. For years, of course, fewer people have been making this trip anyway. Statistics show that only a fraction of students interact with librarians over their courses of study. Yet, while I understand why students rely most heavily on sources they can consult at two in the morning, I still did not expect my Master's in Library and Information Science to require so little library time!

As an online student, I should probably be less surprised given the constraints of offering a course of study which allows for success in Seattle, Spokane, or Scotland. It would be unfair to students who were promised an equal education from a distance to require them to visit any one place. Out of necessity then, much of our course-related research takes place online so that entering a physical building is not necessary for completing papers, assignments, and presentations.

Of course, it isn't just course requirements that keep me from leaving my home office to study in the library. Though I have never, yet, done any graduate homework at two a.m., the need to juggle many different time commitments makes online journals far more appealing than the university library, which requires a forty minute bus ride.

Yet I believe the library as study space has something invaluable to offer the busy MLIS candidate. Both from an emotional perspective and a practical one, time spent there adds richness to my education. I can tell that when I go very long without actually being in a physical library, an indefinable piece of studies begins to slip out of place. I need to be around other people in a way that my local coffee shop can't quite satisfy. I appreciate the presence of so many other knowledge-seekers gathered in the same place.


This need to reach out, to bridge gaps and avoid isolation is at the heart of the library profession. To be of service to others means being present with them. Obviously, this is why places like the UW Information School place so much emphasis on extracurricular experiences, be they internships, collaborative research, work experience, or other networking opportunities. Learning must happen in solitary moments in front of a computer, but it requires interaction with the larger world.

"...even with years of employment behind you, the easiest kind of professional development is sitting in a library and absorbing the sights, sounds, and service interactions."

Studying in the library is about more than just being with others. It provides context and deepens understanding. There is something about the physical space of a library that, as a future librarian, is not just inspirational, but essential to understanding information science. Living in a city like Seattle, I have the opportunity to work quietly at public libraries both large and small. I can read about the nuances of reference services while watching the help desk nearby. I can complete cataloging assignments while

surrounded by carefully ordered stacks. It is, perhaps, the easiest field experience one can get.

My classmates have a wide variety of library experience as they set out on this path. Some have been working in libraries for many years, but many of us are leaving careers in other fields to pursue the profession. We need experience in the sphere. And even with years of employment behind you, the easiest kind of professional development is sitting in a library and absorbing the sights, sounds, and service interactions.

One common LIS exercise, having students take part in reference interviews as patrons, illustrates this point. The student chooses a topic and approaches a librarian with an eye towards carefully evaluating the experience based on reference techniques. For some this is the first such interaction they have encountered. This exercise is powerful not just as a way to teach students to evaluate reference services, but also to socialize them to the library experience. I know that since my own experience with this assignment, I have been much more aware of and present in my library interactions since participating in this assignment myself. I'm happy to say, too, how often and how much I have learned from the librarians in my area. I, for one, will be taking more of my schoolwork to my local library over the coming academic year. 

Caitlan Maxwell is a business librarian at Foster Business Library, University of Washington.

The Universal Reference Question, 2nd ed.

by S. Madden, etc. * Updated (slightly) with commentary by K. Edwards.



S. Madden and K. Edwards

There has been a resurgence of interest in the statistical accuracy of responses to library-reference questions.¹ We recognize the need to document and analyze the percentage of accurate data involved in the transactions, but further acknowledge that customer satisfaction is often nebulous and difficult to acknowledge in a qualitative manner. So often, either the patron finds materials, checks them out, and leaves before being debriefed. Or the reference librarian is nabbed by yet another one, two, or three patrons² and is attempting to juggle a broad variety of questions from: *What do I do for a pregnant mouse?* to *Where can I find a photo of Jesus?*³

The trainer-suggested end-query, *Are you fully satisfied?*⁴ has unfortunately resulted in so many guffaws, salacious suggestions and unresponsive reactions, most reference folk have resorted to the old stand-by: *If you need anything else, please check back.*

It has been determined through a broad sampling of interactions that only one common library question could be measured with any degree of validity. Unfortunately, considering the broad demographic and geographic aspects of librarianship, finding such a universal query has been fraught with difficulties. Fortunately, after intensive searching to determine that intergenerational, non-gendered, trans-cultural question, which stays within the confines of inclusiveness and intersectional awareness and meets the Library's code of Acceptable Use, a specific query was finally identified. Furthermore, it carries the twin identifiers of *Primal and Functional*. One of the well-known "W"s, this has been reported as the **most** frequently requested information in every library in the country.

