

Alki

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School Libraries, School Librarianship

The WLA President speaks

Three Years of Ventures and Gains

By Joan Weber, WLA President



Joan Weber

Summers during my adolescence were spent with my maternal grandparents. Grandmother seemed to live by proverbs: "A stitch in time ..."; "A penny saved ..."; "Neither a borrower" No occasion or activity was complete without at least one. As I complete my third year as WLA president, I find myself thinking of those years, and hear my grandmother saying: "Nothing ventured, nothing gained."

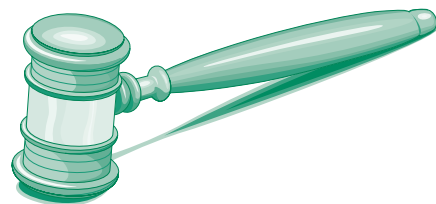
Reflecting on my three years as president, much was ventured for WLA, and in my mind, a great deal was gained. In lieu of a column discussing this issue's theme, I have opted to use this forum as a "State of WLA" and a wrap-up of my presidency.

Sharon Hammer's goal in completing the last year of Randy Hensley's term and one year of her regular term was to revise the *Bylaws*. As the appointed vice-president during her first year and the elected vice-president/president-elect during her actual term, my primary goal was to implement our new *Bylaws*, and to insure that they successfully facilitated the business of WLA. There have been a few housekeeping mail ballots, including the establishment of Emergency Interim Amendments by the entire Board, if such action is necessary to conduct time-sensitive WLA business before the issue could be placed before the entire membership for an official vote.

In addition to the above, WLA has seen numerous changes in the past three years—some anticipated, some not. I have a deep-seated fear of inadvertently omitting an individual name if I attempt to assign individual credit to any of the following achievements. If you read *Link*, *Alki*, or the Board meeting minutes on WLA Online, you know who deserves the credit and praise for each of the following:

- Established break-even budgeting for all WLA sponsored activities (excluding Legislative Day). I began my term with a budget shortfall, due to an unanticipated annual conference financial problem. The Board adopted conservative budgeting for all Association activities and carefully monitored all expenditures and revenues. The

result is that we no longer are drawing on any reserve funds to balance the budget. I leave the WLA Board



with a solid financial outlook for our Association.

- Submitted ballots to the membership that revised the dues structure for individual members and institutional members, and established a new profit and not-for-profit dues and benefit category.
- Initiated WLA Online (www.wla.org), which quickly became a vital communication tool for our Association.
- Tried an online discussion group, which we expect to be replaced by a listserv for WLA members.
- Incorporated a per registrant fee into every WLA conference and workshop in order to establish a fund that will be used to provide accommodations at any conference or workshop for attendees with special access needs, either physical or content.
- Approved a new *Trustees Handbook* created by WLFTA. The manual has been printed and distributed by the State Library. A *Friends Handbook* is completed and awaiting Board approval.
- Worked successfully through intellectual freedom issues, property tax issues, and were influential in the passage of a bill that exempts most Friends groups' sales from state taxes—with the Legislative Planning Committee and our Legislative Liaison.
- Changed the venue and format for Legislative Day.
- Adopted position descriptions for all Board positions and Standing Committees. Approved a new organization chart that reflected these new descriptions.
- Approved a new Public Relations Plan, which has the goal of consistently presenting a professional image of WLA.
- Held two annual conferences—both successful in terms of attendance and finances. The 1999 Pasco conference will mark the end of my term, and early indications point to another success. WALE also held three extremely successful conferences.
- Authorized Interest Groups to keep 50% of all profit generated from any workshop or conference (excluding the annual conference) for their use during a two-year period.
- Disbanded two inactive interest groups (Media and AARL); and established Grassroots, an interest group that will train WLA members to work effectively with elected officials and with local issues.
- Changed the Graduate School Scholarship to allow the recipient to attend any ALA-accredited graduate school.
- Participated in the Washington State Library Action Plan meetings, and committed WLA to further state-wide goals, including communication among members, support for access to information, telecommunications, and literacy.
- Set annual conference planning on a five-year cycle, to insure satisfactory accommodations for us. Began including some meals in the conference registration to help meet contract terms for meals and room rates. Created a template that can be used to help negotiate for future conference sites.
- Began examining the association archives, with a goal of

Joan Weber is Director of Library and Media Services at Yakima Valley Community College.



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The Washington Library Association Journal
4016 First Avenue N.E.
Seattle WA 98105-6502
email: washla@wla.org
web page: http://www.wla.org

Alki Editorial Committee

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Alki's stated 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.

Direct submission queries to; Carolynne Myall, *Alki* editor
Eastern Washington University
MS-84, 816 F St.
Cheney, WA 99004-2423
(509) 359-6967
email: cmyall@ewu.edu

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From the Editor

Carolynne Myall



This Issue

Libraries share some common functions; and librarians share common professional ethics, service orientation, and methods. Nevertheless, there are wide varieties in function and practice among libraries in different sorts of institutions, serving different clientele. This *Alki* focuses on a particular type of library—the school library media center—and the library professionals who serve it. The authors identify the distinctive characteristics of school libraries and librarianship, as well as common interests with the rest of the library community. They describe current issues, challenges, problems, and joys of school librarianship. They do not hesitate to raise difficult questions, particularly regarding the competition for funds that school libraries in Washington public education face.

Photographs in this issue show school libraries in action. Included are three photographs of the same school library in three periods of the century. On this page is the Training School corner of the library at Cheney State Normal School almost ninety years ago. Other photos depict the library of the Robert Reid Lab School of Eastern Washington College of Education (the Training School's successor), and the library of Robert Reid School today. These photographs reveal some of the changes, and also the continuities, in school library work over the past century.

Carolynne Myall is Head of Collection Services, Eastern Washington University Libraries.

Coming Issues

Themes of upcoming issues are as follows:

July 1999: WLA Conference Issue

December 1999: The Library as Place

Do you have ideas for articles, themes, columns, possible contributors? Members of the *Alki* Editorial Committee and I are eager to receive your suggestions.

Sorry!

With the last issue, *Alki* began a new feature: listing WLA institutional and corporate members, as a special thanks to our supporters in this category. But we goofed and missed the names of institutional members that had already renewed for 1999! We sincerely apologize for this omission, and hope we have the list right this time. Please let the editor know if your institution should have been included and was not.

Letter to the Editor

In response to last issue's question about youth participation in library governance or advisory boards, we received a letter, which appears in this issue. Thank you, Nancy Collins-Warner, for getting a Letters feature started, as well as for the information you provide about your



Children from the Training School of Cheney State Normal use the library, ca. 1910. Courtesy Eastern Washington University Archives, Negative Number 1126.

library's practice.

Any thoughts or observations raised by articles in this issue? Letters to the Editor can be a means of sharing our ideas and experience with one another, across types of libraries and the physical barriers of our state's geography. I hope to hear more from more of you, as *Alki* continues to try to address subjects of consequence to the library community.

Letter to the Editor

January 5, 1999

Dear Carolynne,

I noticed that you were interested in libraries that included youth in their planning process or board. For several years, Neill Public Library in Pullman has had a Youth Representative to our Library Board. This is an official but non-voting position. The Youth Representative attends all Board meetings and acts as liaison between the governing body and the youth constituency.

The last time the Youth Representative position was open, we had so many interested applicants that we created the Youth Council. Through the Youth Council, all applicants can participate in giving input on and helping plan Youth Services, especially for teens. The group elects one of their members to be Board Representa-

tative. To be considered for the position, the kids must fill out an application and be approved by the Board.

We also have a Youth Services Advisory Board, which is constituency-based, reflecting the make-up of our community and the different ages and interests we serve: youth, childcare providers, public school teachers, private school parents, Youth Services volunteers, homeschooling parents, etc. The YS Advisory Board and the Youth Council meet together once a year, to communicate and enjoy each other's company. The Library Director attends the YS Advisory Board meetings, but not the Youth Council meetings. There is no liaison between the YS Advisory Board and the Library Board except through the Youth Services Librarian.

Sincerely,
Nancy Collins-Warner
Youth Services Librarian, Neill Public Library



Late Breaking Conference News!

by Brian Soneda, Tom Moak, and Sue Lang
WLA Conference Committee

Due to unforeseen conflicts, Bill Gordon, Executive Director of the American Library Association, and Karen Schneider, Internet filtering software expert, will not be able to attend the 1999 Annual Conference of the Washington Library Association. In spite of the late date, the WLA Conference Committee is delighted and proud to have found three great new speakers.

On Thursday morning at 8 a.m., Don Muccino and Paul McCarthy, a dynamic duo of co-speakers, will present the Keynote Address, "OCLC/WLN: Meeting Again for the First Time." Don Muccino is Executive Vice President and Chief Operating Officer of OCLC. Paul McCarthy, now Executive Director of OCLC/WLN, was formerly WLN President and Chief Executive Officer. Muccino and McCarthy will discuss the recent merger of WLN and OCLC, and explain why this historic event matters to all libraries and library staff, not just to technical services librarians. Both Muccino and McCarthy have been heavily involved in the process of integrating the two organizations into a smoothly working whole, a process that continues and that will be one topic of their presentation. Be sure to be there! This merger may well be the biggest thing to hit this state's libraries since . . . WLN was formed 25 years ago.

