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Alki

Renew, Refresh, Revitalize

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WASHINGTON LIBRARY ASSOCIATION

Tim Mallory

Renew, Refresh, Revitalize– Yourself, Library Resources, and the Washington State Library

by Tim Mallory

Standing tall, although in exile, the Washington State Library (WSL) is a vital life force for every one of our libraries. This time of year stout showy stems arise from the most surprising places, outside of planters, or even through cracks in the sidewalk. While you would expect the greatest information resource for the state to be located on the capitol campus, this stout showy stem is four miles down the road, in leased state-office suburbia. While services still bloom from the WSL by Internet, phone, email, chat and post, the source of this vitality, funding from the governor and legislature, seems to have difficulty finding its way to this location removed from the centers of power.

The State Library refreshes our library resources through the Statewide Database Licensing Project, bringing databases to library users of every kind far beyond what individual libraries are able to afford. It has led the Washington library community in applying for, and receiving, broadband stimulus funds to revitalize us all. It has led the way in partnerships with the Gates Foundation, with the UW iSchool, and with centralized purchasing for libraries statewide.

The State Library has multiplied the power of its funding through managing and disseminating federal IMLS grants, such as the *Renew Washington* project to help Washington libraries provide employment resources and services to their users and the *Washington Rural Heritage* project to increase access to local history through digitization. The *Supporting Student Success* project has not just leveraged additional funding, but has also renewed and strengthened partnerships between public libraries and schools in our communities.

> **"Beyond public libraries, school libraries, and college libraries, the State Library serves special correctional and mental health facilities and through the Washington Talking Book and Braille Library. The State Library has made its vitality contagious."**

Renewal comes to library staff with new training in new skills and ideas. The WSL has brought renewal to staff statewide with training opportunities at their library using the latest online tools. Beyond public libraries, school libraries, and college libraries, the State Library serves special populations in correctional and mental health facilities and through the Washington Talking Book and Braille Library. The State Library has made its vitality contagious.

This vitality exudes from the WSL and its staff. But like the stout showy stems growing everywhere this spring, it needs sustenance. Like the showy plant outside the planter border, it runs the risk of being overlooked by the capitol-centric budgeteers. We need to share our vitality and renewal, and refresh the memories of those with funding power to preserve the vital resources we receive through the Washington State Library.

Many of you came to a special revitalization day on February 1 specifically to tell legislators about the State Library's funding needs. Many came again on March 3 to inform legislators of the benefits our libraries provide to their communities, and to again emphasize the vitality that comes to our communities as a direct benefit from the State Library. As we renew ourselves this spring, and refresh the services and materials we offer to the public, we need to remember and remind our legislators that this community renewal can only continue if they do their part to maintain funding to revitalize the Washington State Library. Its vitality benefits us all.

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Alki

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"Alki," a Native American word meaning "bye and bye," was suggested by Nancy Pryor, Special Collections at Washington State Library, as the title for the Washington Library Association's journal. "Alki" is also the state motto, signifying a focus on the future.

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Alki's purpose is to communicate philosophical and substantive analyses of current and enduring issues for and about Washington libraries, personnel, and advocates, and to facilitate the exchange of research, opinion, and information.

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Front Cover Photos: Background photo and center inset taken by Ielleen Miller at Schweitzer Mountain Resort, ***PNLA Leads*** 2008. Left and right inset photos from PNLA Leads 2006 and 2004 (respectively), courtesy of PNLA.

Julie Miller

Strategies for Renewal and Re-engagement

by Julie Miller

At the 2008 WALE conference in Olympia, I gave a presentation titled "Moving Forward in Your Job (Even if You Want to Stay in One Place)." I thought fifteen, maybe twenty, people who were fairly new to library work and interested in changing position classifications would show up. Surprisingly, the room was packed. I spoke from an administrator's point of view about two aspects of employees: level of competence and degree of engagement with their work. Some employees have low competence but high engagement ("newbies" fall into this category); others have high competence and high engagement (AKA "shining stars'). Can you guess how almost all members of the audience identified themselves? If you guessed "high competence, low engagement," you're right. A lot of people in that room were well on their way to burn-out—and they were looking for a way to re-engage with their jobs.

> **"If you really want to be re-energized, take a big risk."**

I suspect the situation is even worse now. As the recession has created higher demand for library services at the same time library budgets are being cuts, we are all trying to do more work with fewer resources. A crisis often brings out the best in us. But the daily stresses of doing the work of two people—often without an increase in pay—can wear down anyone, and even dim the light of a shining star.

This issue of *Alki* focuses on strategies for renewal and reengagement. One recurring theme is the use of technology to revitalize our libraries, as in "Everything Old Is New Again" by Bo Kinney and "A Legacy of Learning" by Susan James. Both articles describe how the digitization of local history artifacts not only increases access to historical information, but can also reenergize communities. In "*Ja, genau*!" Sara Hatch describes the technology-driven culture change at her library and offers a strategy for adapting.

Another strategy for renewal is to learn a new skill or seek out a new experience. In "The Guadalajara International Bookfair," Nadean Meyer gets outside of her linguistic comfort zone (she doesn't speak Spanish) to renew her interest in selecting foreign language materials. If you still aren't sure of the difference between synchronous and asynchronous online learning, Jennifer Fenton provides a primer in her article "Renew Your Skills with Online Resources." And according to Angelina Benedetti, everything she needed to know about cooking she learned as a reference librarian in "A Shelf-taught Cook."

If you really want to be re-energized, take a big risk. The Washington alumni of *PNLA Leads*, the biennial library leadership institute for our region, describe the impacts of the week-long intensive institute on their work and lives in "Growing Our Own." I had the privilege of being a mentor at the 2008 institute, and I was revitalized by the quality and passion of the participants. (I was even inspired by one member of my group to begin taking yoga classes, something that had always intimidated me. The stress reduction benefits of yoga have been life-changing. Megan, if you're reading this—thank you! *Namaste.*)

This issue of *Alki* includes a new column, titled "The Learning Curve," by WLA Program Coordinator Kate Laughlin. In this first column, Kate introduces Elluminate, WLA's newest tool for providing virtual training, online group work, and committee meetings. "The Learning Curve" will provide WLA members with another strategy for renewal—through WLA programs.

Finally, David Wright reminds us to lighten up in this issue's "I'd Rather Be Reading." A belly laugh is good for the heart and the soul!

You'll also notice *Alki* has been revitalized with color. This issue is the first in full color. I hope the new look enhances your enjoyment of *Alki*.

Renew. Refresh. Revitalize. Let your star shine brightly.

Julie Miller is Associate Dean of Libraries at Eastern Washington University

The Guadalajara International Bookfair: **A Revitalizing Opportunity**

by Nadean Meyer

We all receive emails. They range from vital to worthless—even our organizations send out a variety of emails. As a member of the American Library Association (ALA), I received an email last August announcing the deadline for the ALA Travel Grant for the Guadalajara International Bookfair taking place in November 2009. Before my hand hit the delete button, I paused. A friend had told me about the year she attended. She found it interesting and valuable. One of my goals for the past two years has been to collect more children's Spanish language materials for my library. So I followed the link, printed the application, and let it percolate in my mind for a week. I called my friend, and everything she said told me this was a way to renew my interest in collection development in Spanish language materials.

> **"Each year the ALA 'free pass' program to attend the Guadalajara International Bookfair accepts 150 applicants who work with Spanish language collections or who hope to improve their resources for Spanish-speaking users."**

I have worked with children and books in libraries for over thirty years. The last four years I have been in an academic position with responsibility for purchasing resources for a Curriculum Center that serves prospective and practicing teachers. The Center houses the youth collection, K-12 textbooks, and teaching materials. Washington has a growing population of students of Hispanic descent, both college students and school children, so it is natural to increase our holdings in Spanish language materials. In the Center's collection of 44, 000 items, fewer than one percent are in Spanish or bilingual despite my recent purchases.

The ALA Travel Grant: A "Free Pass"

The International Bookfair is an annual event in Guadalajara, Mexico. It lasts for a week, and it includes publishers from the Spanish-speaking world and other international publishers representing twenty-eight countries. It is the place to see the trends, patterns, and range of Spanish books and media. Each year the ALA "free pass" program accepts 150 applicants who work with Spanish language collections or who hope to improve their resources for Spanish-speaking users. Each "free pass" recipient receives: a bookfair pass for the fair, three nights lodging if single accommodations or six nights lodging if double, one hundred dollars towards travel, three breakfasts at the hotel, and an invitation to a dinner sponsored by several of the vendors companies.

The application is short and simple. Applicants must be members of ALA. The questions include the type of library where you are employed, the percentage of Spanish language titles held in your library, and demographic information about Hispanic community in your area. Applicants should have collection development responsibilities and authorization to spend funds. The final questions are about the amount of budget you have to spend annually, the names of Latin American and U.S. distributors you already use, and how much you may be allowed to spend at the bookfair. The questions were a good way for me to assess the current collection and my organization's procedures for purchasing outside the country. With last year's travel restrictions for public employees, I had to take several steps in order to receive permission for international travel using professional development funds allocated by the university. After the paperwork was in place, I prepared for the trip.

A Fresh Perspective on Collection Development

At the Guadalajara International Bookfair I met librarians from around the United States—individuals from small public libraries, university specialists, and teams from large public libraries, even school librarians from immersion schools. Each person had ideas to share about their users, their collections, and (more importantly) about the resources at the fair. Networking with librarians, many of whom had attended the fair for years, felt like a crash course in international publishing rights and dis-

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Nadean Meyer is the learning resources librarian at Eastern Washington University. She received an ALA Travel Grant to attend the 2009 Guadalajara International Bookfair.

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tributors. On Sunday, the fair bustled with the public including lots of children and their parents looking at booths, purchasing books, drawing, and listening to stories. A long line formed to receive autographs from children's author Cornelia Funke. Clearly, the fair was a family event!

Often my collection development duties are online and text based. It was a pleasure to see, feel, and touch a wide array of books. The conference hall was monstrously large—it seemed about the size of two Washington Trade Centers. The books were on display in boxes and in piles everywhere. Looking at books is always a joy, but seeing the wide range of Spanish versions of English titles and the unique Mexican history titles for children showed me so many more options than in the reviews in American journals. The fair itself provided a model collection selected by librarians from Mexico and the United States and arranged in Dewey order. The National Library of Mexico offered a complete collection of the best books selected for schools and towns through a national program (http://lectura.dgme.sep.gob.mx/).

Distributors and wholesalers were also present. Once you are accepted into the ALA travel program, you receive many emails offering translation services, scanners to select materials, and invitations to visit particular booths. One advantage of visiting the fair is the ability to purchase materials on site. I was not able to make purchases due to the purchasing processes at my institution, so I selected a scanner from an American distributor and made a list of choices. I was restricted to titles that had the right to be distributed in the the United States, and I had to bring home a list to purchase. I spent time examining a variety of books on learning to speak Spanish as well as bilingual editions and excellent choices for Mexican history and culture.

The exhibit hall at the Guadalajara International Bookfair.

The National Library of Mexico's booth.

A Revitalizing Experience

The international book fair helped me recommit to a diverse collection. I was able to balance life and work by adding vacation days to the Thanksgiving holiday, so that I saw more of Mexico. I visited a private immersion school in Guadalajara, and I brought back short video clips of their lessons in English to share with our English Language Learners (ELL) faculty. Through this contact, we may even arrange an institutional exchange with sixth-grade students in our area. Since I do not speak Spanish, I had to push myself to be understood sometimes and, as one taxi driver said, I really need to work on my Spanish!