The delight in using this as a statistical research product includes the ease of recording, the extremely high percentage of public library users involved, **and** the extensive potential for secondary accounting data. I am, of course, referring to the query: *Where is the toilet?*

While some of you might smirk at such a basal used for accounting purposes, think instead of the incredibly high accuracy rates (well, for the study, at least, if not for the individual library user.) The statistical charting could utilize the traditional and simple line on a graph, but the temptation would be to give a full flush of cylindrical measurements.

Not only frequency-of-use rates are available, but age, gender and

cultural factors could be gathered to present a socio-biblio-scatological profile of every community in the United States. One of the fascinating secondary areas of research would be the tracking of specific language utilized in the query.⁵ Of course, some regional usage would color the findings, but that would only add to the study potentials! Philological societies and personal paper-product marketing consultants would compete to underwrite such data-gathering.

The following is only a sampling of the potential phraseology involved: *Toidy, potty* (variant: *pot*), *the wee-wee room, the facilities, the lavatory* (variant: *the lav*), *loo, necessary room, powder room, toilet, bathroom, restroom, the lounge, can, rest station, convenience, wash room, pisser, crapper, shittery* (archaic), *water closet, geyser* (regional: *geezzer*), *outhouse, the bushes, Men's, Boy's, Fella's, Gent's, Guy's, His, Hers, Women's, Girl's, Gal's, Gull's, Ladies*. The Society Gaius Julius Solinus v. Washingtonius invites librarians and lavatory specialists amongst the Alki readership to help facilitate the study by identifying their own regional variants.

Further areas of research that would be natural corollaries include, but are not limited to:

- *In the Boys' Room*: Music circulation based on contemporary language studies of the basal reference accuracy survey;
- *The Reading Room*: What titles are most universally found in bathrooms across America? Are there materials which cause greater satisfaction in one's functions? (I.e., Outcome measures)
- *Graffiti as a Collection Development Indicator*: Findings of a comparative study of lavatory writings and book titles in libraries, museums, and legislators.
- *Facility and Design for Better Movement*: A time/motion study of use frequency and pathing patterns to the facilities in America's public libraries.

To expand the reference accuracy sampling, one could logically segue into these companion queries:

- Can I use your phone?
- I know I returned that. Have you checked the shelf?
- Oh, are you closing?

When not creating hilarious Solinus presentations, Susan Madden is an active librarian emeritus, and winner of last year's WLA President's Award. When not editing her betters' classic Solinus presentations, Kirsten Edwards is a teen services librarian at the Duvall & Carnation Libraries.

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Society Gaius Julius Solinus v. Washingtonius — Don't Miss it!

by Kirsten Edwards

Are you rankled by questions of library-related etiquette? Do vexing patrons, computer equipment, and staff try your otherwise superlative decorum? Ms Dewey, maven of manners (and originally a short bearded guy from San Jose*) has all the answers.

(Answers may not correspond to your library's customer service standards. Accuracy varies. Widely. Dewey Corp. is not responsible for loss of self-respect, friendships, or employment if answers are implemented in a library setting. Mind the gap.)

Dear Ms Dewey:

Recently our state senator phoned in and demanded we send her a color photo of Julius Caesar. When I tried to explain the problem with her request she berated me, threatened my job, and called me a moron. So I apologized for the inconvenience, and told her we only had black and white pictures; then I e-mailed her a scanned illustration of a statue from *Art Through the Ages*. She told me next time to quit *&!ing around and get her what she wants faster. What I want to know is how long should I wait before mocking her to the other librarians?

--Derisive in Des Moines

Dear Derisive,

Ms Dewey recommends that you save all your correspondence with this official and bring it to the 2015 meeting of the Society Gaius Julius Solinus at the Washington State Library Association's conference, April 15 -

When not filling in for Ms Dewey, Kirsten Edwards is a teen services librarian for the King County Library System, and the co-president** of the Society Gaius Julius Solinus v. Washingtonius.

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- Do I need my card?
- Do you have change for the copier?
- May I leave my child here for just a few minutes?

All of these are geared to public libraries. Due to students' building-knowledge, school and academic libraries must be excluded from the Where's the toilet? statistical survey. However, in 2005, there did exist potential "universal reference questions" for these facilities:

- Where are the *Cliffs Notes*?
- Where are the professor's tests from previous years?