Aki Namioka is President of the non-profit organization, Computer Professionals for Social Responsibility, and a Software Engineer Manager at Active Voice Corporation in Seattle. She is a



Paul McCarthy,
Executive Director
of OCLC/WLN.

nationally renowned advocate for free and open access to information, and recently battled Senator Patty Murray in a stirring televised debate on Internet filtering issues. In "Internet Challenges: Freedom of Speech, Privacy, and Intellectual Property," Namioka will share her perspective on challenges to current fundamental principles, including freedom of speech. Her second program, "More Internet Challenges: Encryption, Domain Name, and Internet Governance," will focus on these vitally important issues.

And don't forget the muscular preconference lineup on Wednesday, April 28! "Netting Your Ancestors: Genealogical Research on the Internet," with Cyndi Howells of "Cyndi's List of Genealogical Sites on the Internet" fame, will be held from 1-5 p.m., at the brand new Kennewick Branch of the Mid-Columbia Library. Candy Morgan and Mike Wessells, two of this state's most influential librarian advocates for intellectual freedom, will co-present "On the Front Line: Intellectual Freedom and Customer Service," also from 1-5 p.m., at Richland Public Library.

Top the day off with "Microbrew and the Vendors," a fun-filled evening tour that will take you to three different venues: the old Pasco Carnegie Library (now the Franklin County Historical Museum), the newly remodeled Pasco Library, and Ice Harbor Brewery. Transportation, food, and beverages will be provided.

See you all in Pasco on April 28-30, as we celebrate **Fond Farewells, Bold Beginnings!**

WLFTA Programs and Publications at the 1999 WLA Conference

by Patience Rogge, WLFTA Chair

Washington Library Friends and Trustees Association (WLFTA) will sponsor three thought-provoking programs at the WLA Annual Conference in Pasco, April 28-30.

- Jack W. Cole, winner of the 1998 ALA award for outstanding service as a library trustee and author of *Selecting a Library Director*, will present a two-part program on hiring, evaluating, and firing a library director, entitled "How to Avoid Fond (?) Farewells With a Really Bold Beginning." Joining Mr. Cole for a panel discussion will be Marilyn Bafus, trustee of the Whitman County Library, Ned M. Barnes, trustee of the Spokane Public Library, and Victoria Parker, director of the Orcas Island Library.
- Ellen Newberg, director of the Kitsap Regional Library, will moderate a session featuring attorney Art Blauvelt, trustee of the Timberland Regional Library System and member of the Library Council of Washington. This program will discuss how boards can formulate Internet policies that protect First Amendment rights while answering community concerns. Mr. Blauvelt recently attended Lawyers for Libraries Training Institute, sponsored by the American Library Association in cooperation with the American Bar Association.

- Non-profit organization consultant Susan Howlett of Seattle will conduct a program entitled "Membership! Recruitment and Stewardship." While aimed specifically at Friends of the Library groups, this program should also appeal to anyone interested in building community support for libraries. A display of Friends groups' and library foundations' recruiting tools will be on display throughout the conference.

In addition to the three programs sponsored by WLFTA, the organization also co-sponsors the appearance of lawyer, librarian, and former state legislator Lisa Kinney, past president of the Wyoming Library Association. Ms Kinney will speak on advocacy for libraries.

At the conference, WLFTA plans to introduce the new edition of the *Washington Friends of the Library Handbook*. The handbook, which has been several years in the making, will be available for sale to WLA members at \$5.00 per copy.

For more information, telephone Patience Rogge at (360) 385-6975 or e-mail at <rogge@olympus.net>

(Continued on page 26)

School Libraries: At the Center of Learning

by Cameron A. Johnson

In an age of school reform, school librarians have a model ready. They just need to get the model on someone's agenda.

The model puts the school library at the center of the learning process through close collaboration between librarian, teacher, and students. It is being tried now with limited success in some Washington public schools. It has several related names: "integrated curricula," the "teacher-librarian model," "information literacy," "whole language learning," "information power," and "resource-based education." Whatever its name, it has stiff obstacles to overcome if libraries are to be major players in schools. Even the school library community is split on its merits. If fully implemented, it would be revolutionary.

Resource-based learning is

"... student-centered and operates on the premise that students learn by doing and making meaning as individuals. This learning experience mimics real life in targeting the learner as the routine information hunter and interpreter who constructs knowledge by problem solving with information tools ... [It] encourages information skills development through self-directed learning and reflection as opposed to teacher-directed instruction which may actually hinder the learning" ("Resource-Based Learning" Online).

Achieving even the modest form of this model has proven difficult for two reasons: (a) the overriding culture of schools sees libraries as largely irrelevant, and (b) librarians compete with teachers for staff positions. School librarians in Washington tell of a constant school-by-school, district-by-district struggle for respect and legitimacy. On top of their professional duties, librarians are forced to vigor-

ously promote their programs. Many do not have the temperament or desire to do so.

"We are not selling our own programs," said Jan Jones, librarian at Colville High School. "The principals and trustees are



Librarian Ann Kauppi and library users at Robert Reid School, Cheney. Photo by Derek Hanson.

pretty much blind to the value of libraries."

Jones said that she works hard to sell her library, and that she has good relations with the staff, principal, and superintendent. But even with the ear of administration, she said she frequently hears "we've only got so much money, and this is how we're going to have to do it. Libraries are rarely 'how it's done.'"

Writing about how school culture marginalizes the role of librarians, Diane Oberg, Assistant Professor in the Department of Elementary Education at the University of Alberta, states, "When teacher-librarians work together with classroom teachers to develop learning activities for their students, they are likely to be negotiating a change in the cultural norms of their school, from privacy and self-reliance to collegiality and experimentation." Oberg identifies "conservatism, individualism, and presentism" as teacher tendencies that school librarians must overcome if they are to realize their potential in schools. "The traditional or classroom-oriented ethos of teaching is being reinforced powerfully in teacher training," she says (Oberg, p. 15).

Darwin Page, President-Elect of the Washington Library Media

Cameron A. Johnson is a reference librarian at Everett Public Library.

Association, spoke of the difficulties many school librarians have promoting libraries in such a culture. He said his library at Betz Elementary School in the Cheney School District is relatively well funded. "Having a good program depends a lot on the person doing the job. I'm in the middle of the school, my door is always open ... I'm visible, I serve on school committees," he said.

But librarians say that even the best-supported school libraries in Washington State are short of staff and resources. Asked about the old (1991) numeric standards for staff and materials found in *Information Power for Washington*, in which schools of 351-600 students are considered adequately staffed with one librarian and one support person, Page said, "It's probably not adequate, but it's way better than what a lot of us have got." New standards with no numeric benchmarks were adopted in 1998 (*Information Power*, 1998).

In a school with 500 enrolled students, a librarian—with one support person—is expected to do all the things libraries everywhere do—circulation, collection development, record-keeping, budgeting, planning, attending meetings—but also must promote library services, work closely with teachers to design learning activities in support of classroom projects, and schedule and assist small groups of students coming to the library to work on such projects. If all the teachers accept this collaborative model, the librarian has 20 teachers and their students to work with. So the more a librarian succeeds in attracting teachers to an active partnership with the library, the less adequate the library's staff and resources are revealed to be.

"Burnout is a major problem," said Judy Carlson, librarian at Curtis High School near Tacoma. "It's an exhausting, demanding, complicated job." Carlson said she wears a pedometer and logs 10-15 miles on a normal work day. Page talked about his need to work overtime and on optional work days. In the face of such demands, many librarians don't even try.

Kay Evey, a librarian at Tukwila Elementary School, estimated that about 30% of librarians belong to this new "teacher-librarian" model, while 30% reject it. The remaining 40% are waiting to see what happens.

Mike Eisenberg, new Director of the School of Library and Information Science at the University of Washington, agreed with Oberg's assessment that teacher education is partly to blame for the difficulty school librarians have in selling their programs. Eisenberg's academic career has centered on school library issues. He is author or co-author of several texts on the subject, including *Information Problem-Solving: The Big Six Skills Approach to Library & Information Skills Instruction*. "We've got to make sure there is not just lip service, but progress made in acquainting teachers with how to use information in curriculum and instruction," he commented. "Many teachers don't know how to use libraries. They just rely on their past experience, which may have had nothing to do with libraries." Eisenberg said he is trying to get a library component into the curriculum of the "principals' academy," a continuing education course for school principals. He said he is also talking with the Dean of the University of Washington's School of Education about introducing into its curriculum a section on the place of libraries in student, teacher, and curriculum support.

Being marginalized by school culture, however frustrating, may be less injurious to school libraries than are state-mandated funding formulas that pit librarians against classroom teachers for staff positions. The rule of thumb: to hire a specialist, you subtract a teacher. Making this choice means larger class sizes. Even long-time school librarians who are parents have trouble choosing between librarians and additional teachers. "I'm not even sure myself, as a parent, whether I would want my kid to be in a class of 28, even when I know a librarian can have a greater effect on the school as a whole," Jones said.

Studies suggest that students are more successful when their school has an active library media program (Lance), but teachers and administrators are either unaware of such research or discount it against the benefits of smaller class sizes. Lee Ann Prielipp, President of the Washington Education Association (WEA), the largest teachers' union in the state, pointed with pride to WEA continuing resolution CRD-3, which states that the WEA "believes that every school should have a well-equipped school library with adequate funds to support the library program." She said later, however, that specialists such as librarians are often the first casualty in budget cuts. "It is unfortunate, but in a forced situation a librarian will become secondary to acquiring textbooks."