As I browse the many email offers I receive weekly, I may pause sometimes to see which ones meet my current goals and perhaps push me in a new direction. This choice to participate in the Guadalajara Bookfair was a revitalizing choice for me. You may wish to apply for 2010. The bookfair is November 27-December 5, 2010, and the applications are due August 20, 2010. You can find the application form on the ALA Web site at *www.ala.org*.

Renew Your Enthusiasm for Children's Literature with the OLA/WLA Mock Newbery Workshop

by Sarah Nelsen

Sarah Nelsen

Just over a year ago I attended Fort Vancouver Regional Library's (FVRL) first Mock Printz workshop. It was a fun event co-organized by Jen Studebaker, FVRL's Young Adult coordinator, by and local high school librarian Paige Battle. Inspired by the discussions and opportunity to network with coworkers, local school staff, and teens, I quickly started dreaming up a FVRL Mock Newbery for 2010. I contacted a friend across the river in Portland, Katie O'Dell, School-Age Services manager at Multnomah County Library, who also happened to be the 2010 Newbery Chair. I was hoping she could attend part of the workshop and give some background on the workings of the committee as well as answer some questions from workshop participants. As it turned out, Steven Engelfried, a youth librarian at Multnomah County Library and a 2010 Newbery committee member, had a similar idea—and the OLA/WLA Mock Newbery workshop was born. What started as a small FVRL event became an exciting opportunity for Oregon and Washington librarians to connect and discuss children's books.

Steven and I met and communicated throughout the year to discuss the timeline and agenda for the event as well as the reading list. It was important to us to create a reading list that covered the variety of genres and reading levels that are eligible for the Newbery award, including picture books and poetry, fiction and nonfiction, chapter books and middle-grade novels. We were also looking for books that would encourage discussion.

We opened the event for registration in late September by announcing it to the Oregon Library Association and CAYAS electronic discussion lists. By mid-October the workshop was at capacity with sixty participants from all over Washington and Oregon. We had a good mix of public and school librarians, students, and others. The cost for the workshop was $15, which covered a catered lunch, drinks, and snacks.

The day of the event, Saturday, January 9, 2010, began with a PowerPoint presentation by Steven Engelfried on Newbery criteria for what makes a book "distinguished". After that, Katie O'Dell, current Newbery committee chair and past committee member, spoke about the experience of being on the committee. Katie's enthusiasm was contagious as she described receiving boxes of books every day from publishers and participating in the nomination process and in the secret committee discussions at ALA Midwinter. She also discussed the differences in being a committee member and the committee chair. Finally, we had a panel discussion with Multnomah County Library's Nell Colburn, Early Childhood Librarian, Ellen Fader, Youth Services Coordinator, and Katie O'Dell, all past Newbery committee members. They answered the participant's questions regarding comparing books of different genres and reading levels, serving on the committee, holding discussions, and voting.

We then split into small groups and discussed the books. It was great to meet new people and critically discuss children's literature. After we discussed and debated the pros and cons of each book, we voted in our small groups. Each small group reported their results, and then we did a large group vote to determine the winner of the 2010 OLA/WLA Mock Newbery. *Where the Mountain Meets the Moon* by Grace Lin was our winner, with *When You Reach Me* by Rebecca Stead selected as an honor book.

The Mock Newbery experience renewed my passion for children's literature by giving my reading a focus. I critically read as many Newbery contenders throughout 2009 as I could as well as review blogs and journals. It was exciting to narrow down the list and choose a representative sample for participants to read and then hear their feedback on what

Sarah Nelsen is Collection Development Librarian at Fort Vancouver Regional Library.

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> **"The Mock Newbery experience renewed my passion for children's literature by giving my reading a focus."**

they'd read, and it is always fun to make predictions about the winners. But the best part of the event was reading the evaluations and finding out that attendees had thoroughly enjoyed the event and were hoping for an OLA/WLA Mock Newbery in 2011. The participants loved interacting with Washington and Oregon librarians and students and sharing their enthusiasm for children's literature. If you're looking for a recharge in 2010, consider dedicating the year to reading with an award in mind and attending one of the mock workshops next winter!

The OLA/WLA 2010 Mock Newbery Workshop Reading List

Almost Astronauts: 13 Women Who Dared to Dream by Tanya Lee Stone. Candlewick, 2009.

Heart of a Shepherd by Roseanne Parry. Random House Books for Young Readers, 2009.

How Oliver Olson Changed the World by Claudia Mills. Farrar, Straus and Giroux, 2009.

The Magician's Elephant by Kate DiCamillo. Candlewick, 2009.

Red Sings from Treetops: A Year in Colors by Joyce Sidman. Houghton Mifflin Books for Children, 2009.

A Season of Gifts by Richard Peck. Dial, 2009.

When You Reach Me by Rebecca Stead. Wendy Lamb Books, 2009.

Where the Mountain Meets the Moon by Grace Lin. Little, Brown Books for Young Readers, 2009.

Don't throw the past away
You might need it some rainy day
Dreams can come true again
When everything old is new again
-Peter Allen, "Everything Old is New Again"

The opening reception of "A Legacy of Learning" at Lower Columbia College.

The exhibit includes photos and artifacts from the history of the institution.

Photos reprinted with permission of Lower Columbia College

Article on next page (page 9)

A Legacy of Learning: **How an Archive Is Bringing New Life to One College Library**

by Susan James

Peter Allen was right. Everything old is new again, or can be. Sure, it sounds like a paradox, but as the newest member of Lower Columbia College's library staff, I know that delving into our past and helping establish an institutional archive has successfully invigorated our present, and is undoubtedly shaping our future as well.

Lower Columbia College (LCC) celebrates its 75th anniversary this year, and in an effort to showcase our rich history, it became clear we needed to gather materials and documents that told our story. Stacks of papers, scrapbooks, and photographs were tucked away in closets or offices all across the campus, but there was no cohesive collection to document LCC's progress or the many people who have contributed to our institution. The library staff set out to create an archive, first by identifying materials stored in our own building, and then by soliciting donations and contributions from faculty, staff, and students. Eventually materials were also sought from alumni and the greater community. The end result was "A Legacy of Learning" an archival exhibit held in the college art gallery. From November through mid-December of 2009, hundreds of visitors toured the exhibit, reestablishing their personal connection to the college or learning the college's history for the first time.

The library and marketing staff joined forces to design the exhibit. Using photographs and yearbooks to reproduce large poster-sized images from each of the previous eight decades, we created a timeline to lead visitors through different aspects of the college's development. Artifacts from every department across the campus, including musical instruments, athletic clothing, furniture, and even computer equipment (which seemed so state-of-the-art in the 1980's!) were donated to complement the pictures.

During our archival exploration, we learned that in order to raise money for the fledgling college, a small group of students gave impromptu ukulele performances. These performances took place during the Great Depression; money was scarce but ukuleles were popular. For the opening reception of "A Legacy of Learning," we contacted a local group and asked if they would like to give a ukulele performance. Not only did 25 performers turn out, much to the audience's delight, but an original ukulele used to raise money for the college was donated and played that evening. The event was covered by the local newspaper, and our entire campus and community enjoyed celebrating our shared history. In the end, everyone in the campus community thanked and acknowledged the library staff for making the event possible: our profile was greatly enhanced, morale soared, and our archive was off to a great start.

Now that the exhibit has ended, we've turned our archival efforts toward the future. Diving with enthusiasm into boxes of historical documents and yellowed newspapers may sound like another paradox for a current MLIS student studying state-of-the-art digital technology, but it is exactly because of these new technologies that we are finally able to digitize and share those materials that had been forgotten for decades. The library staff is also realizing that our archival work has far-reaching effects across the campus, touching on everything from marketing and public relations to lesson plans and research; plans are underway to incorporate our archived materials into the curriculum by teaching students how primary sources can enhance their research. We've learned that students who search through our old newspapers never fail to become enthusiastic when they learn about others, just like themselves, who walked the same halls and shared similar experiences many years ago.

As our digital collection evolves, we'll also be able to reach out and connect with other libraries and archives. These collaborative relationships will enable us to share our histories, provide students, faculty and community members access to the many unique collections now on-line, and encourage participation in the development of archives on every level. By exploring our past, library staff have taken on a new and exciting role. This archival effort builds connections to people across time and geographic borders, invigorating the present and reaching into the future.

Susan James is the project manager of the Lower Columbia College Archive and is currently working with the Cathlamet Library on a Washington State Library digital archive project. A student in Emporia State University's MLAS program, she is the 2009 recipient of the Maryann E. Reynolds Scholarship of the Washington Library Association.

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Everything Old Is New Again: Digital Collections in Washington Libraries

by Bo Kinney

Some of the newest collections in Washington libraries are also the oldest. Thanks to the pioneering efforts of numerous libraries and historical associations throughout the state, an ever-growing number of historical documents and images are available online.

Washington's digital collections range from the quirky to the serious, the regional to the international. Most of them are based on libraries' physical special collections: the collections that are unique to each library, many of which are fragile or subject to use restrictions. Ruth Dirk, of the Bleyhl Community library in Grandview, told me that prior to digitization, the **History of Grandview** collection "had been available only as typewritten loose-leaf notebooks containing original photos. Before, when people would ask about the history of the city, we would allow them to look at the notebooks under our careful watch, but now we show them the notebooks and refer them to the Rural Digitization Web site."

Not only do digital collections breathe new life into the old, they also make the local global. Images and histories that were once accessible only in the library are now freely available online. As Jodee Fenton of the Seattle Public Library put it, "You can access our collections 24 hours a day, seven days a week, even from the Chinternet."

Some Highlights of Washington Collections

Washington's libraries have a wide variety of digital collections. The following list explores some of the most interesting.

Central Washington University maintains many digital collections related to the history of the university and the central Washington region, but the library also curates an **Illuminated Manuscripts Collection**, which consists of fifteen leaves from medieval illuminated manuscripts, including a thirteenth century Italian Bible and a fifteenth century Dutch Book of Hours.

Everett Public Library's **Family Photos Collection** presents photos of everyday life taken by amateur Everett photographers as early as the 1890s. As the introduction on the project Web site states, "While many are poorly exposed and often strangely composed, the subjects they present are often ones rarely seen in commercial views. They leave us a glimpse of daily life and show us what these people found important enough to document, remember, and share."

Bo Kinney is a librarian in the Special Collections Department of the Seattle Public Library.

Also part of the Everett Public Library's extensive digital collections is the **Oral History Collection.** This compilation of downloadable audio interviews with Everett senior citizens recounts their memories of the old days of Everett.

The Seattle Public Library's **Northwest Art Collection** consists of digital images of 85 prints, drawings, and paintings by prominent northwest artists, including Mark Tobey, Kenneth Callahan, and Helmi Juvonen. Many of the pieces were created as part of the 1934 Public Works of Art Project, a federal program to employ artists as part of the New Deal.

The Tacoma Public Library's **Magnificent Views and Vistas: Mountaineers Climbs 1912-1916** presents photos taken by early mountain climbers. The exceptional Web site, a collaboration among the Tacoma Public Library, the Washington State Historical Society, and the Tacoma Mountaineers, goes far beyond a mere database of images. The fully online exhibit includes day-by-day albums of Mt. Rainier climbs, complete with stories and photos, and histories of climbing clothing and equipment.