At this time, due to the advance of online databases and the ease of internet cheating, more research needs to be done into a possible line of inquiry. The Society Gaius Julius v. Solinus respectfully awaits a paper on the topic penned by a representative from the academic community.

Particularly if they'll bring it to the next Solinus meeting at the WLA conference.

17th at the Tulalip Resort and Casino. There you can submit it to the newly implemented "Round Table-O-Stupid" session.

Solinus usually meets just after the Meet-and-Greet event (but the time and date are TBA by the conference committee). There, a select group of library professionals shares the core findings, research and really funny stories about patrons via professional papers, group sing-alongs, flannel boards, third-tier cable-access shows, and sock puppets.

All librarians, library volunteers, para-professionals (really anybody with a sense of humor and an interesting library-related experience to share) are invited to attend. Please send your program proposals / requests to present to Kirsten Edwards (kirstedw@kcls.org) or Lorraine Burdick (laburdick@sno-isle.org).

Dear Ms Dewey,

I noticed that you didn't answer my question. Are you just using my dilemma as a cheap attempt to shill for this Solinus-thingummy?

--Derisive in Des Moines

Dear Derisive,

Yes.

* Hi, Joe!

**Hi, Lorraine!



* Susan Martha Cecelia Brooks Madden aka Mrs. John Charles Thompson. AARP, AAA, ACA, ACCESS, ACLU, ALA, ALMA, AMD: TTT/F&AS/S, ASCLA, AS, BA, BAM, CAYAS, CI, DIV., ESLit, F.T.R.F. GRAM,⁴ H-AB, HCC-AB/GL, IFIG, KCLC, KCLS-Ret., LA/C-S, LWTC-AB, LIT-IG, MM, MALS, MOM,² M-I-L,² NA, NWPCG, PFAW, PERS-1(!), PLA, PNA, PNLA, PIRANHAS-WSG, PAM, QWE, SA, SAS, SASMD, SODA, SAM, SOFRV, STJESL, SWAY, S-G,¹¹ S-M,⁶ UD, UP, ULC, UW-GSLIS aka TIS-GL, W 4 K 3 DBCT, WashYARG, WCAC, WLA, WLMA, WALitBd, WOIS, WASBA-BAD BD & DC,

1. Interestingly, this resurgence has lasted for nearly a decade, with little change in the results.
2. Clients? Users? Customers? We really need to make up our minds on this...
3. My money is on the Ancient Aliens guys.
4. See Solinus paper: *Bibbity-Bobbity-Boo: Customer Reference Satisfaction Protocols*. [sine nomine] [c. 2000]. (*We'd love to have a copy if you can find one* -Ed.)
5. It really would: the cultural linguists would eat this one up.

This paper was originally presented to the April 20, 2005 meeting of the S.G.J.S. v. WA. **

WLA Communiqué



Eileen Kathryn Bell-Garrison passed away October 15, 2014, after her third battle with cancer. She was born on December 10, 1952 in Columbus, Ohio to David and Gertrude Bell. After earning a bachelors and two masters degrees, she began working at **Gonzaga University** in 1981 and earned her PhD in Educational Leadership. Eileen's 33-year-long career culminated in her appointment as Dean of Library Services. She often expressed the wish to work in adult literacy programs after retiring. Bell-Garrison is survived by her husband of 32 years, Ken Bell-Garrison, and three children. Memorial contributions may be sent to ProLiteracy at proliteracy.org.



Richland Public Library

Ann Roseberry received a Commitment to Diversity Award

Richland Public Library Manager, Ann Roseberry, received a Commitment to Diversity Award during the Martin Luther King Jr. event held Saturday, January 17 at the Tri-Cities Convention Center. This honor was given to Roseberry by the African American Community Cultural & Educational Society (AACCES) for all she does to encourage and bring cultural diversity events to the library. Frequent visitors to the library have experienced a variety of superb and non-stop events and art displays. Congratulations, Ann!



King County Library System

New King County Library System Director Gary Wasdin

Gary Wasdin is the new director of the **King County Library System**. Coming to KCLS from his position as executive director Omaha Public Library, Gary's library experience also includes University of Alabama, New York Public Library, The New School, and Wesleyan University. Born and raised in Jacksonville, Florida, Wasdin completed his bachelor's degree in theater at Augusta College. He obtained dual master's degrees in Library Science and English at Southern Connecticut State University. At KCLS, he'll be responsible for a network of 48 libraries, online and mobile services, 1,200 employees, and an annual operating budget of 110 million.