The conventional wisdom of educators continues to dismiss libraries as nonessential. But in the past several years, the U.S. Congress and subsequently the Washington State Legislature have passed bills mandating school reform. Washington Goals 2000 could be a boon to school libraries in Washington.

Evey said that adoption of the Goals 2000 initiative by the Washington State Legislature will put more pressure on teachers to work with libraries. Students will have to develop research skills in tandem with their classroom work. "This is becoming more prevalent as we move toward the Goals 2000 benchmark. Students need critical writing skills, need to know the process of math and not just the computational skills." In such a learning environment, the value of guided, independent research skills becomes self-evident.

Like most of the school librarians interviewed in this article, Evey puts a brave face on the prospects of reform. Unfortunately, key documents describing the Goals 2000 plan do not specify a role for libraries. The key legislation can be accessed at the web site of the Washington State Office of the Superintendent of Public Instruction, www.wa.gov/osp. What is missing from these documents is legislation that eliminates the need for schools to choose between librarians and teachers, and mandates active, well-staffed school library programs.

Eisenberg observed that improving the lot of school libraries will have to be a "multifaceted effort." In October of this year he put out a "call to action" on the LM-Net, a listserv for school librarians that he helped found. He urged all library media specialists to contact schools of education. "Meet with the dean and faculty and make sure they understand the importance of library media specialists in supporting curriculum and instruction."

Eisenberg stated that the University of Washington's School of Library and Information Science will work to increase the requirements for the state's Learning Resources Endorsement, while at the same time making it more accessible to people already holding down jobs. He hopes eventually to include a distance-learning component. Most Washington school librarians are long-time teachers with an endorsement as library media specialists gained

(Continued on page 24)

A Day in the Life of a School Librarian

by Linda Rhines

Twenty years ago, when I was an elementary school librarian, a typical day would mainly involve classes in the library for stories and skills. We might have four kindergarten and first grade classes to listen to stories and to choose books, two third grade classes for library skills lessons, individual work with fifth or sixth graders doing research projects, and at most an hour for selection of materials and lesson planning.

Seventeen years ago, when I was a junior high school librarian in a public school in Colorado, in addition to working with classes and individual students, a day might include the novelty of computer software demonstrations. Students and teachers were fascinated by the Oregon Trail simulation and other MECC software on the library's Apple II computer. Although the Apples were new and exciting, and we were planning for an electronic catalog, computers weren't yet a very useful tool in the library.

Today, as a high school librarian at Lakeside, an independent school, the interactions with students bear similarities to those in days of yore; but most aspects of my work have changed dramatically, due primarily to computers and the Internet. To consider how a librarian's life has changed in the past twenty years, let's look at a typical Wednesday in the life of Linda the librarian. Because every day brings new challenges and surprises, choosing any particular day is difficult, so what follows is a composite day. Like good fiction, it is true in spirit, if not in fact.

7:45 a.m. Open the library, turn on monitors or computers (about 20 assorted PC computers downstairs and a dozen Macs upstairs). Put in passwords for the online catalogs and the circulation computer and my e-mail and cataloging codes. Help students with reference questions, printing papers, making transparencies, etc., before school starts.

8:10 a.m. Meet with advisor group. Discuss the daily announcements. Plan with advisees how we'll accomplish our paper recycling responsibilities.

8:20 a.m. First period. Since today is a Wednesday, half of the classes meet and have double (90 minute) periods. An advanced chemistry class is scheduled in the library to investigate carbon reservoirs and climate change. I spend 20-30 minutes with them in the library classroom. First I review the books on the reserve cart and the importance of adhering to the reserve policy. Next I show some of the chemistry Web sites we've linked to on our library

home page, and point out the EPA's home page with about 100 annotated links. We talk about evaluating sources on the Internet. Then we locate full-text periodicals with a ProQuest Direct search on one student's topic. Finally I work with individual students or teams. During the remainder of first period, I am at the reference and circulation desk, helping students in the chemistry class as well as any of the other students in the library. During this time I also read and respond to my e-mail, listen to phone messages, and check books in and out.

10:00 a.m. Second period. No classes are scheduled in the library for this period, but about 40 students are doing research or homework in the library during their free period. Some leave and others enter. Every few minutes someone asks a question like the following:

- Could you help me get my paper to print? (Our most frequent request)
- I got this overdue notice. Can I renew the book without bringing it in? (Yes!)
- Where can I find statistics on past food production in China? (Suggest several reference books and a couple of Web sites)
- Where are the 900s? (Upstairs, another frequent question)
- Do you have any videos on jazz during the Harlem Renaissance? (Yes, and we go to the online catalog to look them up)
- Where's Dr. Fisher's reserve on orbitals? (In the workroom, for library use only)
- Will you get a book from the UW library for me? (No, but you can go there yourself and we can check their catalog from here to see what is available)
- I need to make a transparency. (Show student how and collect a quarter per transparency)
- I thought I saved my document to my disk but it isn't there. (Troubleshoot in the computer lab)
- Where are the books about women in the Middle Ages? (Ah, a true reference question and a teachable moment)
- My paper won't print! (Again, the most frequent problem, for which there could be several explanations—more troubleshooting)

In spite of knowing that there will be interruptions like those above, I catalog some new books, including recent fiction bought from local bookstores, for which we do original cataloging. Books from our primary vendor come with MARC records and require only limited cataloging attention. When I began at Lakeside a decade ago, my main responsibility was cataloging; and an aide spent several days a week on typing and filing catalog cards. Computerized cataloging has greatly enhanced our efficiency.

11:30 a.m. Third period. For half of this period I'll have lunch, and for the other half I'll cover for another staff member's lunch. Here are typical activities:

- Check out two tape recorders, a video camera with tripod, ten magazines, two video tapes, and several books from the college collection. Check in equipment and audiovisual materials.
- Explain to a group of budding video editors that they'll need to wait for my colleague to answer their technical questions.
- Set up a video on the Great Depression for students who missed a history class due to an early dismissal for sports.
- Help a 9th grade student find Internet sites on pyramids using

Linda Rhines is Librarian at Lakeside Upper School Library, in Seattle. Her library home page is www.lakeside.sea.wa.us/departments/library/

a Mac, and show her how to download so she can review the material on her Mac at home.

- Read *Library Journal*, *Booklist*, or other selection tools; and mark reviews for purchase consideration.

Lunch. Join colleagues in the community center for lunch. Talk with the other teachers at my table about their Project Week ideas. I'm co-chairing the week of experiential learning again this year. Teachers at my table are considering the following: Theater in Seattle, Introduction to Karate, Tutoring Recent Immigrant Students, Computer Programming in C, Glass Casting, and Boat Building. Coordinating the week is a huge job, but the benefits for students and faculty make it all worthwhile.

1:00 p.m. Fourth period. A geometry class is scheduled in the library this period. These students have been in for the last two days, so they are well into their projects. Some may still require assistance in locating highly relevant material. In working with students, I try to guide them to think critically and ethically as they do their research. In addition to working with the geometry class, there are many other responsibilities. I continue with computer troubleshooting and reference questions. An English teacher comes in to talk about an upcoming assignment on folk tales from around the

world and to schedule his classes in the library. The library staff meets to discuss next week's classes.

2:35 p.m. Meeting period (held twice a week, on the days of long classes). Meet with the twenty students and teachers on the Project Week committee. We divide into subcommittees and I work with the group designing the Project Week catalog.

3:15 p.m. Meet with Sarah, the Project Week co-chair, to plan our next steps and make our respective "to do" lists.

3:30 p.m. Fortunately there are no late meetings today! I check e-mail again and send several messages, then finish up the loose ends from the day's activities—cataloging, checking in materials, reorganizing the reserve carts, and coordinating with colleagues.

Time to go home. The library is open until 6:00 p.m., with the library staff rotating late days. I take home two new fiction books to review, and feel extremely fortunate to know that while teachers are taking home stacks of papers to grade, my

homework is mainly reading books to recommend to students and staff. Although there is a meeting and a drama production I would like to attend tonight at Lakeside, I head home, since I'll have late meetings and other school activities two other nights this week.

Reflections on the day make me realize how fortunate I am to work in the Lakeside Upper School Library. One of the joys of working in any library is learning new things; that is definitely true at Lakeside, where the day's learning might range from the enig-

mas of the carbon cycle to downloading graphics.

Libraries are rapidly changing, and our primary focus is always to meet the needs of our users. Libraries are no longer just repositories of information, but instead are places (or services) for gaining information literacy. In non-public schools like Lakeside, one appreciates the opportunity to meet the changing needs of the school without a lot of bureaucracy. We can respond quickly to technological changes. In fact,

college students who return for visits are always surprised at all the changes in the library since they graduated. In the last few years, our electronic databases have evolved from computer disks to CD-ROMs to online formats. Sometimes there are frustrations associated with being near the "bleeding edge" of constantly new technology, but it is also interesting and exciting.