The University of Washington has by far the most extensive set of digital collections in the state, ranging from maps to campus photographs to restaurant menus. One of the most striking of the University of Washington's many collections is the **Historical Children's Literature Collection**, which presents European and American children's books from the 18th to the 20th centuries, including *The History of Sir Richard Whittington and His Cat* (c. 1820-1840) and *Chit Chat for Boys and Girls* (1893).

The Washington State Department of Ecology's **Shoreline Aerial Photos** presents over 10,000 photos of the state's entire 2,500 miles of shoreline, taken between 1992 and 1997. Users can view the entire continuous range of photos, from the mouth of the Columbia to the Canadian border, or see individual points of interest.

The Washington State Library's **Historical Maps Collection** includes maps documenting evolving state and territorial geography and the growth of transportation systems. Marlys Rudeen of the Washington State Library told me that her favorite is "a small gem from 1834 titled 'British North America.' It depicts the geography of what is now Canada and the northern U.S., but adds ranges for Indian tribes, and the forts and trading posts of the fur trade. It was published in London by the

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Society for the Diffusion of Useful Knowledge. What librarian wouldn't love that!"

Washington State University's wide-ranging digital collections include **WSU Football Films**, a collection of videos made from silent coaching films, beginning with the 1916 Rose Bowl in which WSU defeated Brown 16-0.

Collaboration

One of the hallmarks of successful digitization projects is collaboration—among libraries, departments within a library, or libraries and other organizations. The following digital collections illustrate some of the collaborative digitization efforts of Washington libraries.

The **Columbia River Basin Ethnic History Project** is the work of Washington State University Vancouver, the Idaho State Historical Society, Oregon Historical Society, Washington State Historical Society, and Washington State University Pullman. This collection brings together digital materials from multiple sources to tell the stories of ethnic Americans in the Northwest.

King County Collects and King County Snapshots are two databases of images of artifacts from numerous regional historical associations, hosted by the University of Washington Libraries. The projects relied on collaborations among the University of Washington, Seattle's Museum of History and Industry, the Association of King County Historical Associations, and regional historical associations. King County Snapshots focuses on photographs of King County, whereas King County Collects includes photos of artifacts held by participating institutions, such as a life preserver from the historic Kalakala ferry and a basket made by Princess Angeline, daughter of Chief Seattle.

The Washington State Library oversees **Washington Rural Heritage**, which provides infrastructure and training to allow small and rural libraries to digitize historical collections. The Washington State Library provides funding, training, and services for local libraries, and hosts digital collections on its website; local libraries maintain the physical collections, and select, scan, and describe the digitized versions.

Challenges and Rewards

Digitizing library collections is no easy task. It is time-consuming and expensive, and it involves a steep learning curve. Difficulties range from small budgets and insufficient staff time to fragile materials and challenging selection decisions. But the rewards are manifold. Marlys Rudeen reports that the Washington State Library's collections are heavily used by students and teachers in need of accessible primary source material, as well as by genealogists and local historians looking for county and regional histories and biographies. Ruth Dirk has been told by many community members how much they appreciate the ease of accessing Grandview's local history collections from home. And Jodee Fenton notes that by reducing demand for the fragile originals, digitization has done more to protect Seattle Public Library's special collections than any previous preservation efforts.

Many thanks to Marlys Rudeen and Evelyn Lindberg at the Washington State Library for compiling a list of Washington State digital collections, available at http://wa.webjunction.org/749.

Bible, Italy, 13th Century. *Courtesy Central Washington University Brooks Library, Illuminated Manuscripts Collection.*

Child and Woman, ca. 1900. *Courtesy Everett Public Library, Family Photos Collection.*

Renew Your Skills with Online Resources

by Jennifer Fenton

In recent years, online opportunities for continuing education have increased and improved, with many resources for webinars and online courses. The quality of online and blended learning varies just like in-person trainings. Each person has a different learning style, and different instructors work for different students. To find out what works for you, try out a few different courses from various vendors. I hope this article will help you discover new resources to renew, refresh and revitalize your continuing education in library skills.

e-learning Basics

Here is a quick overview of basic information about e-learning. E-learning comes in three types: synchronous, asynchronous, and blended.

Synchronous learning occurs in a real-time, instructor-led online learning event in which all participants are logged on at the same time and communicate directly with each other. In this virtual classroom setting, the instructor maintains control of the class, with the ability to "call on" participants. In most platforms, students and teachers can use a whiteboard to see work in progress and share knowledge. Interaction may also occur via audio- or videoconferencing, Internet telephony, or two-way live broadcasts.[1]

> **"Through Web Junction Washington, employees in state-funded libraries can take up to three free online courses at a time."**

Asynchronous learning occurs when the interaction between instructors and students occurs intermittently with a time delay. Examples are self-paced courses taken via the Internet or CD-ROM, Q&A mentoring, online discussion groups, and email.[2]

Sometimes a course combines elements of both asynchronous and synchronous learning styles; this combination is called *blended learning.*[3] The online training vendor Infopeople has become a leader in offering online learning courses using a combination of the learning management system Moodle and virtual classroom software calledWebEx. (See the next section for more information about Infopeople.)

A frequent question is, "What downloads and equipment are required for e-learning?" Each online product varies, and each has different requirements. There are products available that require very little in the way of downloads. However, functionality may be limited if a product is solely Web-based. Most downloads are pretty simple and often it is a matter of having Java or other open source software downloaded to make the software work. Generally, a headset with a microphone is helpful although many virtual classrooms also provide a phone call option for those preferring phone over VOiP (Voice Over Internet Protocol).

The best thing to do when looking at online trainings and webinars is to read through the list of technical requirements to make sure it will be compatible with your equipment. Also, work with you library management and IT staff to make sure that your work stations are able to handle online instruction.

No-cost and Low-cost Online Courses

Funding by the Institute for Museum and Library Services (IMLS) through the Library Services and Technology Act (LSTA) allows Washington State Library to offer a variety of free trainings to library staff in Washington.

A great place to find self-paced, free courses is **WebJunction Washington**.[4] WebJunction courses provide access to self-paced courses to take at your own convenience. When you sign up for a WebJunction Washington course, you have twelve months to complete the course before it disappears. Course providers on WebJunction are Skillsoft, LEAD (University of North Texas) and LibraryU (Illinois State Library.) Amigos offers a few live (synchronous) courses offered on WebJunction, but these instructor-led courses are not free and are only available at specific times.

The Washington State Library (WSL) partnership with WebJunction provides access to workshops, courses and conferences focusing on professional development. Through staff development and heightened awareness of current and evolving library practices, Washington libraries enrich their customers' library experience. Through your affiliation with WebJunction Washington, you are entitled to take up to three free courses at a time. Once you complete a course, you may sign up for another.

Classes offered through WebJunction Washington cover many topics from Excel 2007, Copyright Basics for Libraries, Planning Story Times for Children, Trends in Children's Literature, Using Databases, and many others.

Looking for additional e-learning experiences? Here are some great resources:

Continued on next page

Jennifer Fenton is continuing education coordinator at the Washington State Library.

Jennifer Fenton engaged in online learning at the Washington State Library

- Infopeople: Once limited to California-only enrollments, Infopeople now markets its courses and enrolls students outside California.[5] The average course is four weeks, with three-to-five hours of course work per week, using a combination of real time and asynchronous interaction. All Infopeople courses are taught by subject matter experts who are generally library practitioners. Courses on Infopeople include: Children's Services Fundamentals; Effective Needs Assessments, CORE Reference Fundamentals, and Promoting Your Library to Diverse Populations.

- BCR: Continuing Education and Training is a critical part of the value of BCR membership (all Washington library staff benefit from Washington State Library's membership).[6] By participating in BCR Training & Continuing Education courses, your library can expand the knowledge of your staff, and increase your reach, power and efficiency.

- Amigos: Amigos is a membership organization that creates innovative and economical solutions for you and your library.[7] Washington State Library is a member, so all library staff in Washington receive membership discounts and benefits.

- Tech Soup: TechSoup for Libraries provides learning and resources for libraries.[8]

There are minimal charges to attend courses by some of these vendors. The Washington State Library offers Continuing Education (CE) Grants on a match basis to attend LSTA-compliant trainings and continuing education events. If you are interested in taking a reference course from one of these vendors, you can apply for a CE Grant to help fund your attendance.[9]

Additionally, there are many free training opportunities available online. Here is a list of frequent free webinar offerings (Web addresses provided in Resource List at the end of the article):

Continued from previous page

- BCR Free Friday Forum
- Booklist
- Common Knowledge
- First Tuesdays (WSL)
- Library Journal
- School Library Journal
- SirsiDynix Institute

PLEs and Other Online Resources for Continuing Education

Another way to revitalize your library education with very little time required is to create your own Personal Learning Environment (PLE) bygathering resources and current awareness tools for your own learning. Resources to enhance your PLE can be found many places including YouTube.[10] Did you know that you can learn about intellectual freedom and the internet on YouTube? Check out Bunnies on YouTube by searching "kcls bunnies" in YouTube. This four-minute video was created by former King County Library System Staff Development Coordinator Michael Denton.

Many other libraries offer a variety of other brief video trainings. Search YouTube for "library training" or "library storytime" and you will find lots of interesting video snippets. Common Craft Videos has produced a line of quick video introductions to wikis, blogs, twitters and more.[11] They are available at the Common Craft Web site (see resource list) or by searching "plain English videos" in YouTube. Wyoming State Library created a great video series for training trustees called "Trustee Trouble: The Misadventures of a New Library Board Member." These are fun videos to share with trustees and staff.[12]

Beyond webinars and online courses, there are other continuing education resources to help you find the type of training you need. One resource that has undergone a transformation recently is NWCentral, a community-driven network for library continuing education in the Pacific Northwest. Most recently, NWCentral has added RSS feeds to the various parts of the Web site so that you can keep up to date with new information. NW Central provides a clearinghouse for event postings, resources, speakers and a blog.[13]

One of the core values of the Washington Library Association (WLA) is education. WLA strives to create learning opportunities for members of the library community to expand their professional knowledge, develop their professional skills, and share knowledge with each other in both formal and informal ways. As the new WLA program coordinator, Kate Laughlin is responsible for helping WLA and its Interest Groups offer ongoing continuing education to the library community through conferences and stand-alone workshops.[14]

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With the vastness of resources available, I invite you to renew your commitment to continuing education and take a look at least one resource that I've shared. Also, if you have additional resources you'd like to share with the library community, please let me know, and I'll help get the word out.

References

[1] Glossary of the American Society for Training and Development (ASTD) *http://www.astd.org/LC/glossary.htm*
[2] Ibid.
[3] Ibid.
[4] WebJunction Washington *http://wa.webjunction.org*
[5] Infopeople *http://infopeople.org*
[6] BCR (including Free Friday Forums) *http://www.bcr.org/training/*
[7] Amigos *http://www.amigos.org*
[8] Tech Soup *http://www.techsoupforlibraries.org/*
[9] Washington State Library CE Grants *http://www.sos.wa.gov/library/libraries/training/continuEd.aspx*
[10] YouTube *http://www.youtube.com*
[11] Common Craft Videos *http://www.commoncraft.com/videos*
[12] Wyoming State Library *http://wyominglibraries.org/trusteetrouble.html*
[13] NWCentral *http://nwcentral.org*
[14] Washington Library Association *http://wla.org*

Additional Resources

Booklist *http://www.booklistonline.com*
Common Knowledge *http://www.commonknow.com*
Library Journal Webinars *http://www.libraryjournal.com/webcasts/*
School Library Journal Webinars *http://www.schoollibraryjournal.com/webcasts*
SirsiDynix Institute *http://www.libraryjournal.com/webcasts*
Washington State Library First Tuesdays *http://www.sos.wa.gov/library/libraries/firsttuesdays/*
Washington State Library Training Page *http://www.sos.wa.gov/library/libraries/training/*

Disclaimer: The Washington State Library regularly highlights third-party events and online resources as a way to alert the library community to training and resource opportunities. By doing so, we are not endorsing the content of the event, nor promoting any specific product, but merely providing this information as an FYI to librarians who must then decide what is right for them.