Bellingham Public Library

Patrons try out qi gong as part of the Bellingham Public Library SkillShare

Workshops and demonstrations led by community members, called [SkillShare](#) activities, are happening right in the middle of the **Bellingham Public Library** so people can see or hear an activity and easily join in. The library is experimenting with new ways to spark creativity and support life-long learning with free-of-charge activities. Community members share their skills with popular activities such as Native American flute demonstrations and ukulele lessons, tai chi and qi gong classes, and arts and crafts. In addition to attracting drop-ins, sessions are publicized along with other library programs.

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WLA Communiqué

The February issue of Voice of Youth Advocates (VOYA) features the work of the Top Shelf Committee which include librarians and a teacher from the Northwest. Rebecca Moore of the Overlake School, Laura Simeon and Corey Paulson of Open Window School, Leah Griffin of University Prep, and Jennifer Fleck of the King County Library System. The committee read over one hundred books to select the best Middle School titles of the year. You can check out the list [here](#)! Read more about the VOYA selection process on p9.



Pierce County Library

Pierce County Library Executive Director Neel Parikh retires.

Pierce County Library Executive Director Neel Parikh retired November 1, 2014. Since 1994, Parikh worked to transform a rural and suburban library system into a premier reading and learning center. Parikh led the library through seven annexation elections, one levy election and the opening of four new library buildings in DuPont, Fife, Milton/Edgewood and University Place. Parikh created strong relationships and put in place dozens of business partnerships. Parikh led the way for increased open hours across the system's now eighteen locations. She advocated for innovative services aimed at the unserved and underserved such as job services and technology training.

Chromebooks are now available for onsite checkout at two **Pierce County Libraries**, South Hill and Sumner. Cardholders can check out a Chromebook laptop and keep it as long as they're on the premises. The laptop experience is quite different from the library's traditional desktop computers that come with two- and three-hour limits. The laptops provide Internet access as well as printing and free cloud applications such as Google Docs and Office Online. The pilot program started December 2014 at South Hill and January 2015 at Sumner. If successful, the program may be rolled out at other library locations.



Patrons use the new Chromebooks at two Pierce County Libraries.

Photo credit for above photos: Chris Tumbusch

In February, 2015, Cliff Jo, **Pierce County Library** System Director of Finance and Business Operations, was named the 2015 Government Financial Executive of the Year by The Business Examiner Media Group. Jo joined PCLS in 2001 to manage its Information Technology operations, bringing with him degrees in computer science and physics—not the kind of background connected with his role now in finance and business operations. Translating complex financial information into something understandable was crucial, and early on he showed an ability to help library executives use spreadsheets and document programs to tell their stories and manage decision-making.

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WLA Communiqué

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The **Port Townsend Public Library** hosted a free all-day workshop for children and parents interested in the National STEM Video Game Challenge. Sponsors included the Smithsonian Institution, the Joan Ganz Cooney Center, and E-Line Media. Children learned game design principles, created a physical game with a grab bag of items, spoke to a professional game designer, and tried digital tools to make games to enter in the challenge. Supporting kids' STEM learning with game design was demonstrated. This free-to-enter challenge is an annual competition open to middle- and high-school students. (Last day to enter was February 25, 2015.)



Whitman County Library

Becky Dickerson retires from the Whitman County Library Board of Trustees.

Becky Dickerson of St. John retired in January 2015 from the **Whitman County Library** Board of Trustees after thirteen years of service, including three years of an unexpired term. During her tenure, a number of library facilities were upgraded including a one million dollar renovation in Colfax and new libraries in St. John and Malden. Also, a number of communities annexed to the district, and Bill Gates visited in 2002.

The Uniontown Branch of **Whitman County Library** will soon relocate into the town's abandoned fire station garage, thanks to funding from grants and local donors. With a projected cost of \$65,000, major donations were received from an Inland Northwest



Whitman County Library

The Whitman County Library Uniontown Branch is moving into the town's abandoned fire station garage.

Community Foundation's Community Strategy grant, a Whitman County Economic Development Grant, Northwest Farm Credit Services and Friends of Whitman County Library.



Fort Vancouver Regional Library District

Business resources display table at last summer's East Vancouver Business Association gathering at Cascade Park Community Library.