The best thing about being a librarian at Lakeside is working with students; they are bright, motivated, articulate, considerate and caring. It is a joy to be around them and help guide their achievement of information literacy. Since I was a student, I've thought that librarians had the best job in a school. In spite of the changing role of librarians, I believe that is true now more than ever. Librarians are central to the life and learning of a school. 📖



Linda Rhines and library user at work.

The Purposes of School Libraries

by Bryce Nelson

School libraries exist for three fundamental reasons. They must deliver on all three of these reasons or become increasingly marginal to their schools' academic mission:

1. Provide instruction in library and information skills,
2. Provide instructional materials, and
3. Help make proficient readers.

Putting these three purposes into daily practice is not easy. School libraries are commonly funded, staffed, and administered at the building level, and are used by students at the teachers' discretion. A library requires support from most faculty in order to be effective because it competes within each school for space, budget, computing resources, staff and student time. When there is not enough political and financial support to do the above three purposes well, then it is hard for faculty to see the direct connection between their classroom needs and the purposes of the library.

The Library as Classroom

The school library is more of a classroom than it is a space to store books. This is an important distinction. A school library must be built as a place for instructing children and adolescents in how to find and use information, with storage space for materials secondary to this purpose. The school library requires a formal instructional area with tables, chairs, and computers. Additionally, an elementary school library needs a "softer" place for telling stories with children at the primary-grade level. The key is developing a good instructional place for a whole class. Good school libraries have book shelving on the outer walls, no line-of-sight obstructions, lots of network cabling, and flexibility for rearranging the class seating areas. If the library is not a suitable instructional space, then the ability of the librarian to be an effective teacher is undercut.

In the best school libraries, most people in the school community understand and act on the basic purposes of school libraries. They know that a school library does not have much in common with a small public library, or with academic libraries they remember from their college days. Where school libraries are not very effective, faculty or administrators are usually using a public or academic library model—not focusing on the purposes of a *school* library. For example, there may be too many bookshelves dividing the teaching space, the curriculum may not drive collection development, and standards for student behavior and achievement might be lower than in classrooms.

Some of the books may be the same in a school and public library, and the computers in public,

academic and school libraries may get the user to the same databases, but these three types of libraries are not identical. Their patrons have different reasons for being in a library, governance structures differ, space needs vary significantly, and daily operations look quite dissimilar. School libraries exist for unique reasons.

Purposes of the School Library

1. Provide instruction in library and information skills.

A school librarian is a certificated teacher, with additional training in library procedures and materials. The librarian is hired as a teacher, and evaluated by the principal on the ability to teach a class of students. A school librarian needs specific knowledge of library procedures and materials, but such knowledge is a distant second place when principals and faculty make hiring and evaluation decisions. The questions they ask are "How well can you teach classes of students?" and "Do you understand the school's curriculum?" rather than "Do you understand MARC records?"

If a school librarian is fundamentally a teacher, then what is the curriculum that this person teaches? The school library curriculum teaches children and adolescents how to find and use information. There are various models of library skills. Seattle librarians use the "Big Six Approach To Library and Information Skills," developed by Mike Eisenberg, head of the University of Washington's School of Library and Information Science. The "Big Six" is an outline of the steps most people use most of the time when solving an information problem. Steps three and four require knowledge and use of specific "library skills."

At each grade level, a student needs to acquire knowledge about specific types of material or specific searching skills. What is taught at which grade has always been determined by the intellectual development of children and adolescents, but now is also driven by expectations from the Washington State Essential Academic Learning Requirements (EALR) in Reading, Writing Communication, and Mathematics. Students will be assessed in grades four, seven, and ten through statewide examinations called the Washington Assessment of Student Learning (WASL). Some of what students need to know is material traditionally taught by a school library teacher.

2. Provide instructional materials.

A school library provides instructional material for some parts of the school's curriculum. Traditionally, school libraries have been thought of as supplementing or enriching the textbook curriculum. Today, some material in a school library, whether printed or in electronic form, is considered or used as instructional material for a whole class.

The librarian's job is to get enough material on the shelves to provide for class-sized groups of students on the topics assigned by their teachers. In the nonfiction section of a good school library collection, there are obvious groupings of books for each of several dozen identifiable classroom units. These groupings will have multiple copies of some titles, and enough total material to provide for a whole class. A collection will have these class-sized groupings when teachers have identified units that lend themselves to "resource-based" teaching and learning, and the librarian has responded by providing the materials that the teachers want their students to use.

Bryce Nelson is Supervisor, Library Services, for the Seattle School District.

If the collection is not developed to provide support for what the teachers want students to study, then the teachers and the librarian are setting up the students for frustration; and the second purpose of the library has been ignored. If the nonfiction section has mostly individual copies of titles, and not enough books on a topic to provide for a whole class, then the teachers and the librarian have not developed the collection based on the school library model. And, teachers and parents will complain about the inferior school library while steering their students to the public library or the bookstore.

In addition to providing books, school librarians today organize Web sites for specific curricular purposes (e.g. <http://www.sea-css.ssd.k12.wa.us/schoollibrary>). Access to such Web sites requires good instruction by the library teacher. If all students aren't instructed during elementary and middle school in how to search for Web sites and how to use them, then it is likely that many of those students will not become effective users of the Web. For students without Web access at home, the school library provides their first introduction to this electronic world.

One other change school librarians are beginning to deal with is the ability to borrow books from another school or public library. Traditionally, school librarians built their own book collections, using their own collection budgets; and they expected that only their own students and faculty would use these materials. There is little tradition of school librarians sharing their materials with other schools, even within their own district.

Contrary to today's direction in school governance of radical decentralization ("site-based management"), computer networking is making it technically feasible for school libraries to cooperate and function somewhat like a centralized public library system. With Web access, students will be able to use the district's union catalog (if the district has a union catalog), and their public library's catalog. Once a student knows that a desired title is at another school library, the student may want to borrow it. The obstacles are political and logistic. If school libraries are semi-autonomous, then who really owns the books, and should students from other schools borrow them, and who pays to have them moved from one school to another? These questions seem capable of being resolved, but there is some real resistance to altering decades of practice. Borrowing books from other district schools, or the public library, and sharing the cost of basic Web-based databases, will reduce complaints about school libraries not having the right materials.

3. Help make proficient readers.

The school librarian has to be one player in the overall team approach to making proficient readers. In elementary (and many middle) schools the classroom teacher instructs on the skills of reading. Students then get better at reading by "practicing reading." The library plays several roles in doing that. First, in elementary and middle school the students are a captive audience, and brought to the library regularly. It may only be thirty minutes every week, and for the simple purpose of getting new books, but over time the quantity read is important. Circulation figures show that through a good school library program children will read a lot. In

Seattle, the ninety school district libraries annually circulate over one million books, with aggressive grade schools going over 25,000 circulations a year.

The school librarian can also play an important role by providing books keyed to the developmental stages children go through as they learn to read. In Seattle, many elementary and middle school librarians use a relevant bibliography as a collection development buying guide. (These are available at <http://css-sea.ssd.k12.wa.us/schoollibrary>. Click



The library at Wing Luke School (Seattle School District) has a space for story hour.

on "Reading Lists.") These titles are recommended for children moving from one stage to the next in becoming proficient readers. High school librarians also see students who read poorly, and who need to be guided to books aimed at their reading level.

A third role the school librarian plays is in helping children want and like to read. Through book talks, reading stories aloud, matching the collection to the children who attend the school, and constant promotion of reading, the librarian can build positive, long-term attitudes toward reading. This is hard to measure or quantify, but is an important part of why a good school librarian is so important, especially for children who would otherwise not get this encouragement to read.

Conclusion

In order to teach information skills effectively, provide some curricular material, and promote reading, a school library program must have good teaching space, compete successfully within the school for adequate funds and student time, and be perceived by teachers and administrators as providing a service and experience that will make an academic difference for students—and isn't being done by anyone else. A school library needs a written curriculum, now keyed to the state examinations. The

(Continued on page 25)

Two Views of *Information Power*:

View 1

by Judy Carlson

New National Standards for School Libraries

A decade has passed since the introduction of the 1988 version of *Information Power*, establishing national standards for school libraries. The newest version, written and published jointly by the American Association of School Librarians and the Association for Educational Communications and Technology, was unveiled at the American Library Association Conference in June, 1998. The publication keeps the same mission statement, but brings into stronger focus the impetus for student learning and the school library's role in student achievement.

Student Standards

The mission, *to ensure that students and staff are effective users of ideas and information*, remains the same. To further the school library's role in this mission, nine student standards in three categories are identified outlining broad general outcomes to describe an information-literate student.

• Information Literacy

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

Standard 3: The student who is information literate uses information accurately and creatively.

• Independent Learning

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

• Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

These student standards are a major change and enhancement over the 1988 *Information Power* document. To ease use and understanding, the three categories of standards include indicators, levels of proficiency, and examples of the standards in action by grade level and subject area content. Each of these additions serves to give school librarians a clear picture of what students need to accomplish and what it looks like when they meet the standards.

Another new feature of *Information Power: Building Partnerships for Learning* is the linking of the nine standards to other content area standards. This will help us integrate *Information Power's* student learning standards with those of other disciplines. No other organization has attempted to establish such standards, so once again school libraries are on the leading edge of education reform and improvement of student achievement.