Last Year's Most Popular Courses on WebJunction Washington

Access 2007: Getting Started with Access 2007
Assertiveness from Inside to Outside
Basic Web-based Reference
Capturing History: Digitization Projects
Customers, Confrontation and Conflict
Dealing with Angry Patrons
Excel 2007: Getting Started with Excel 2007
Getting Started with PowerPoint 2007
Grant Writing Basics
Introduction to Cataloging for Non-Catalogers
Reaching Teenagers
Readers' Advisory Services
Technical Services: What they do, Why they do it, How it's changing
Weeding the Library Collection
Windows Server 2003
Word 2007: Getting Started with Word 2007

And the number one class in the past 12 months?
Office Safety

How-to Guide for WebJunction Washington Courses

1. Start at wa.webjunction.org.

2. Make sure that you are logged in to "My Account."

3. If you are new to WebJunction, you will need to create an account and **affiliate** with Washington in order to take free courses. To affiliate with Washington, go to Edit Account and select the ***My Affiliation***s tab. Select Washington and allow up to three business days for affiliation to be approved.

4. Once you are affiliated with Washington, you may take courses.

5. From wa.webjunction.org, click on ***WA Courses***.

6. Sign up for one or two classes at a time. Once you complete a course, you may sign up for another. To sign up for a class, add the class to your cart. The price should be $0.00. If a charge (usually $40.00) shows, please double check that you are accessing the course catalog from WebJunction Washington and not WebJunction Central.

7. Go to your Shopping Cart to check out the course/s. Proceed to ***Checkout*** and follow the instructions for the course/s.

Not Buying into "*Out with the Old, in with the New*": Perspectives on Tradition and Innovation in the Library

by Vikki J. Carter

When I entered library school, I was looking for a field that was innovative and drew upon technology. I would have never guessed I would be a part of that innovation as I learned to lean upon tradition. I have adopted a motto through the infancy of my career as a "real" librarian: I am learning to "*listen to tradition while embracing the future.*" I am fortunate to practice this daily within the Learning Commons at Lower Columbia College (LCC).

Several years ago, many at LCC were puzzled over the phenomenon that they observed within Library Services at LCC. To untrained eyes, the library was dying. To library-trained eyes, LCC's library was facing exactly what every other library across the nation faced. Due to the driving force of technology, LCC's library had to take drastic measures to reevaluate its scope, purpose, and methods of delivery if the library's doors were to stay open.

It has been a privilege for me to be hired at a time when the college was reviewing ideas of merging successful student services with the library to form a Learning Commons. This idea was bold and controversial for LCC. However, as a new library student, I did not hesitate to jump at the chance to be a part of the program. One of the key service areas to merge with Library Services was Tutoring Services. During that time, I was hired as the tutoring coordinator, in part (I believe) because I had previous experience with Library Services.

> **"I am learning to 'listen to tradition while embracing the future.'"**

The adventure of joining these services together has reinforced one major principle for success: the traditions of the past need to be embraced while moving towards the future. For example, Tutoring Services had a long tradition of high standards for tutor training. Tutoring Services trained tutors to be peer-to-peer mentors. Peer mentoring is recognized to be more effective in meeting students' needs than instructor–student tutoring. In the merger of Tutoring Services with Library Services, we did not abandon the practice of training tutors to be student leaders in the college community.

Instead, we included introductory library skills into training for the writing tutors. These writing tutors in turn have become students' primary connection to Library Services. The writing tutors consistently have more than 45 writing contacts a week, providing a natural connection between the library and the student population. The tutoring program did not relinquish peer-to-peer mentoring; rather, it embraced inventive peer-to-peer library mentoring as well.

Nor has convention been forsaken by Library Services. Those involved with the Learning Commons adhere to the principle that librarians are the experts to consult regarding citations, researching, and information retrieval. Tutors are key partners in introducing students to the role the library plays in helping them develop skills in information literacy. Students and others in the LCC community no longer have the perception the library is obsolete.

Though the merger between Tutoring Services and Library Services within the Learning Commons has not been without some bruises, having a tutor coordinator who is library-friendly has been useful. And having a library staff that is student-friendly has helped to make this adventure successful.

As an MLS student, I have experienced the misconception that graduates leave library school with an "*out with old, in with the new*" mentality. My observation, as an emerging library graduate, is that the union between traditional approaches with innovative methods can be slow and painful. To be successful, those of us involved must draw upon our traditions while exploring the excitement of the future.

Vikki J. Carter attends the iSchool at Drexel University College of Information and Technology. She has been employed at Lower Columbia College as the Tutoring, Supplemental Instruction and Self-Paced Learning Services Coordinator in the Learning Commons since the creation of the program in the fall of 2008.

Growing Our Own: *PNLA Leads* Library Leadership Institute

by Mary Dewalt and Julie Miller

Picture it: You have been selected, along with thirty-one other library staff, from a pool of applicants from Alaska, Idaho, Montana, and Washington and the Canadian provinces of Alberta and British Columbia. You arrive at a retreat location away from family, friends, and colleagues. You will be joined by eight seasoned mentors, library leaders who have also been selected for this experience, as well as by two institute leaders with a long commitment to developing strong libraries. For the next five days, you will learn, listen, discuss, and experience, with one purpose: to develop *your* potential.

PNLA Leads is a biennial library leadership institute intended to develop talented staff within all types of libraries and to build a network of library leadership in the Pacific Northwest. Participants develop and enhance skills and aptitudes such as visioning, conflict resolution, commitment to community, personal introspection and growth, mentoring, team building and risk taking.

PNLA created this unique opportunity to serve the following objectives:

- participants examine their personal leadership style and clarify personal and professional goals;
- participants working together assess the environment, think of a vision for the future of the library commu nity as a whole and publicly express their thoughts;
- participants feel confident in taking leadership action in one form or another (e.g., publishing, other association membership, board/committee work, or mentoring);
- a network of peers feels empowered to work together to build collaborative relationships and address common issues within the profession, and urban and rural library employees will feel connected to one another and to their state/provincial and regional peers via a support network.

Becky Schreiber and Jon Shannon of Schreiber Shannon Associates lead the institute based on the model they developed for the Snowbird Library Leadership Institute in 1991. Schreiber and Shannon are organizational development consultants with over thirty years of experience, and they have held several leadership institutes for library organizations in the United States, Canada, Australia, and New Zealand. They believe in the important role that libraries play in their communities, and they are committed to helping to build strong library organizations. (For more information about Schreiber Shannon Associates, visit *www.schreibershannon.com*.)

Each of the three previous *PNLA Leads* institutes has been held at a lovely location conducive to intensive work, ranging from Dumas Bay (2004), the retreat center where WLA also holds its annual board meeting, to the Tamarack Resort in Donnelly, ID (2006), to the Schweitzer Mountain Resort in Sandpoint, ID (2008), which will also be the location of the 2010 institute. Although the institute leaves little free time, participants enjoy good food, laughs, and camaraderie between work sessions. *PNLA Leads* Coordinator Mary Dewalt and former *Leads* mentor Jan Zauha (2004, 2006) are on hand to make sure participants have everything they need.

Participants are drawn from each state and province in the region served by PNLA. Applications are evaluated by the leadership institute committee consisting of the institute coordinator and the PNLA board, which includes state/provincial representatives to PNLA. Qualified applicants meet the following criteria:

- they are employed in a library organization within PNLA's state/provincial region*;
- they have worked at least five years work in a library setting;
- they are a current member of PNLA or one of the affiliated state/provincial library associations;
- they are recommended, based upon leadership potential and abilities, by a sponsoring library, which also indicates level of support;
- they complete an application form.

**At press time, Oregon Library Association members are voting on whether to continue affiliation with PNLA.*

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Mary Dewalt is the PNLA Leads coordinator; she is also the director of the Ada Community Library in Boise, Idaho. Julie Miller participated as a mentor at PNLA Leads 2008 and is the interim dean of libraries at Eastern Washington University.

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A select number of qualified individuals from each state/province are recommended for priority invitation. Remaining qualified applicants are ranked and evaluated for selection to fill at-large positions. The total number of invited applicants is 32. Two alternates are also selected to fill potential vacancies due to illness, other personal emergencies, or changes in circumstance.

You may be wondering exactly what happens at *PNLA Leads*. We can't tell you that—*what happens at the institute stays at the institute*. Instead, we have invited alumni from the previous institutes to answer the following question: What impact has participation in *PNLA Leads* had on you? In his e-mail response to this question, John Fossett (*PNLA Leads* class of 2008) wrote, "I looked around the table at one of our library's manager meetings last month, and there were four of us who'd attended the program (none of us was a manager prior to our *PNLA Leads* experience)." We hope these stories from *PNLA Leads* participants will inspire you.

Can you picture yourself at the next *PNLA Leads* ? *PNLA Leads 2010* will be held Sunday, Oct. 17-Friday, Oct. 22, at Schweitzer Mountain Resort. The application is available at the PNLA Web site *www.pnla.org*. The deadline for applying is April 1, 2010.

Photos from PNLA Leads 2004 and 2006 courtesy of PNLA. Photos from 2008 by Ielleen Miller

Participants work on an exercise at *PNLA Leads 2004*, Dumas Bay

WLA member Katie Cargill and group at *PNLA Leads 2006*, Tamarack Resort

The mentors at *PNLA Leads 2008* (from left): Jane Howell, Susannah Price, Pilar Martinez, Julie Miller, Connie Bennett, Richard Wilson, David Ongley and Edel Toner-Rogala

The view of Lake Pend Oreille from Schweitzer Mountain Resort, *PNLA Leads 2008*

Sponsors of *PNLA Leads*

The *PNLA Leads* Library Leadership Institute has been made possible through a federal grant from the Institute for Library and Museum Services (IMLS) and from sponsors such as BCR and SirsiDynix. If you are interested in helping to sponsor the institute, please contact *PNLA Leads* Coordinator Mary Dewalt at *mdewalt@adalib.org* for more information.

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What impact has *PNLA Leads* had on you?

Class of 2004, Dumas Bay Retreat Center

Monica Sands
Children's Librarian,
King County
Library System

Attending PNLA Leads was a fantastic experience for me, an experience that helped me become more confident as a leader. Through skills I gained at PNLA Leads, I know and understand my own leadership style as well as recognize other people's leadership styles. I learned to communicate and work effectively across styles, and I left feeling encouraged and reenergized. I often recall one particular activity about risk tolerance which opened my eyes to how comfortable I am with risk. I never thought I was a risk taker but through that one activity, I learned I am more comfortable with risk than I ever thought I was.

The instructors also presented a model about how people cope with change that I still enthusiastically describe to other people. Knowing these things about myself and about others has helped me tremendously as I work in a large, innovative library system where nearly constant change comes at us rapidly.