The Business Advisory Group of **Fort Vancouver Regional Library District** premiered its "We're Open for Business!" portfolio of materials and an event template last summer. The first event was a breakfast meeting at FVRL's Cascade Park branch for the East Vancouver Business Association. Staff greeted 30 attendees, issued cards and offered tips on library resources for businesses. Since then, the advisory group has staged demo events for branch managers and the library board, with the result being a growing staff interest in hosting local events. Six are in the planning stages for the first quarter of 2015. 📖

I'd Rather Be Reading

Books on Books on Books: How Meta!

by David Wright



Every now and then I like to take a break from reading books, and indulge in reading about reading, in books about books. One can count on a steady stream of these hanging out in the odder reaches of the DDC, where Bigfoot meets computers. Books about books are for me like the cream cheese frosting of the literary world. In case some of you find these as irresistible as I do, here are some good recent titles for your meta-reading.

You may already be familiar with Jen Adams' Tumblr *The Books They Gave Me*, but if not you should pick up her diverting gift book about gift books, a fun collective contemplation on all the extra significance wrapped up in a book that someone has given us, little meaning bombs that can be the best possible gifts, and the worst, and that often reveal far more about the giver than the giver intends. As someone often asked for advice on gift books, I suspect I may be mentioning this one as a clever workaround, but also as an informal primer for would be book givers.

More demanding and rewarding, Ander Monson's peripatetic collection *Letter to a Future Lover: Marginalia, Errata, Secrets, Inscriptions, and Other Ephemera Found in Libraries* explores the often subtler bonds and messages between readers found on the library shelf. These range from the revealing commentaries of a bigoted defacer to the often striking poignancy of items found left in books. It also reminds us of the latent hopes and intentions bound up in any library collection, which is itself a kind of gift to the unknown reader. For those of us who spend a part of each working day selecting, rejecting, repairing and replacing books, these are irresistible little invitations to enjoy the full meaning of even our most mundane tasks: Zen and the Art of Collection Development.

In "Zachary Z," the final exhibit among the bookish miscellany in *The Thing The Book: A Monument to the Book as Object* (Jonh Herschend and Will Rogan, eds), Sam Green mines an unlikely source of human drama—a shelf of San Francisco phone books—in a way that will certainly resonate with all of us who have found ourselves fascinated by some curious juxtaposition that is only revealed amidst the ephemeral accretions of the stacks.

Which brings us to Phyllis Rose's *The Shelf: From LEQ to LES: Adventures in Extreme Reading*. As an experiment in a more egalitarian way of reading, as well as a playful way of exploring the chance influences that guide what we read, Rose decided to read the contents of a single shelf at the New York Society Library, "running from William Le Queux to John Lescroart, by way of Rhoda Lerman, Mikhail Lermontov, Lisa Lerner, Alexander Lernet-Holenia, Etienne Leroux, Gaston Leroux, James LeRossignol, Margaret Leroy, and Alain-René Le Sage." I've often been tempted to do this kind of randomized reading myself, and I've certainly known browsers with similarly chancy or systematic reading habits, just like that autodidact character in Sartre's *Nausea* who is consuming entire library in alphabetical order.

Rose parlays her experiment into thoughtful essays on the vagaries of popular taste and literary fame, subject to reckless reviewers and sheer puffery. She also points out the special role of libraries in the literary ecosystem: "There's a kind of serendipity that occurs in a library that never happens online. ... What makes me melancholy is the thought of books disappearing from libraries." Rose's book joins Alberto Manguel's ruminative *The Library at Night* as one of my favorite books about serendipity in the stacks.

I would be remiss not to mention some fine recent professional literature. Librarians and trainers looking for a briefer alternative to Joyce Saricks' excellent *Reader's Advisory Service in the Public Library* may want to make sure they pick up a copy of Cynthia Orr's new *Crash Course in Reader's Advisory*, with very useful instruction on a range of reader services in just 176 pages. Catherine Sheldrick Ross, whose 2005 title *Reading Matters: What Research Reveals about Reading, Libraries, and Community* remains one of the most accessible and relevant surveys for all of us in our work with readers, has a new collection of essays and explorations, *The Pleasures of Reading: A Booklover's Alphabet* that takes a more rambling path through some very rewarding territory, including chapters on Literary Logrolling, Unreadable Books, Important Books vs. Indiscriminate Reading, and even Books about Books and Reading. Now *that's* meta!