Role of School Library Media Specialists

The roles of Library Media Specialists have expanded and evolved as defined in the new *Information Power* to include *teacher, instructional partner, information specialist and program administrator*. Each of these roles are further defined and described in the book. The teacher/instructional role is given emphasis, but the overlaying themes of technology, leadership and collaboration are also emphasized as important components in every area of a strong school library program. These themes will wind their way through the three primary functions of a library media program identified in *Information Power* as learning and teaching, information access and delivery, and program administration. Goals are outlined for Library Media Specialists in each of these three areas. Collaboration and making connections to the community are deemed important especially in providing learning opportunities for students. Public and academic libraries, as well as museums, community and government agencies, will all play an important collaborative role as the new *Information Power* is implemented.

Implementation

The American Association of School Librarians has recognized the need to be actively involved in implementing the new *Information Power* (visit their Web site at www.ala.org/aasl/). AASL has developed a five-year implementation timeline and activities on national and state levels; the first step was to choose an Implementation Coordinator for each state and begin the training process for coordinators. AASL will reach out to organizations of other stakeholders (principals, curriculum administrators, teachers, etc.), to bring the vision for school libraries to them, and to encourage their support and participation. The state Implementation Coordinators will be responsible for attending AASL-sponsored training

(Continued on page 25)

Judy Carlson, Librarian at Curtis Senior High School (University Place, Wash.), is immediate past President of WLMA, and Implementation Coordinator for *Information Power* for the state of Washington. For questions, comments, or offers of support, she can be reached at jcarlson@halcyon.com.

Building Partnerships for Learning

View 2

by Eve Datisman

The buttons and posters read, "Information Power: Student Achievement IS the Bottom Line." The learner is the central focus in the 1988 edition of *Information Power: Building Partnerships for Learning*.

When the first version of *Information Power* came out, it sat on a lot of desks in the "I really SHOULD read this" pile. It was browsed, but not dog-eared. When articles appeared in the professional journals and magazines revealing numbers and suggested standards, the books came out of that pile; and pages were copied and handed out to principals, superintendents, and board members, to anyone who might have some money to beef up library collections. Facilities, budgets, and collections didn't make for riveting reading; and neither did the roles of librarians as teachers, information specialists, or consultants. We knew all these aspects of a school library media program were important, but we were the choir.

We've spent years encouraging librarians to go out and advocate for library/media library/information programs. We've written letters, gone to grade-level and department meetings, made the staff our friends, helped find materials, educated our administrators about the necessity for a healthy and rich library, and provided coffee, tea and sympathy for all and sundry. We've seen the accreditation committees meet and gut the requirements for professional standards. Simultaneously we have watched budgets decline, seen the nay-sayers announce that libraries would be no longer necessary because the Internet was making them obsolete. We've cheered the yea-sayers as they demonstrated that the Internet would make libraries even more necessary. We've lobbied the legislature at the state and national levels. But we haven't paid attention to the obvious: **customers who are successful in our libraries will tell others**. We haven't really paid attention to the purpose of the original *Information Power*.

With the change in focus to the people who access the library, we have a chance to make a difference that can be seen, measured, valued, and supported. Public libraries have always had to advocate for equal access to materials and tools for their patrons—patrons being the operative concept. The new *Information Power* aligns school libraries with that point of reference. If *Information Power* is designed as a school tool, why should public libraries be interested in it? What can it do for them? In an increasingly data-rich, information poor environment, it's good to have a framework to look at when planning. To this end, there are three areas and nine standards identified which a successful learner meets. [See View 1, by Judy Carlson, for a list of these standards.]

All libraries, school or public, have a stake in patrons who are information literate. How many times do you hear, "I gotta do a report on ..."?—Fill in the blank with science, geography, biography, art, history, any topic. In most cases, the report is due the next day. How many public libraries are already running homework clubs and homework hotlines as part of their children's and young adults' services?

Since school libraries and public libraries share a clientele, it's

reasonable to be working for the same goal concerning the ability of the clients to navigate the data sea. So invest in a copy of *Information Power: Building Partnerships for Learning* for your library staff. Read it, especially the second section that deals with the entire learning community. Even though the language is selected with school libraries in mind, the tasks and the examples given fit the kinds of questions that students bring to any inquiry project in any library. The most important issue highlighted in *Information Power* is that of the connectedness of learning. It really doesn't matter who has the curriculum or who supplies the tools; it's the result that counts.

The Information Power Logo



Partnership for Learning — the title says it all.

Look at the logo on the front of the publication. It's atomic. The nucleus is the standards; the first shell contains the tools of collaboration, leadership, and technology; the three intersecting orbits are the implementation pieces of program administration, information access and delivery, and learning and teaching strategies. The outer shell is the learning community. These information literacy standards for student learning create a foundation for helping students become successful, satisfied customers of our libraries. These standards when met give them the tools for life-long learning. Satisfied child customers get their moms and dads to bring them to the library regularly. As they grow up they become moms and dads who pay the bills, vote for the library levies and bonds, and tell others what treasure can be

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Eve Datisman is Resourcecess at Forks High School, Quillayute Valley School District No. 402.

Educational Preparation of Library Media Professionals



By Susan S. Turner

As a certified teacher and information specialist, the school library media specialist embraces dual professions. Career preparation reflects this. The teaching component of the preparation may be added by MLIS graduates, but most library media specialists begin as experienced K-12 educators. Preparation should cover multiple factors: (1) a state credential; (2) professional library standards; (3) curriculum reform and student learning standards; (4) local school district needs; and (5) school library media academic programs.

The minimum qualifications of a school library media specialist in Washington require an active teaching certificate and a state endorsement in library media. The endorsement is granted upon completion of a state-approved academic program. The state does not require a master's degree. Rather, when hiring, each school district follows professional and state standards, and adds local requirements. For example, while an MLIS degree is preferred by most school districts, not all require it. An M.Ed. and the state endorsement in library media might be an alternative.

The new Library Media Endorsement, formerly the Learning Resources Endorsement, was approved in October 1998 by the Washington State Board of Education. The LME qualifies a school library media specialist at two levels: supporting (24 quarter credit hours) or primary (45 quarter credit hours).

Based on recommendations from library media professionals, the Endorsement lists areas of required upper-level course work reflecting the updated knowledge and skills needed. Individuals who complete state-approved library media programs will have had appropriate pedagogy course work and field experiences, and will have demonstrated knowledge and skills in the following areas:

- Integration of information technologies with essential academic learning requirements.
- Needs assessment, evaluation, and selection of diverse literature, media (print, nonprint, and electronic), and information services for children and young adults.
- Understanding and utilization of existing and emerging information technologies.
- Social, ethical, and legal implications of information technologies.

- Management of library media program services and facilities.
- Theories and accepted principles of standardized systems of cataloging, classification, and processing.

For the primary level, there are two additional course work areas:

- Media (print, nonprint, and electronic) literacy methods and instruction.
- Research and library applications in the curriculum.

For complete details on the endorsement, contact the State Board of Education at 360-753-3222.

Other influences on the content of academic programs that prepare professionals as library media specialists are: (1) the state guidelines for the essential academic learning requirements (EALRs) for student achievement in content areas; and (2) the 1998 version of *Information Power: Building Partnerships for Learning*. [Editor's note: See other articles in this issue of *Alki*.]

Preparation as a library media specialist must also be pragmatic and include informal surveys of the requirements of local school districts. For example, a school may be seeking a library media specialist who is a collaborative team player or who has extensive experience with Web resources and design. Identifying the qualities, education, and professional attributes local school districts seek can help new or potential library media specialists be realistic in their expectations and professional preparedness.

Universities with programs leading to the Library Media Endorsement include Central Washington University, Eastern Washington University, Pacific Lutheran University, the University of Washington, and Western Washington University. The University of Washington offers both the MLIS graduate program and the School Library Media Certificate Program (SLM). The SLM Certificate Program, designed for teachers of Washington, Alaska, and the entire Northwest, leads to the Endorsement, and begins in June each year. The Program is offered in four-week residencies in Seattle for two summers, plus distance learning courses during the school year. Course work in both the SLM Certificate Program and the MLIS graduate program is being aligned to offer more options.

Different approaches to library media educational preparation are often determined by educational background. Listed below are some real life situations:

- An MLIS student incorporates library media endorsement course work into his or her graduate program.
- A career educator with an M.Ed. chooses a library media endorsement program, rather than the MLIS.
- A public librarian with an MLIS changes her career focus to K-12 library media, and enrolls in a non-degree library media endorsement program.
- A teacher, hoping to be accepted into an MLIS program in the future, is hired in a school library and needs the endorsement immediately. He checks to see if credits can transfer to the MLIS program later.

Another factor in professional preparation is participation in professional associations, particularly attendance at conferences.

Susan S. Turner, Ed.D., MLS, is Senior Program Manager, Professional Certificate Programs, University of Washington Educational Outreach (email sturner@ese.washington.edu).

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Building Influence: Good Advice for School and Other Librarians

by Nancy Collins-Warner

At the annual conference of the Washington Library Media Association (WLMA) this past October, Dr. Gary Hartzell, Professor of Educational Administration at the University of Nebraska-Omaha, gave an enlightened and invaluable pre-conference. WLMA conferences are known for strong programming and outstanding presenters, and Dr. Hartzell was certainly part of that tradition. He is a natural storyteller, a former high school history teacher who weaves subject matter seamlessly and purposefully into his presentation. He is also that rare bird, a public school administrator who knows the value of, and advocates for, school libraries.