Washington Class of **2004 Roster**

Margaret ("Peggy") Branaman, Kitsap Regional Library
Peter Cole, King County Library System
Molly Hults, Microsoft Studios Media Archives
Daria C. Lall, City University
Deirdre M. Miller, King County Library System
Paula Palmer, Lake Washington Technical College
Paulette Rhoades, Kitsap Regional Library
Monica E. Sands, Pierce County Library System
Mary Stillwell, Echo Services Inc. at the Microsoft Corporate Library

Peter Cole
Adult Services Librarian,
King County
Library System
(No photo available)

When I look back to my participation in *PNLA Leads*, I am reminded of the fact that good people doing their best run most organizations. Everyone at the Institute brought potential and ideas and, looking around the table, it was clear that all were committed to not only participating fully in their organizations but taking responsibility to invest and extend themselves. This experience has created an enduring positive belief about the good intent of leaders even when I don't like or agree with a certain decision.

I've not succeeded in landing a leadership job since the Institute, but I have challenged myself to be in leadership roles in my various positions in various libraries. I spend more time thinking about the motivations, strengths, and biases of my colleagues and how I can best work with them. I also continue to value learning new things and to work toward this for myself and encourage it in others. The volunteers I oversee stay a long time and feel highly appreciated; my co-workers can count on me for a timely follow up and for input I think could be useful. I work with patrons who speak limited English in my libraries, and I provide a model for fellow staff members who see my example and enthusiasm for meeting the needs of this diverse group and that they are well served.

Finally, the Institute is a reminder of collective strength and wisdom and fits my thinking that together we know more and provide better service than an individual can do by oneself.

Class of 2006, Tamarack Resort

Katie Cargill
Cataloging and
Acquisitions Manager,
Eastern Washington
University Libraries

When I arrived at the chalets (yes, we actually stayed in chalets), I was thinking, "This might be fun." I did not know any of the participants or mentors. The week turned out to be very intensive. There were times when I felt out of my comfort zone. However, I learned a great deal about my leadership abilities and where I needed improvement. I also was able to observe many other people in leadership roles, and it was quite enlightening.

After returning from *PNLA Leads*, I had this strong desire to get more involved in professional organizations. This was one area that was really stressed at the institute –GET INVOLVED! So, I proceeded to volunteer for all kinds of activities. This has proven to be a lot of work, but a great opportunity for me to learn and work on my leadership skills. Plus, I have met and worked with some great people along the way.

Washington Class of **2006 Roster**

Margaret (Marge) Bodre, Everett Public Library
Kathleen (Katie) Cargill, Eastern Washington University
Micheal Delury, Sno-Isle
Andriette Pieron, Neill Public Library
Sharon Snyder, Kitsap Regional Library
Will Stuivenga, Washington State Library
Jennifer Stutesman, Walla Walla Community College
Kathleen Wilson, Kitsap Regional Library
Phil Heikkinen, Orcas Island Public Library (Mentor)

Many people have said that *PNLA Leads* has changed their lives. I know for me it helped me look at myself and my abilities and pushed me to do things that I might not have done otherwise. I enjoyed my time at *PNLA Leads* and think it was a great opportunity for me personally and professionally. I encourage anyone who has the opportunity to attend do so. It really is an invaluable experience.

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Will Stuivenga
Project Manager for Statewide Database Licensing, Washington State Library

I feel very fortunate to have been able to attend the October, 2006, *PNLA Leads* event, held at the beautiful Tamarack Resort in Donnelly, Idaho. I am grateful to the Washington Library Association, and my employer, the Washington State Library, which supported my attendance at the institute.

While I can't say that it was an earth-shattering or life-changing event for me, it was a very valuable experience, and one that sticks with me to this day. I am not naturally a very introspective person, often tending to go through life somewhat oblivious of the deeper currents. This event provided me with a welcome—if not always comfortable—opportunity to dig deeper into my own personality, thoughts, and experiences, and to develop my personal resources at a level that I don't ordinarily experience.

It also taught the value of teamwork, grouped as we were, and honed my skills in relating quickly to others, learning to work effectively with people who were relative strangers. I particularly enjoyed interacting with the other attendees who came from a wide range of library workplaces and backgrounds, and also appreciated the input from the library mentors who shared valuable lessons from their personal experiences. Some of their stories were incredibly moving and memorable.

All in all, it was an intensive, highly productive time of retreat, introspection, learning, and personal development, which although taking place outside the normal stream of life and work, was strongly focused and aimed at what we do in the workplace, and in our careers. I highly recommend the institute for anyone in the library profession who is looking for an opportunity to further develop their leadership potential.

Class of 2008, Schweitzer Mountain Resort

John Fossett
Interim Collection Manager, Kitsap Regional Library

Round trip flight Seattle to Spokane: $150
Transfers to/from Schweitzer Mountain Resort: $50
PNLA Leads Tuition: $600
Experience: **Priceless**

I attended *PNLA Leads* in October 2008 and enjoyed it immensely. The program provided me with an opportunity for professional development by combining experienced and caring facilitators and mentors with practical content that was "shelf-ready" for application in real-world situations.

I was fortunate to attend with an exceptional peer group who were interesting, intelligent, and passionate about their commitment to libraries and library users. I appreciate them for being so generous with their knowledge and experience. And the Schweitzer location was amazing!!!

Washington Class of **2008 Roster**

Megan Dugan, Fort Vancouver Regional Library
Jeanne Fondrie, Whatcom County Library System
John Fossett, Kitsap Regional Library
Gwendolyn Haley, Spokane County Library District
Harold Hayes, Walla Walla County Rural Library District
Jill Merritt, Stafford Creek Corrections Center
Ielleen Miller, Eastern Washington University
Sarah Nappi, Hanford Technical Library
Kim Storbeck, Timberland Regional Library
Julie Miller, Eastern Washington University (Mentor)

Upon returning from the training in Idaho, I was selected to be part of the union bargaining team for the librarians in my system. Then for six months I worked as the branch manager in one of the communities our system serves. I rounded out the second half of 2009 as Assistant Collection Manager. As of January 1, 2010, I am serving as interim Collection Manager for my library.

I have been extremely fortunate since attending *PNLA Leads* and would not hesitate to recommend it to anyone. In addition, I lost 20 lbs, took ten strokes off my golf game, discovered a cure for male pattern baldness, and married a super-model. Actually, the previous sentence isn't true, but I feel like any of those things could have happened as a result of my PNLA experience.

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Class of 2008, Schweitzer Mountain Resort

Gwendolyn Haley
Youth Services Manager, North Spokane Library
(No photo available)

Participating in *PNLA Leads* helped me to better identify my own leadership style and strengths. I realized that I am fairly averse to risk, and that I needed to be more willing to take a chance on something new. Over the week, I learned new strategies for working with other people and empowering them to achieve mutual goals. The one constant in librarianship is change, and I gained new tools for navigating through changes. I am more open to change and able to look beyond this month and this year to envision where I want to be in the future. I am able to articulate where I would like my library to be in the future, and to envision the steps needed to take us there.

I have been able to implement several projects that I first conceptualized during that week in October 2008. I find that I am more confident in my own opinions and ideas, and I fear conflict less. I also realized that I have a tendency to get bogged down in the details of everyday and can spend most of my time reacting. I need to set aside time to evaluate, envision, and plan so that I can act decisively with a long-term view.

Jill Merritt
Library Associate, Stafford Creek Corrections Center

I currently hold a position with the Washington State Library that I enjoy very much. Working in the prison library setting is very fulfilling on its own, but I have found that the skills I learned at *PNLA Leads* have been beneficial in my dealings with the inmates and the staff of the Department of Corrections (DOC). I have always struggled to maintain a balance with library ethics and DOC policies. However, after *PNLA Leads* I find that I am better at maintaining the balance and feeling comfortable while I do it.

I have also begun to take a more active role in the library, and I am excited to help implement the new circulation system this spring. Learning a new system and training others will be a great chance for me to use some of the valuable skills from *PNLA Leads*. I also look forward to completing my MLIS in August 2010, making it official: LIBRARIAN.

The skills from PNLA have been beneficial as I work towards my goals and will follow me into any job providing me with the foundation to continue to succeed. I feel confident that I could make a difference here or somewhere else if my situation should change. Only time will tell as the economy changes, but I do know that the skills from *PNLA Leads* will continue to serve me in whatever job comes my way.

Ielleen Miller
Coordinator of Instruction, Eastern Washington University Libraries

Attending the *PNLA Leads* workshop has made me more reflective on my strengths and weaknesses as a leader and as a librarian. But "leader" does not necessarily mean "decider." We were given advice on working together. Then we had opportunities to put the advice into practice. As the coordinator of instruction, all of this was very useful to my day-to-day work. I coordinate and collaborate with colleagues, and the only way we can improve library instruction at EWU is as a group.

I also met a fantastic group of librarians that I could tap into for feedback and guidance. The participants were from a wide variety of libraries in the region, public, academic and special. We all brought specialized knowledge and experience to the table, for all of us to partake.

But the most beneficial part of the workshop entailed how we were asked to examine ourselves: how do I think, how do I feel, and how do I act. A lot of the workshop dealt with the concept "know thyself," since the only person I can truly influence or change is me. The week-long workshop was intensive and mentally exhausting, but all in all quite worthwhile.

Kim Storbeck
Collection Development Specialist, Timberland Regional Library
(No photo available)

PNLA Leads was the most intensive professional week I've ever experienced. You are expected to be engaged the entire week—with your group, your mentors, and yourself. It was overwhelming at times, but I tried to use that week to its fullest.

When I arrived back to work I was able to engage my work with a broadened perspective. The experience changed how I saw my organization and my place in its structure. I was able to accept there are things that I cannot change, but still work towards in the future. While I came back with a lot of energy and zeal, there was no way to use it all. The challenge I faced was to find a balance of what I wanted to use and share and what I had to hold in reserve for another time.

That being said, what I brought away with me has helped me weather changes over the last year. I have found myself reflecting on that week, pulling out my binder or looking at the information that I posted in my office (for just such occasions). It's a reminder to me why I do this work, and continues to help me have a positive impact on my organization and those I work with.

"Ja, genau!": Adapting to Culture Change

by Sara Hatch

Sarah Hatch

Two years ago, I worked in a small public library in Germany. It was something of a shock for me. I had come from an academic environment, which was much more formal compared to training with the German staff. My first week on the job I felt like I was fumbling around in the dark; suddenly a novice, despite my fifteen years of library experience. No fax, no scanner, no library blog. When I would do something for the first time, my German workmates would nod their heads supportively, and say, "Ja, genau," in that distinctly European way they had. I loved that phrase. Yes. Exactly. Why would you want to do it any other way? As though that was naturally the way things should be done. As though there was only one possible way to do it.

In contrast to my experience in Germany, I currently work in a heavily virtual library environment providing online resources to City University of Seattle's students all over the world. Our students are zooming into the new era with their iPhones in their hands. Are we ready? Can we hope to give them what they need? Is it even possible? Ja, genau!

When I returned home to the Pacific Northwest last year, I found myself stumbling around in the dark a little again. The slow pace of European life is quite different from my new experiences here in the interlibrary loan department of City University of Seattle. The faced-paced business world is all around me here—my desk is in a building that used to belong to Microsoft. We deliver most of the information our students need virtually, via hyperlinks and scanned PDFs. Except by email, I rarely meet one of our patrons. They have jobs and lives all over the world, and they visit us each day via our online portal.