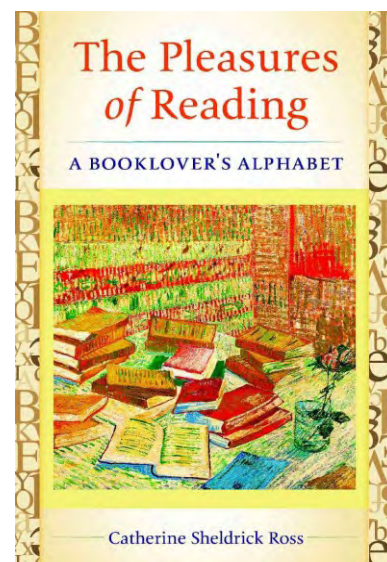
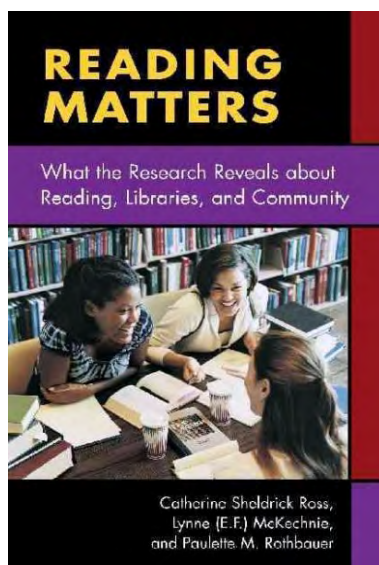
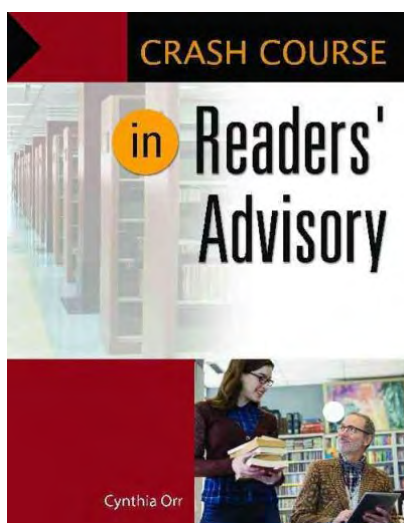
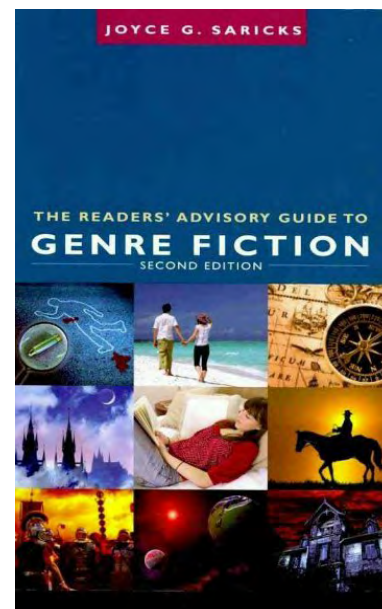
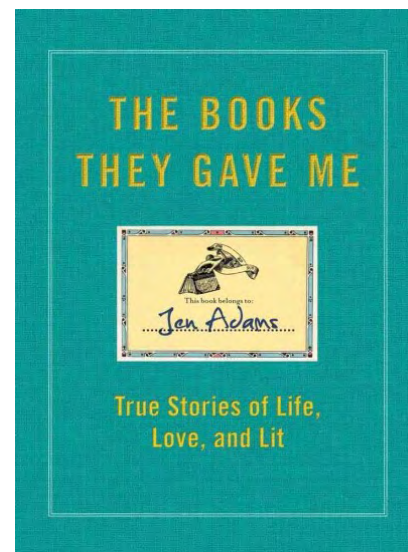
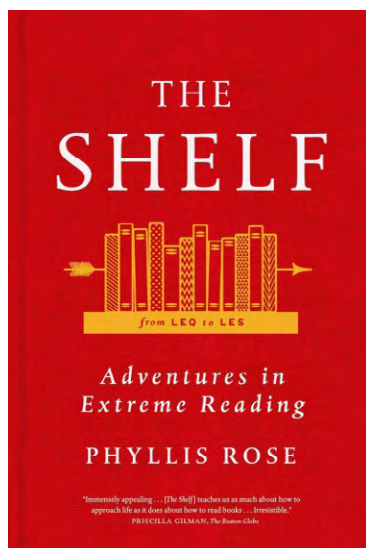
David Wright is a reader services librarian at the Central Branch of Seattle Public Library, a frequent speaker and trainer at library conferences, and a regular contributor to *Booklist*, *The Seattle Times*, and other publications.

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I'd Rather Be Reading

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“...Books about books are for me like the cream cheese frosting of the literary world.”



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San Juan Island Library

Seattle Public Library

Sedro-Woolley Public Library

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