Being a proponent does not mean that Dr. Hartzell is not also a clear-eyed, straight-talking ally. He is able to offer some hard-hitting advice about all librarians' strengths and liabilities, while focusing on the critical role we all play in being advocates for our positions, our work, and library service in these times of on-going change.

Don't mistake the edge of the rut you're in for the horizon. (J. Barker)

Dr. Hartzell suggested that the first step in building influence is to learn why we may not have as much influence as we should. Influence is rooted in perception: we will not get the support and resources we need if we are not perceived as vital to the success of our schools (or communities). Specific points he made in this regard included the following:

- we tend to be isolated from other departments within our institutions, a function of both the type of work we do and traditional organizational structures;
- administrators and other educators (or public employees) have nothing in their training that informs them of the unique and critical role of libraries; and
- librarians tend to circulate their ideas and success stories within a closed circle of other library professionals. Library journals and conferences are where we contribute and participate, and these are not read or attended by non-librarians.

Acknowledging that we are often reluctant to undertake difficult, new challenges like building influence within our institutional structures, Dr. Hartzell went right to the heart of the matter by pointing out the "survival" (what's-in-it-for-me) reasons to do so: powerlessness is debilitating; a sense of power is a basic human need; strength is linked to self-esteem; and people who believe that their actions affect other people and events are more satisfied (and more effective) in their lives.

Schools, like libraries and governmental entities, are bureaucracies. Dr. Hartzell explained how an effective administrator goes about creating change in these settings. Institutions are comprised of interlocking dependencies, with deliberately structured levels of authority, where no one—especially the top person—can do a job alone. When administrators want to make a change, they calculate who is with them, who is against them, and for whom the issue does not matter. They also estimate the relative power and influence of individuals in each of these camps. Then they work to build sufficient support for the change they wish to implement.

Libraries and schools are institutions undergoing tremendous change. That is a given for all of us. Good administrators learn to be deft in this climate, while realizing that it is stressful for institution and staff. The upside is that change is correlated with progress. The

downside is that change inherently involves conflict, redistributing power and resources, and inevitably altering the existing culture. If your position does not have inherent power in an institution, your only protection through times of change is influence, both personal and professional. You cannot escape being a player or being affected by change.

Power flows to the visible. (R. Kantor)

Becoming a person with influence and power involves changing others' perceptions. Dr. Hartzell reminded us to let people know not only what we do, but also the *value of what we do to further our common, and their particular, interests and goals*. Accept the necessity of political awareness and behavior. Look beyond the negative associations of power to remember that we can only accomplish our goals through others. In reality, the more power and authority someone has, the more dependent that person is on others. Build relationships with people who have power in the formal structure of the organization. If we cannot directly influence an individual, cultivate a relationship with someone who can. Use channels outside the organization to influence people inside of it.

A good librarian, in providing direct library service and as a member of an organizational team, works with and through others. We are either "attracting" or "repelling" others in our daily work, through our personal attributes, both inherent and cultivated (appearance, intelligence, education, experience, expertise, talents, charm, humor, etc.). Our jobs are ideal for building influence because we are hubs of communication and information, if we acknowledge and value that fact. We are in a position to support and encourage acknowledgment of others' good work: a positive way to engender reciprocity. We are able to focus the "conversation" of our institutional culture on our shared goals and vision.

Respect for co-workers and a common mission are hallmarks of a healthy, effectively functioning organization. Dr. Hartzell provided an intriguing exercise in which we named individuals in our workplace who influence us, and then listed at least a half dozen reasons why. This exercise revealed that quite different people can be important to us for different reasons; and we, too, can be influential by consciously working with various attributes.

To succeed we must have someone willing to speak truth to power. (Machiavelli)

We tend to associate the term "Machiavellian" with abuses of power. But there are useful guidelines for functioning politically within institutions that are not incompatible with being compassionate and principled. Dr. Hartzell calls these "heuristics," or rules of thumb. Some may come to us naturally, depending on our personality and experiences; others may require a conscious and disciplined effort to add them to our

(Continued on next page)

Nancy Collins-Warner is Youth Services Librarian at Neill Public Library in Pullman, and Chair Emerita of CAYAS.

accumulating wisdom about influence and power. He listed these heuristics:

- *reciprocity*, the foundation of influence, since there is an inherent need to create balance;
- *contrast*, the tendency to compare similar items to each other rather than to an objective standard;
- *consistency*, the tendency to remain committed to the positions we have taken;
- *social proof*, the tendency to look to others for how we should behave;
- *scarcity*, the tendency towards increased desire for that which is harder to acquire; and
- *authority*, the tendency to look to those in power for direction.

Ask not what your country can do for you—ask what you can do for your country. (John F. Kennedy)

Dr. Hartzell's presentation concluded with a composite portrait of the school library media specialist who is in a position to bring about change. As with the principles of building influence, this picture is useful for librarians in various types of institutions, not just schools. Librarians may all control access to valued resources, perform tasks that are critical to others, accomplish jobs that are aligned with the organization's (and administrator's) goals, have organizational visibility, enjoy some internal autonomy of action, and be central in the organization's communication system.

To be in this sort of position in our organizations, we must understand what our current situation is. What are our motives in seeking greater power and influence? Are we perceived as leaders or followers, doers or whiners? What are our own, our administrator's, and other work team members' communications styles? How do members of our work group handle conflict? What *really* matters to our administrator and our other work team members? How do they see the organization?

Most important, how can we be useful, contributing members of a team (that we may have to help build!), working together to accomplish common goals, *doing what we uniquely do, as librarians and individuals*? If this idea does not seem intriguing and fun, ask ourselves if we are in the right jobs!

If all else fails, or as a natural consequence of learning to build influence, Dr. Hartzell recommended that we become administrators ourselves, with all the necessary skills and wisdom, so we can be in positions that orchestrate change through effective use of power. With that heretical suggestion, the assembled librarians hooted their approval—and some, their discomfort—along with their appreciation for his encouragement and richly practical assistance.

Note: Dr. Hartzell's six-hour presentation was a synopsis of a semester-long management course. Included were a handout with self-evaluation exercises, detailed suggestions for school library media specialists on developing working relationships with school principals, and an extensive bibliography of sources for understanding influence targets and developing influence strategies. Contact WLMA to obtain copies of this information.

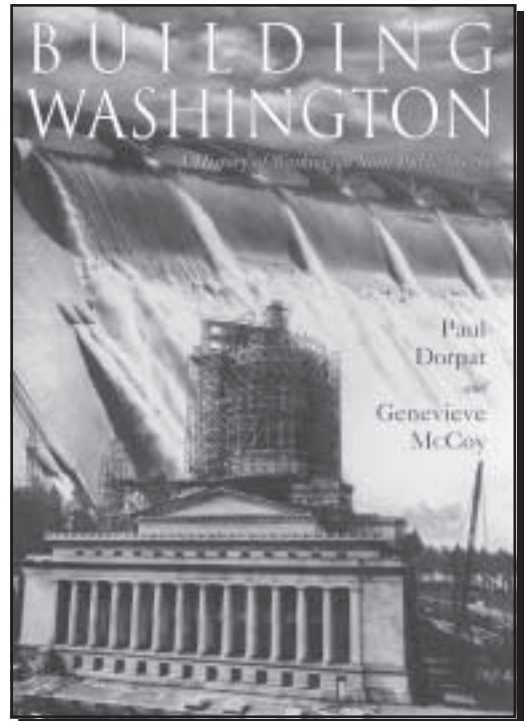


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Cynthia Rose, *The Seattle Times*

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Moving Outside the Library: MLIS Graduates in Non-Traditional Careers



by **Britt Fagerheim**

The rapid growth of the Internet and other information technologies has opened a wide range of opportunities for graduates of MLIS programs. Librarians, with professional-level skills in organizing and retrieving information, are in an excellent position to take advantage of the expanded opportunities created by the digital revolution. In addition, the University of Washington School of Library and Information Science offers a growing number of computer classes to help students prepare for increasingly high-technology workplaces. According to the 1998 *Occupational Outlook Handbook*:

Opportunities will be best for librarians outside traditional settings. Nontraditional library settings include information brokers, private corporations, and consulting firms. Many companies are turning to librarians because of their research and organizational skills, and knowledge of computer databases and library automation systems ... Librarians are also hired by organizations to set up information on the Internet. Librarians working in these settings may be classified as systems analysts, database specialists and trainers, webmasters or web developers, or LAN (local area network) coordinators (Barkume).

Although many UW SLIS graduates pursue professional positions in traditional library environments, others can be found in an increasing variety of workplaces, both in Seattle and across the country. Two such students are Abigail Brigham and Sean Neely.

Setting out from Seattle with MLIS in hand, Abigail Brigham re-located to New York City to begin a position in the Cable News Network (CNN) library. Her responsibilities consist of three types of daily activities: logging new tapes into the library database, screening Daily Archives (compilations of all the completed stories that ran on a given day), and working the research desk.