When I started school as an undergraduate in 1985, researching a paper or article took some time; you had to come up with a tentative topic, go to the paper subject indexes and start looking at the headings that might give you relevant information. If you couldn't find the type of articles you were looking for, you either re-thought your search terms with the help of the reference librarian, or reframed your topic to match the research you could find. Then you had to find the journals in your library, and if the library did not have what you needed, fill out interlibrary loan requests for each article, submit them and wait for them to arrive by mail. This process could take weeks.

Today, at City University of Seattle students log into the library's databases from home, as far away as Switzerland or China, perform a search, ask for help developing a research topic from a virtual reference desk via "Ask a Librarian" using Instant Messaging (IM), email, or phone; access online journals immediately, or submit an interlibrary loan request for a journal article, and sit back and wait. Sometimes they get what they need the same day, or the next day; sometimes they have to wait a week. Generally we get them what they need within just a few days, and we deliver it free of charge to their email inbox.

When I think of our students, I am reminded of my early experience in the German library. That first blank moment must be how some of our patrons feel the first time they access a library virtually. Perhaps they have never requested an article from an online database before, perhaps they went to school twenty years ago and are now returning to get their MBA, or perhaps they are one of our many international students and are not as confident using a new and alien interface in a foreign language. In front of them is a great virtual desk with a lot of information on it, which they sift through looking for what they need. In a panic, they turn to us and ask us, via IM or email, for help. Many of them, I am sure, just type a word or phrase into Google and hope for the best.

The idea that searching Google for everything you need is not so out of line anymore. Many authors, researchers, and scientists are publishing their papers, studies, and dissertations on their web pages. Many journals offer some or all of their articles free online. And Google makes them easy to find. Using Google is becoming a natural step in interlibrary loan procedures. We check for the article the student wants first at our own library, then from our lending libraries, and if that fails, we turn to Google, the open web, the answer to everything...and we are not disappointed. Recently I attended a session at the Northwest Interlibrary Loan and Resource Sharing Conference (NWILL) on difficult to find documents. The consensus was that after the traditional approach has been thwarted, you try Google.

What could be more practical than to utilize a company whose mission is "to organize the world's information and make it universally accessible and useful?" Isn't this what we do as libraries every day,

Sara Hatch works in the interlibrary loan department at City University of Seattle.

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on a smaller scale? What could be more natural? That is certainly what people want, one place for everything. Ja, genau. Yes, exactly.

Using new paths, testing current ideas, and looking past the more traditional ways that libraries have developed their collections and provided materials to their patrons, the Getting It System Toolkit (GIST) was developed. GIST is an interface that merges ILL and Acquisitions using OCLC's ILLiad tools, user-initiated requests, and improved customizable workflows that will benefit both ILL and collection development. It coordinates traditional interlibrary loan requests with the process of collection development in ways that have not been broached before. A library's collection now has the potential of becoming user-driven.

> "Except by email, I rarely meet one of our patrons. They have jobs and lives all over the world, and they visit us each day via our online portal."

Technology is changing us in ways we may not even realize yet. The world of information is morphing around us, changing rapidly, and taking form from the desire for one stop shopping, researching, education, entertainment and socializing. As Lorcan Dempsey, OCLC's chief strategist said on his blog in 2006, "Historically, users have built their workflow around the services the library provides. As we move forward, the reverse will increasingly be the case. On the network, the library needs to build its services around its users' work-and-learnflows."

At CityU we currently try to meet our users' needs with the technology we have available. Since many of our patrons are nontraditional "distance" students, we want to give them what they need in the easiest form possible. Right now, they log into our University portal and from there can visit their classroom via Blackboard, they can make a quick trip to the library to view electronic books, or do article research all from the same site. Ideally, they have access to all our resources, all the time. In a few years, if new technologies that OCLC and others are developing become real and affordable options for small academic institutions like us, we will be able to offer students more options than ever before.

Right now, some of our psychology students request studies and dissertations that are too expensive, or just not available. The cooperative use of library resources throughout a consortium, or independent group of libraries working together makes the expense of providing some of these items much lower. The creation of a tool like GIST, could potentially cut back on the amount of work that ILL departments and libraries are required to do to accomplish daily tasks, which could mean fewer people needed on the job, and it could also mean big savings ultimately for tightly squeezed budgets.

All of these possibilities are very exciting and a little frightening. A tool like GIST could in a large part replace me. Or at the very least change my job drastically. Soon, it seems that traditional textbooks will become mostly e-books, instructors will visit their classes virtually, and academic libraries will cease to be buildings, but instead will become a virtual presence on the webpage of the University. Access to everything all the time will be the norm. Yes, exactly. Almost as though there is only one possible future.

However, as much as I am excited by the possibilities, and cowed a bit by the potential of losing my job to piece of software, I am also aware that human nature is difficult to predict. While Kindle is fun to play with, people often complain that reading a textbook on a reader is cumbersome and difficult. They like the tangibility of a solid object with pages. Some students still prefer to order a copy of a book through ILL rather than deal with the online e-version. Not everybody has DSL or fast internet connection. One of our graduate students recently ordered over a hundred articles for her research via interlibrary loan—she struggled daily with her dial-up service.

We are not all on the same page, and as much as the future seems to be looming in all its virtual immediacy just ahead, change comes slowly to academia. In real life there is no one way to do things. Our job is to provide resources to our patrons, and we are an exceptionally important resource. We are the ones who troubleshoot each situation based on the needs of the moment. We learn from our mistakes, we give our patrons what they want, and we do our jobs so smoothly behind the scenes that they may not know we exist. But we are always there to catch them when they stumble. They order an article, and it magically arrives in their in-box. Ja, genau! Yes, exactly. Is that not the way it should be?

The Depository Library Council: A Front Row Seat to the Evolution of Government Information

by Justin Otto

Justin Otto

Eastern Washington University Libraries participate in the Federal Depository Library Program (FDLP), which is administered by the U.S. Government Printing Office (GPO). GPO distributes information from all three branches of the federal government, in all formats (including the persistent URLs of online documents), to about 1250 libraries across the nation that serve as Federal Depository Libraries (FDLs). FDLs protect the public's right to know about the workings of our government by providing no-fee public access to government information. The government information provided by FDLs can be anything from the Congressional Record to images from weather satellites to information on how to get help from FEMA after a disaster like Hurricane Katrina. Twenty-one libraries in Washington State serve as FDLs. Some of the larger public libraries, such as Seattle Public, Spokane Public, and Fort Vancouver Regional are FDLs, as are all of the state four-year higher education institutions.

"Gov docs" is a term that makes some librarians cringe. I've seen it happen. When you tell them you work with government documents, they cringe at you. It's a look that says, "Better you than me." When they think of government documents and the FDLP, they think of a section of the library with its own mysterious call number system, acquisitions procedures, and cataloging rules. But now is an important and exciting time to be involved with government information. The federal government is moving increasingly into the digital realm, redefining what it means to collect, organize, maintain, preserve, and provide access to information from the federal government. These discussions are ongoing at the national level, defining strategies and policies that will advance government information in libraries. I'm fortunate to be a part of these discussions.

I currently have the privilege of serving as a member of the Depository Library Council (DLC) to the Public Printer of the United States. The DLC is a fifteen-member advisory board of librarians and other information professionals from around the country that offers advice and formal recommendations to the Public Printer (the head of GPO, confirmed by the U.S. Senate) and the Superintendant of Documents (the GPO administrator who oversees the FDLP) on issues relating to the FDLP and public access to government information. The DLC has formal meetings every fall in Washington, D.C., and every spring in rotating locations around the country. I am a year-and-a-half into my three-year term on the Council.

It might sound funny when I say that PDF files, the Internet, and search engines are redefining how people access government information. After all, people were saying that Google was redefining information access almost ten years ago. But there's a difference with government information. The Depository Library Council, FDLs, and the GPO aren't just concerned with putting information on the Web and finding it—we're also concerned with preserving it.

Some of the current issues that GPO is working on in consultation with the DLC include:

1.) making sure that we'll always be able to find the information (like PDF files) that various government agencies post to their websites;
2.) working on systems and procedures so that electronic-only (AKA "born digital) government documents can be gathered and preserved in perpetuity; and,
3.) something I'm very interested in, which is coordinating GPO and FDLs around the country to work toward the goal of digitizing all FDLP materials going back to the early 1800's, so that every gov doc that ever was can be accessible to the public.

The fact that government information is moving online affects all libraries, not just FDLs. It is opening up access to government materials to everyone, and not just those who visit an FDL or request government documents through interlibrary loan. In some ways, every library is becoming a depository. A great example is the aftermath of Hurricane Katrina. FEMA wanted people to use online forms to apply for disaster relief. The public libraries in and around New Orleans played a very important role in disaster recovery because displaced persons could get computer access and librarian help in completing FEMA's online forms. Additionally, because so much government information is now findable through search engines like Google, GPO has begun to put digital markings (digital signatures) on PDFs to verify that what you're looking at is in fact authentic government information.

This period of transition is a challenging but exciting time to be involved with government information. The way we all access government information, the "Documents of our Democracy," if you will, is changing—I think for the better. I'm fortunate to have a voice in the process of change through my involvement with the Depository Library Council.

As reference and instruction librarian in Social Sciences, Justin Otto is responsible for helping library users access government documents. He currently serves on the Depository Library Council to the Public Printer of the United States.

The Learning Curve

Kate Laughlin

Ellumination!

by Kate Laughlin

Word of Elluminate is spreading through Washington's library training community at the speed of light, and it won't be long before library staff all over the state find themselves in an Elluminate virtual meeting room. The Washington Library Association (WLA) recently organized a group purchase of this powerful meeting and training tool. Shedding light on how WLA came to be at the center of this effort requires going back a few years before the phrase "synchronous online learning" rolled quite so easily off the tongue.

Synchronous online learning is, simply put, people meeting online at the same time to pursue learning, most often using Web-based technology to meet in a virtual space. The Washington State Library (WSL) should be credited with helping to provide our community with the first organized access to this kind of software, through their early partnership with WebJunction, an "online community where library staff meet to share ideas, solve problems, take online courses, and have fun." Via this partnership, in 2006 WebJunction offered Washington libraries the opportunity to sub-contract for the online meeting software Wimba, a product of Horizon.

Although WSL still partners with WebJunction for the many other valuable services they provide, including countless free and low cost learning opportunities, in mid 2009 Horizon announced they would no longer allow WebJunction to sub-contract the Wimba software. This announcement left WLA, along with several individual Washington libraries, scrambling to find a replacement solution. In the year that WLA had contracted for the software, their use gradually increased as more and more interest groups (IGs) and committees realized the time and money saved doing business by meeting online. WLA's decision to hire a program coordinator was largely in order to increase quantity and quality of online learning opportunities for the WLA membership–a goal severely compromised by the loss of access to Wimba. Inquiries directly to Horizon revealed rates far beyond the reach of ever-shrinking library budgets, at a time when more libraries than ever before were looking to implement this technology.

Around the state, various individuals and groups examined the problem and potential solutions. One of those early investigators was Elizabeth Iaukea, Learning Manager for Pierce County Library System (PCLS), and active member of the Washington Library Trainers (WALT, an interest group of WLA). "We've gotten better at taking the things that make in-person training engaging and interactive, and using these in the online environment. Combined with the awareness that we learn better when presented with smaller 'chunks' of information, separated by periods of interaction and practice with the new skills, and you can see why there's been so much talk recently in the learning profession that for the right subject and done well, learning online is actually better and more effective than in-person training. Imagine the cost and scheduling nightmares of trying to divide four hours of training content over four one-hour-a-week sessions if you were doing it in person. We'd have no one left in our buildings to serve our communities!"

In the final months of 2009, through the motivation and actions of Iaukea, WALT, and key WLA leadership, an ad hoc group quickly formed in order to brainstorm HOW and with WHAT we would fill the sizeable gap left by the loss of Wimba subscriptions. By the end of our first Elluminate test run, the WHAT seemed all but answered; the group was very impressed. Elluminate offered all the functionality of the other tools we'd looked at, had additional features not offered by any of the others, an easier and more intuitive user interface–all for a significantly lower cost. "Elluminate offered a base package of ten rooms at a price we were prepared to pay, but it was more product than WLA alone needed," said Tim Mallory, WLA president. Buying the number of rooms WLA thought they'd need a la carte would have cost more than the package. It wasn't long before the committee realized that with WLA taking the lead, they could use Elluminate's pricing model to the advantage of the wider library community. And thus, the HOW was answered, at least in theory.

With quick and decisive online discussion and consideration, and with the public library directors' group able to weigh in, the WLA board voted to take the lead on coordinating a group purchase of Elluminate on behalf of Washington libraries. The rate that was negotiated for this purchase ended up in the low hundreds per room, rather than the thousands previously paid for each annual Wimba subscription. "We are really pleased that nine of our Institutional Member libraries were able to partner with WLA to

Kate Laughlin is the WLA program coordinator.

Continued on next page

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take advantage of group pricing," shared WLA's Executive Director, Dana Murphy-Love. "Elluminate has been a great company to work with. They were completely willing to let us do a group purchase as long as we acted as the sole billing agent."

By early December, WLA was using an Elluminate free trial room for all possible meetings, and encountering no significant problems with its use. In the last days of 2009, nine libraries signed on to a group agreement with WLA, purchasing only the number of rooms to meet their own library's needs.

The rest, as they say, is history–except for the almost daily conversion of new Elluminate fans. After a recent WLA Finance Committee meeting, one participant commented, "What was so awesome to me was that when we were done, we were done; the meeting ended and within moments everyone was back at work. Literally and in all senses of the phrase, we were physically at our desks and doing actual work. Had this been an in-person meeting we'd still have been walking out to our cars!"

In reflecting on the decision to purchase Elluminate, Mount Vernon City Library Director and WLA Vice President Brian Soneda suggested that the use of online meeting rooms "by WLA committees has already saved the association a very significant amount of money in plane tickets not purchased, hotel rooms not booked, travel mileage not claimed, and committee member time not spent in various forms of travel to a physical meeting."

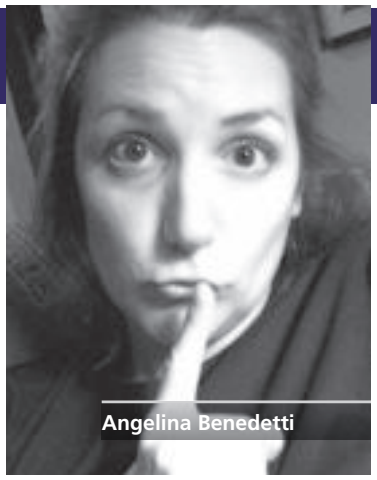
That sentiment is mirrored by Iaukea, who is an active WLA member. "Efficiencies for WLA translate into efficiencies for Washington libraries. It's less of a time commitment for me to participate in WLA activities, and that saved time can be spent on the work I do for PCLS." She quickly added, "Hopefully that will translate into more participation in WLA from the library community."

Not all meetings and training events lend themselves to the virtual class room, and not every curriculum translates well. But WLA seems to be going into this with realistic expectations. Soneda acknowledges that "there will always be a place for physical meetings by WLA committees and of course by geographically widespread library systems, but many, perhaps most meetings that used to require travel or conference calls can now be held with most of the functionality of a physical meeting at an infinitesimal fraction of the cost."

If your library was not one of the early Elluminate adopters, don't worry. There will be future opportunities to expand on this purchase, and WLA is looking at ways that its subscription can be used as a benefit to members. Watch for further developments. In the meantime, you don't have to wait for Elluminate to come to a library near you; you can use it right now! They offer a feature called "Three for Free," allowing up to 3 people to meet anytime, with no time limits, and with full access to the standard tools. No subscription is necessary to start using this feature right now, and you can find it at *http://www.learncentral.org/user/vroomreg?s=sas.*

It's a very good idea to familiarize yourself with Elluminate before you attend an online event, and certainly before presenting to a group or facilitating a meeting. They offer excellent tutorials, both live and recorded, at *http://www.elluminate.com/support/training/index.jsp*. As with most things, practice is key. The more you practice, the more online meetings and events you attend, the more comfortable and fun it becomes.

As WLA continues mapping out how this new online resource will be used, top priority will be given to how we can benefit our individual and institutional members. Stay tuned for exciting things to come—it won't be long until we all become Elluminated!


Angelina Benedetti

A "Shelf-Taught" Cook Hopes Her Daughter Picks a More Interesting Hobby

by Angelina Benedetti

In my job, I have many occasions to read job and scholarship applications, and whenever I do, I am struck by what a boring person I am.

The applicants always have much more interesting leisure activities than I do. They renew and refresh by climbing mountains, teaching English, parasailing, and ballet dancing, while I spend what spare time I have reading and cooking. These are more than hobbies for me. They are necessary for my healthy functioning. If I go more than a few days without a book or a home-cooked meal, I stomp around the house and snap at other motorists in traffic.

I have always have been a reader but cooking is something I came to much later. My mother (who also worked in libraries) is an exquisite cook, so folks assume that she taught me in the womb. Not so. My mother's kitchen was sacred territory, not to be breached by infidels the likes of my sister and me. I left for college barely able to boil water, let alone cook an egg, not a good situation for a food-snob unused to a cafeteria line. My roommate bought me a cookbook, and by the end of my first year, I could cook pasta *al dente* and make decent pesto. This while our boyfriends were mixing ketchup and salsa and calling it spaghetti sauce.

By the time I was married, I had collected a notebook full of recipes and a sizable shelf of cookbooks. Looking back through that notebook, I see lots of "meals under $5" and "one-pot wonders," a testament to the number of hours I was working trying to pay back those library school student loans.

> **"I am not so much a self-taught as a 'shelf-taught' gourmet."**

In the (too many) years since, the shelf has expanded to a full bookcase, overstuffed with books, magazines, cut-outs, notebooks, and the occasional takeout menu. Meal-planning is my favorite form of procrastination. If there is a column to write or a program to plan, you will find me in front of the stove, meditatively stirring something yummy. Why catch up on the laundry when you can drive to three stores looking for the right brand of dried cannellini beans?

In the time I have spent developing my craft, I have had occasion to apply some of the lessons I learned as a reference librarian to cooking.

1) Maintain a good collection. I remember reading somewhere that you can increase the flavor of your food 10% by buying better salt. My cupboard contains French grey, Pacific coarse, Kosher fine flake, and smoked black Hawaiian. I just wish I cleaned my cupboard as regularly as I weed the library's collection. More than a few expired foodstuffs lurk in the shadows.

2) Know your sources. I rely on the authority of *America's Test Kitchen, Bon Appetit*, and, yes, Martha Stewart, over whim-of-the-moment celebrity chefs and online recipe forums.

3) Trust your intuition. For me, cooking is a balance of inspiration and perspiration. At the reference desk, some questions require a thorough knowledge of available resources and for others a knock-it-out-of the-park Google query is the best course of action.

4) Refresh your skills. I am not so much a self-taught as a "shelf-taught" gourmet. It is a rare day that I do not have at least three new cookbooks checked out from the library. Similarly, the best reference librarians are the ones who take the time to try out new databases and download e-formats just to see how they work.

It is no wonder that so many food-lovers come to work in libraries, as evidenced by the accumulated bounty on our break-room tables.

While I did eventually follow in my mother's footsteps by both working in a library and developing some skill in the kitchen, I do not plan to leave my own daughter's culinary education to chance. Not even a year old, she already has her own section in my cookbook library.

I just hope she takes to a far more exotic hobby before she starts filling out those college scholarship applications.

Angelina Benedetti is a new Library Cluster Manager in the King County Library System.

People and Places

In this time of reduced budgets, the **Washington Geology Library** (DNR, Division of Geology and Earth Resources) is trying an old-fashioned solution to gain support. A friends-of-the-library group has been formed; WGL Friends is a 501c(3) non-profit group able to solicit financial contributions and to document (through a supporters' list) the many and varied people and organizations who value the Library's services and unique collection. The Library collects all materials dealing with aspects of Washington's diverse geology, aiding research of earthquakes, volcanoes, landslides, tsunamis, and floods.

The Washington Geology Library remains open and the Librarian's salary is paid, but in 2010 the library has no other funds for acquisition, processing, etc. This year the WGL Friends will put a webpage online and begin publishing a quarterly newsletter. To receive a Supporter's application form, email *wglfriends@yahoo.com* or call Librarian Lee Walkling, (360) 902-1473.

The Bill and Melinda Gates Foundation provided the **Washington State Library** with a $515,000 grant to help Washington public libraries enhance services to their residents during the economic downturn. Combining the foundation money with federal Library Services and Technology funds, the State Library awarded Renew Washington grants to 17 public libraries and 3 academic libraries.

With the money, libraries will help residents learn new skills, improve job seeking skills, learn to use job and career resources, locate educational opportunities, as well as start and grow small businesses. Advocacy training and peer learning experiences for the Renew Washington libraries was also funded.

The **Washington State Library** and the **Bill and Melinda Gates Foundation** have partnered to receive matching funds required to apply for federal broadband stimulus funding under the American Recovery and Reinvestment Act of 2009 (ARRA). The Washington State Library will join a Department of Information Services-led application on behalf of Washington public libraries. The Gates funds provide part of the required matching funds and are contingent on a successful federal award. Thirteen other states are also working with the Gates Foundation.

Will Stuivenga, Washington State Library project manager for **"Off the Page: Downloadable Audiobooks for Washington,"** announces that the initial signup period recruited 41 public and academic libraries for the OCLC NetLibrary Recorded Books collections, which met the goal for an additional 10% off the original pricing. The OCLC contract was finalized at the end of January, and a March 1 launch date is planned. Plans are also proceeding for expanding the Washington Anytime Library OverDrive consortium, adding 15 new libraries to that group, with a launch anticipated in May. Participating academic and public libraries will receive a 50% LSTA subsidy.

Contact Will by e-mail at will.stuivenga@sos.wa.gov or by phone at (360) 704-5217. Visit the project Web site at *www.sos.wa.gov/quicklinks/audiobook*.

Valley View Library Helps Plan Back to School Resource Fair

The Children's and Teen librarians at the **Valley View Library** serve on the planning committee that organizes an annual Back to School Resource Fair in the City of SeaTac. The first year 150 free backpacks with basic school supplies were given out to SeaTac students. By 2009, several major sponsors came forward and 800 free backpacks with school supplies were distributed. Students also had the opportunity to receive free health screenings, haircuts, and hygiene products.

Nearly 1,500 people attended the Back to School Resource Fair,and many visited the King County Library System's booth to learn more about library services.