Working the research desk mostly involves people calling and asking, "What footage do we have of subject X?" For this type of query, the librarians search the library database, which has its own syntax, commands, and keywords. Occasionally, the librarians receive requests for what Ms Brigham refers to as "real information." A typical example is the Showbiz staffer needing to know what day Brandon Lee died on the set of *The Crow*. The reference librarians have a small but expanding print reference collection, as well as access to Dialog, a news-wires database, and the World Wide Web. The completion of the library's current expansion will bring several new computers, allowing the New York-based staff to perform NEXIS searches, which are currently done from Atlanta.

Ms Brigham also maintains the library's Web site, providing information about the library's services, what's new in the library, and links to selected resources on the Web. Ms Brigham brought many skills to the job from SLIS, such as HTML and an understanding of how to evaluate a resource in terms of accuracy and reliability—especially important when adding information to the Web site. Although the basics of database searching carried over to her new job, the one thing she had to learn from scratch was the

language of video and television production.

Another former SLIS student is using his experience in bibliographic instruction and networking in a non-profit foundation. Sean Neely is a Public Access Computing Trainer for the Technology Resource Institute (TRI), a Seattle-based organization that works with public libraries to bring access to computers and digital information to low-income communities in the United States. Mr. Neely spends on average two out of every three weeks traveling to grant-recipient libraries. He assists with the installation of the computers, ranging from a single workstation to a network of four to ten workstations and a server. Much of his time is spent instructing librarians on the use of the machines, both through formal classes and through individual training.

Mr. Neely took courses in a range of areas at SLIS, including database design, principles of micro-computers, and Web page development. However, much of his expertise with the elements and implementation of wide area networks and the Windows NT operating system was gained on the job. With his background in education and the technical skills he has gained at TRI, Mr. Neely plans eventually to pursue a position in a community college or university.

The University of Washington School of Library and Information Science is also taking off in new and exciting directions. In summer 1998, Dr. Michael Eisenberg, bringing vision and energy, arrived to head the school. With five tenure track positions available, there is great opportunity for innovative academics and practitioners to complement the strengths of the current SLIS faculty. Dr. Eisenberg plans to implement a revision of the Master's core curriculum initiated by the Futures Report, increase the availability of the school's expertise in information science by offering a bachelor's degree, and add a doctoral program (Roseth). Dr. Eisenberg's enthusiasm and proven track record leave little doubt that many new and exciting transformations are coming to SLIS.

A revamped curriculum at SLIS and broadened opportunities will continue to open new career possibilities for MLIS graduates, whether they continue on to traditional libraries, or strike out in new directions opened by the Internet and ubiquitous computer technologies.

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Britt Fagerheim received her MLIS from the University of Washington.

Twenty-Five Years of CLEWS/WALE

By Ginny Rabago and Martha Parsons

The 7th WALE Conference, entitled "Catch the Spirit: 25 years of WALE," was held at Campbell's Conference Center on Lake Chelan, Washington, from October 22 through 25, 1998. An enthusiastic, energetic group of 236 attendees heard a number of inspiring speakers. Since the occasion marked the silver anniversary of the existence of WALE (Washington Association of Library Employees), the Thursday evening session was a celebration of this anniversary. Several speakers addressed the history and growth of this group of library support staff.

Rick Newell, Bibliographic Librarian at WLN, remembered joining WALE's previous incarnation, CLEWS (Classified Library Employees of Washington State). Rick became a member when he worked at Seattle Public Library as a library assistant in the early 1980s. CLEWS was organized in 1973 by a group of employees in academic libraries who wanted to work with the Higher Education Personnel Board to standardize job titles. As the organization grew, it included staff members from all kinds of libraries. The group at first wanted to be separate from Washington Library Association, but in 1974 CLEWS became an Interest Group of WLA.

In 1984, CLEWS changed its name and became WALE—Washington Association of Library Employees. This title was more descriptive of the wide range of positions and jobs held by many members.

Martha Parsons, current WALE Chair-Elect, talked about the transition from CLEWS to WALE in the mid '80s, and read the list of WALE Chairs who had held office since 1984. Martha had tried to contact these early officers, and brought greetings and congratulations from some who were unable to attend. All were pleased that the organization is still going strong.

Two past chairs of WALE, Donna Jones and Pat Kennedy, spoke briefly. Donna encouraged membership, and noted that getting involved enables us to help make things happen. Pat Kennedy agreed: "When you get involved, you grow more than anyone else."

Ruth Poynter, a past WALE Chair from the King County Library System, shared her involvement with the planning of the first WALE Conference. While attending the Washington Library Association Board retreat in 1991 at Lake Chelan, she was struck with the inspiration that WALE should hold its own conference. At that time, WALE had thirty-five members; and only about five were active. It took a great leap of faith to plan that first conference: to apply for grants from WLA and the Washington State Library; to establish the format of the conference, scheduled

from Thursday afternoon to Saturday noon, with keynote speaker and breakout sessions (the format still used today); to find and book speakers; and to spread the word about the event. The first planning committee met monthly for almost a year. They booked one hundred rooms, but were afraid they wouldn't fill them. In fact, they had no trouble filling them!

That first conference, held in 1992 at Campbell's at Lake Chelan, was a magical weekend. The keynote speaker at that first conference was Kathleen Weibel. The attendees were delighted to learn that they were not alone in their concerns. They discovered that there is strength in numbers. While the first conference included a lot of complaining and "sob stories," over the course of the years the outlook has become stronger and more positive.

Barbara Tolliver, from King County Library System, was President of WLA at the time of that magical first conference. She told the conference audience how proud she was of this organization. She is very supportive of WALE, and encouraged us all to "tap into the energy of the group." Within our membership are leaders

CLEWS PRESIDENTS

Geraldine Haynes	1973-74	WSU - COLT Northwest Region Director
Lorraine Hildebrand	1974-75	Tacoma Public Library
Mildred Magers	1975-76	Central Washington College
Geraldine Hennessy	1976-77	King County Library System
Patty Campbell	1977-78	Highline Community College —Library Tech Program
Jean Thompson	1978-79	Fort Vancouver Regional Library—Goldendale
Virginia Robinson	1979-80	Timberland Regional Library—Lacey
Barbara Matter	1980-81	King County Library System
Jeanine Rochon	1981-84	King County Library System—Tukwila

WALE PRESIDENTS

Opal Beck	1984-85	Seattle Public Library
Sharon Snyder	1985-87	Spokane County Library District
Mary Abdi	1987-90	King County Library System
Ruth Poynter	1990-92	King County Library System
Barbara Paul	1992-93	Edmonds Community College
Myra Basden	1993-94	King County Library System —Kirkland
Karen Blatman-Byers	1994-95	McNeil Island Correctional Facility
Donna Jones	1995-96	Fort Vancouver Regional Library
Susy Escott	1996-97	King County Library System —Traveling Library
Pat Kennedy	1997-98	King County Library System —Answer Line
Sherry Braga	1998-99	Fort Vancouver Regional Library

Ginny Rabago is Library Technician III and Martha Parsons is Library Specialist II at Washington State University Energy Program Library in Olympia.

in the community, leaders in the library environment. Barbara noted that the organization, developing from CLEWS into WALE, has shown amazing growth. She encouraged us to “feel the power, enjoy the power,” to become fuller partners with WLA. “The world needs libraries,” she said, “and libraries need you.”

Sharon Hammer, Director of the Fort Vancouver Regional Library System, past President of WLA, and past member of CLEWS, also addressed the conference. She said that WALE really gained strength when they began to have their own conference. Sharon said how proud she was of how far this organization has come. She said, “You’ve caught the spirit!”

Joan Weber, current President of WLA, was also an early member of CLEWS when she was a bookmobile clerk in 1973. She addressed the group on Thursday evening, and presented a wonderful display of “The History of WALE” on Friday. In a PowerPoint presentation, Joan described her Internet search for the meaning of “WALE”: she found dictionary definitions such as “Das Wale un delphine,” Web sites for New South Wales, and sites for Wales (the country). After finding the correct “WALE,” Washington Association of Library Employees, Joan presented a brief history of the organization. Using archival photos and illustrations, accompanied by music but no dialogue, the display showed WALE’s progression from its early CLEWS days to today, and presented the reasons why the organization is so successful: networking, association, communication. Logos from all the different libraries and library systems were shown, to illustrate the many types and sizes of libraries represented. WALE’s conference

history was also included.

Sherry Braga, WALE Chair from Fort Vancouver Regional Library, gave an overview of what WALE is and how it fits into the Washington Library Association organizational structure as an Interest Group. She emphasized the umbrella that WLA provides and how important it is for all of us to work together to support libraries and library services.

Sherry Braga and Ginny Rabago put together a wonderful display board of photographs, articles, and memorabilia that was available throughout the conference. Photographs of highlights from all seven conferences brought back warm memories of speakers and conference sites. Copies of articles published by and about WALE members demonstrated the growth and leadership that WALE promotes.

The conference was a successful blend of celebration and encouragement. While congratulating ourselves on our past accomplishments, we know that we must grow with new membership, more participation and sharing of information, in order to celebrate the next twenty-five years of WALE! A big thank you and congratulations to all who have shared their leadership and enthusiasm, and have actively participated in the growth and development of WALE!



7th Annual WALE Conference

Catch the Spirit:

25 Years of WALE



The Flavors of Local Conferences

by Konny Thompson

Librarians are a social bunch. We are always trotting off to a conference or meeting. Sometimes the institution where one works encourages this, pays the fee, and gives release time, but often the participants are attending on their own time and dollars. Either way, we are expending time, energy and money. What do we get from this activity? And, how do we choose the type of conference that will fit our needs most exactly? If one wants to do more than attend as an audience member, how does one go about getting involved in planning and programs?