People and Places

King County Library System Wins John Cotton Dana Award

King County Library System (KCLS) is among the winners of the 2010 John Cotton Dana Library Public Relations Award, which recognizes and honors outstanding achievement in library public relations and is sponsored by the H.W. Wilson Company, the H.W. Wilson Foundation, and the Library Leadership and Management Association (LLAMA), a division of the American Library Association (ALA). KCLS won the award for "Look to Your Library...Especially Now," a promotional campaign aimed at providing job and career information that resulted in increased use of database resources and quadrupled use of Resume Builder.

Two graphics (below) from the Look to Your Library campaign at King County Library System.

ALA –APA Library Support Staff Certification (LSSC) Program Accepts Candidates

On January 25, 2010, ALA-APA will accept applications from potential candidates interested in achieving the Library Support Staff Certification (LSSC). The LSSC Program is the first national, voluntary certification program for library support staff. This new certification program will help library support staff achieve recognition for current and new skills and abilities, and increase access to continuing education opportunities.

ALA and ALA-APA President Camila Alire affirms, "This certification program was much needed for support staff in multi-type libraries across the country. Along with support staff, I am excited that it has finally come to fruition. I encourage library administrators and support staff to take advantage of this program."

ALA-APA will award the LSSC to candidates who demonstrate achievement in six sets of competencies by completing approved courses or submitting portfolios that demonstrate their achievement. Candidates have four years from acceptance to complete the program.

The LSSC Program is open to any library support staff person with a high-school diploma or its equivalent and the equivalent of at least one year of full-time experience in a library with the last five years. Applicants do not have to be a member of ALA. The application fee is $325 for ALA members and $350 for non-ALA members.

A certification program was sought for many years by library support staff. In 2003, the ALA Congress on Professional Education III asked ALA to study LSS certification, ALA responded by including planning for a certification program in ALA's strategic plan, ALA2010. Funded by a grant from the Institute of Museum and Library Services, ALA developed the LSSC over the past three years.

More information about the LSSCP is available online at *http://www.ala-apa.org/lssc*. Direct questions to lssc@ala.org or call 312-280-2424.

Meet Karen Keenan, WLA's New Assistant Director

By Dana Murphy-Love

Karen Keenan

Many of you were able to get to know WLA's former Assistant Director, Judy Cookson. In August of 2009, Judy left the employment of Melby, Cameron & Anderson (MCA), the company that manages WLA, for a job teaching English in Korea. We wished Judy well in that endeavor and turned our sights to finding her replacement. MCA is fortunate to have a number of wonderful, skilled employees and assigned Karen Keenan to work with me for WLA. Karen joined MCA in May of 2008 and has worked with one of our national associations as well as a regional association client. We knew she would be a good fit for WLA.

I've been amazed at how quickly Karen caught on to her new position. Karen is a great self-starter, and her first major task was to create a new membership invoice based on WLA's new dues structure. Another immediate task was to learn how to post online registration for WLA's events and membership renewals and to learn the intricacies of the WLA website. Karen accomplished these tasks with dedication and relative ease. She has exemplary organizational skills, which I really appreciate.

Karen's primary responsibility is to member service. She is the one to call when you have a question about your membership or need to update your membership record. She can answer questions about our events and research any payments you may have made that need receipts. Karen is also the point person on posting updates to WLA's website. She recently created the online registration for WLA's Legislative Day coming up on March 3 and will soon be creating the online registration for our 2010 PNLA/WLA Joint Conference in Victoria this August.

In her spare time Karen enjoys reading, spending time with her children and four grandchildren and serving as a chair for the Taste of Edmonds sponsored by the Edmonds Chamber of Commerce. I hope you'll take the chance to interact with Karen and get to know her. She can be reached by email *karen@wla.org* or by phone at 425-967-0739.

Dana Murphy-Love, CAE, is WLA's executive director.

No Library is an Island

2010 PNLA/WLA Conference

Aug. 11-14, 2010

By Phil Heikkinen

2010 is here! Do you have your passport or enhanced driver's license? It's time to finalize plans to attend the PNLA/WLA 2010 Conference, August 11 to 14, 2010 in beautiful Victoria, BC. You won't want to miss:

- Keynote speaker **Robert J. Sawyer**, who will discuss fascinating developments in technology, bioethics, climate change, and human rights. The Canadian publishing journal *Quill & Quire* has included Sawyer on its list of "The CanLit 30: The most influential, innovative, and just plain powerful people in Canadian publishing."

- **Clyde W. Ford**, speaker at the Friday night banquet, who is the author of several books set in the Salish Sea area. Ford has received the Hurston/Wright Legacy Award in contemporary fiction and was named a "Literary Lion" by the King County Library System. His talks often focus on the future of the book, such as iGeo, Ford's name for his blend of high-tech software and high-adventure reading.

- Quality **preconferences and programs** enhanced by our partnership with PNLA. The preconferences, some of them scheduled in half-day pairs, are offered in the categories of Youth, Administration, and Technology, with a possible additional program for trustees. The seven conference tracks include Connections and Collaborations, Serving Youth, Freedom and Access, Leadership and Development, Digital Information and Technology, Serving Adults, and A la Carte. Look on *wla.org* or *pnla.org* for details, including more details about showcase exhibits as they become available.

- The **Corks and Cans** evening at the acclaimed **Canoe Brew Pub** and Restaurant on the waterfront organized by conference Co-Coordinator Michael Burris and local PNLA colleagues.

Make sure to come early and stay late in Victoria, especially to take advantage of some of the Wednesday and Saturday events at such locations as the **Parliament, Butchart Gardens,** and the **Royal British Columbia Museum.**

Make your hotel reservations now. Rooms are filling up fast!

Phil Heikkinen is co-coordinator of the PNLA/WLA 2010 conference.

David Wright

Time to Lighten Up!

by David Wright

I've been in a reading rut. It dawned (dusked?) on me when I looked over some of my favorite reading in 2009. *Hard Rain Falling*, by Don Carpenter. *Every Man Dies Alone,* by Hans Fallada. A Prayer for the Dying, by Stewart O'Nan. *This Way for the Gas, Ladies and Gentlemen* by Tadeusz Borokowksi. For such a generally upbeat, smiley guy I sure do read a lot of dark, depressing stuff! Whether owing to my grim reading habits, or the cumulative effect of spending every day's four hours of light consorting with the casualties of a bum economy, my smile started to falter.

What is more, I was getting out of touch with what our patrons were increasingly demanding: something, anything to make them laugh. So I resolved this New Year to put myself on a diet and lighten up my reading. I'm feeling better already! I look forward to sharing a bunch of funny books at this year's PLA, during the booktalking blitz program called "The Top 5 of the Top 5," but for those who can't make it, here are some things that have been turning my gray skies to blue lately.

Have you already read Steve Hely's *How I Became a Famous Novelist?* Oh, you really should–it is finely tuned to tickle the bibliophile's funny bone. There isn't much of a plot, or really any memorable characters, but the book is crammed with dead-on literary satire that reminds me of the kinds of jokes librarians make under their breath to each other when they're feeling snarky. Pete Tarslaw decides that the perfect way to impress his ex-girlfriend is to become a big deal bestselling writer with millions of bucks and, if not undying literary fame, then at least the swooning admiration of some living co-eds. All of that is just an excuse for some very funny takes on publishing trends (as embodied in such sure-fire hit titles as *The Jane Austen Women's Investigation Club,* and *Cumin: The Spice that Saved the World)*, the rules of bestsellerdom (e.g. Rule 6: Prose should be lyrical, in other words "resembling bad poetry"), and convulsively funny samples from Tarslaw's own bid for The List–*The Tornado Ashes Club*. Hely, a writer on the David Letterman show, has a gift for pushing publishing's innate nonsense just that millimeter more into slyly plausible absurdities. There's some wonderfully bad writing here, all of it intentional.

I've had a thing for cavemen since way before Geico overexposed them. (Stop by my Facebook page and take a gander at my replica hominid skulls if you don't believe me!) It is small wonder, then, that I often find myself handing Roy Lewis's *The Evolution Man, or How I Ate My Father* to patrons who are craving something silly. The chief delight of this charming book is the odd juxtaposition between the Pleistocene doings of these homo erecti, and their depiction not in the Tonto-speak typical of most prehistoric sagas, but with almost Edwardian propriety. ("Well, well, how nice–and what is this you have brought us? A lovely big rock? But how *thoughtful* of you, dear...") The main tension lies in the inveterate technological tinkering of pater familias Edward, a staunch bipedalist who bustles here and there discovering fire, inventing cooking and fiddling around with bows and arrows, against the remonstrations of his brother Vanya, who senses that nothing good can come of all this progress. Some serious questions about human nature lurk under the humor, but they never spoil the fun.

I also paid a return visit to the *funniest book ever written*–well, at least I think it is—*Lucky Jim*, by Kingsley Amis. This book's deep hilarity is especially piquant when you find yourself exasperated with bureaucratic delays and blather, as I'm sure we all must be from time to time. Amis's light yet devastating touch in drawing the boors and bores that surround academic James

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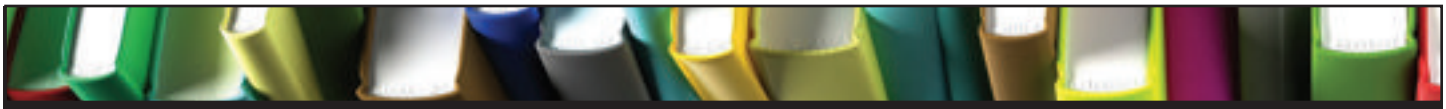
Dixon as he unsuccessfully grapples with the dual challenges of "real, over-mastering, orgiastic boredom, and its companion, real hatred" has a way of helping you see even the most distasteful persons and evil situations in your life in a humorous light. Amis's robust and bracing irony can ease the trials and tribulations of any poor sot still cherishing a fond desire to be of use to somebody. Even you never pick up another book I suggest in this column, try this one.

"*How I Became a Famous Novelist* is crammed with dead-on literary satire that reminds me of the kinds of jokes librarians make under their breath to each other when they're feeling snarky."

Sam Lipsyte's *The Ask* is another convulsively funny account of middle-aged malaise, combining razor sharp jabs of social and cultural satire with a more mature, darkly humorous look at parenthood, mortality, and the meaning of life in the 21st century. If that all sounds a little much, you could always retreat back to the inspired silliness of J. Storer Clouston's 1899 novel *The Lunatic at Large*, the tale of Francis Beveridge, who may or may not be insane, but is definitely loony. Bundled off into an asylum in the countryside by his supposed caretakers, he cunningly engineers an escape with the unwitting assistance of a bewildered love interest, and proceeds on a madcap jaunt around London under the name of Bunker, leading in tow his good-natured foil the Baron Rudolph von Blitzenberg, whom Bunker (or as the Baron calls him, "Bonker,"–the source of the term "bonkers") has taken under his wing. The whole thing is light as a feather with the flimsiest of farcical plots, but infused with a brazing anarchic zaniness that cocks a snook at all pretense and seriousness. My laughter was gentle, but I never stopped smiling.



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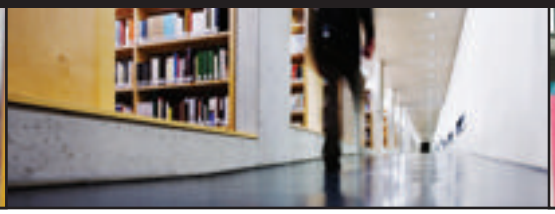

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