Involvement on a national level, in the American Library Association, the North American Serials Interest Group, or any of the many other national organizations, carries its own set of pros and cons, rewards and difficulties. More immediately feasible, however, is to “think globally, act locally”—to attend conferences that are staged in the region in which one lives. These may be presented by the state or regional library organization, or they may be conferences on a focused topic. Choices also exist within the set of these locally administered conferences.

The larger, general, but regional conferences, such as those of the Washington Library Association or Pacific Northwest Library Association, offer more in the way of browsing and mingling. These meetings tend to draw a cross-institutional, cross-departmental crowd, and provide a chance to widen one’s base of perspectives when networking. Usually, vendor halls are part of the general conferences. The variety of programs means attendees can break from the mold of their everyday work and gain some insight into other branches of librarianship, or gather the opinions of “outsiders” who are presenting talks on problems we face.

If active participation is a goal, this is often a possibility at a general conference. State and regional organizations use the conferences to do business. Interest groups meet, officers are elected, resolutions are passed. Attendance at a meeting may evolve into instant officer status. A good idea for next year’s program is likely to be given consideration—of course, that means one must get one’s ideas a year in advance. Interest Groups are a locus of conference planning in WLA, but not in every organization. If interest groups are not the focal point of planning, go straight to the planning committee. Good program ideas are rather scarce in many instances. The key to participation is to attend the meetings, and be willing to speak up. Joining in is appreciated and rewarded.

The subject-specific conferences tend to be smaller, more intimate. Vendor exhibits are not the norm. The rule of thumb here is—if sleeping accom-

modations are cabins, wear jeans. At any rate, these meetings tend to be more casual, the exception being the computer-oriented conferences. The presentations are, of course, more focused, so attendees are sure to have an interest in the subject. Some offer concurrent sessions, but the format may be one session that everyone attends. This provides grist for wide, in-depth post-session discussions. The “audience” is more a component of the program than “audiences” tend to be at general conferences. The presenters are often the people who actually do the work and know the particulars of what they are talking about. One nice feature of this programming is that sometimes the “how we done it bad” perspective is offered, in addition to the usual “how we done it good.” Planning for the event is usually achieved via a central committee. This may be more difficult to gain a place in than with a state organization interest group, but it never hurts to offer. Topic suggestions are welcomed. Potential presenters should watch for the call for papers (which occurs sometime between meetings) and have an idea prepared to develop.

Why attend one type of conference instead of another? Better yet, why attend at all? Registration alone for WLA annual conference in the spring of 1998 was \$85.00 (member price, early registration). When one adds in two to three nights in a motel, meals, and transportation, the costs rise to \$400.00 or more. Is it worth it to librarians personally, or to their institutions, to spend this money and time once, twice, or more times a year?

Librarians attend conferences for many and various reasons. Among these are: professional development—they want to learn something new; a chance to browse the exhibits and catch up on new products; the opportunity to network with others who may have solved the same problems one is working on; a line to put on one’s resume or vita; a chance to mingle with colleagues; and to meet one’s friends. In addition, one may gain a sense of professional solidarity, an enthusiasm to go back and try something new, or an altered perspective about one’s work.

Only one of these results is guaranteed by conference attendance. One’s resume can be enhanced. Personal observation and talks with vendors suggest that familiarity with new products is not a usual achievement. Librarians tend to walk the hall using a head down, no-eye-contact slink that effectively precludes conversation with a real person. Mingling, chatting over problems and seeing one’s friends are high possibilities on the results list. Enthusiasm and a new perspective depend upon the presenters, with a somewhat even chance of occurrence.

Look at the types of conferences available, for a moment, as a choice of dinners. One has, on the one hand, something like WLA or PNLA annual conference. It’s a buffet, in which the dishes change every hour or so. At any point in the day one may have a choice between a salad or dessert, and take what strikes one’s fancy. The waiters are often elegant people one may have heard of—administrators, non-librarians, keynote speakers. A side bar may offer hors d’oeuvres of vendor exhibits. The attendees wander through the plush conference center, meeting and greeting and sampling.

On the other hand, one finds the focused, subject-oriented, or issue-specific conference, like Feather River Institute for Acquisitions Librarians, the ACRL Oregon/Washington Annual Conference, or the Washington Library Media Association Annual Confer-

Konny Thompson is Acquisitions Librarian and Chair of Technical Services, Foley Center, Gonzaga University.

Who's On First?

Free speech, censorship and the library



Is Library Education Preparing Librarians to be Intellectual Freedom Advocates?

An Interview with Mary K. Chelton

by Tom Reynolds

From my vantage point, it seems clear that there has been a slow erosion of support among practicing librarians for intellectual freedom concerns over the last decade. Library literature is now filled with columns and articles heralding “a new pragmatism” as the dominant trend in library affairs. Central to this new pragmatism is the idea that intellectual freedom principles need to be compromised in the face of local realities and national trends (Manley).

At the same time, I meet many librarians who seem to have little on-going interest in library history. There is a complacency about the intellectual and political battles that have formed our profession over the last fifty years, particularly those relating to increasing access and promoting intellectual freedom. There is a definite reluctance to offend local groups or library administrators, even in defense of our most cherished principles; and many librarians seem just plain scared to speak up in defense of freedom of access. I suspect there are many reasons for this—not the least of which is the withering attack libraries have come under by those who want to put a one-size-fits-all stamp on American culture. Still, I have also begun to wonder what role library education is playing in this trend.

In doing research on this subject, I reviewed the comments of library educators in *American Libraries* and *Library Journal*, including a 1994 interview with ten library school deans on the future of library education. None of the deans mentioned intellectual freedom as a concern (“Dean’s List”). In such an environment, one has to ask—Is library education contributing to the erosion of advocacy for intellectual freedom issues among practicing librarians?

I asked Mary K. Chelton, library educator, nationally known youth services advocate, and intellectual freedom champion, to share her ideas on this issue with *Alki* readers. Here are my questions and her responses.

Question 1: Is intellectual freedom as a core competency of our profession being adequately addressed by most library schools today? If not, what has the effect of this been on IF advocacy by librarians?

Chelton: No. The effect has been less willingness to be IF advocates and more opportunity to be blindsided politically on the issue because of ignorance.

Question 2: Why have intellectual freedom concerns been

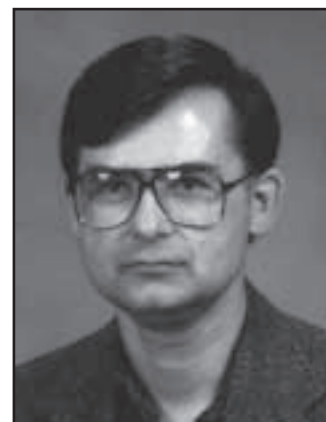
pushed to the sidelines in our library education?

Chelton: I think that the blurring of public and private sector positions under the “information professional” rubric has eroded IF concerns. The First Amendment laws are different for government vs. the private sector. I also think too few professors are stretched so thin teaching a broad curriculum

that time is at a premium. There is also little history of the library as an institution taught anymore.

Question 3: The Office of Intellectual Freedom has become interested in this issue, and I understand that you attended a meeting where OIF staff and ALA accreditation officials discussed the problem. Was this meeting a success, and what do you hope will be the result of this dialogue?

Chelton: I don’t think the meeting was a great success, because nobody knew what to do and they’re all waiting and hoping for input to ALA’s Congress on Professional Education chaired by Ken Haycock. I do think ignorance of academia and the pressures on academics is a problem in the field, though. Just because the IF people think something is important, they can’t march in and tell professors what to teach, or they’ll have “academic freedom” to contend with. With Berkeley or Michigan as examples, do alumni have much influence over an academic management that wants to go in another direction? People in the public sector part of the field also need to realize that schools are placing fewer students in public sector jobs. As a result, those concerns do not monopolize the curriculum or academic agenda any more.



Tom Reynolds

Tom Reynolds is a librarian at the Edmonds branch of the Sno-Isle Regional Library system.

(Continued on next page)

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Question 4: You mentioned ALA's Congress on Professional Education. Can you briefly describe this group?

Chelton: When complaints about Berkeley and youth services hit the ALA Member and Council forums, a group was appointed to gather information for an ALA "education summit" to be held in 2000. Under Haycock, who is dean of the University of British Columbia library school, this metamorphosed into the Congress.

Question 5: In your mind, how would training in the principles and history of intellectual freedom be approached in the ideal library school curriculum?

Chelton: I think IF principles and history should be part of any course on management, collection development, policy, or youth and adult literature courses, as well as anything on contemporary issues in the field. I don't think it should be covered in a separate course, which would almost inevitably be an elective. IF options should be built into long term assignments. The privacy end of IF should be a major concern for those entering the private sector, but this is barely talked about in LIS as far as I know. I also think that the availability of any large amount of grant money would sweeten the pot. Academics follow grant money, often because they are given many incentives to do so.

Question 6: What role can library school alumni and other library professionals play in encouraging library schools to include our IF history and issues as an integrated part of their curriculum?

Chelton: Send letters requesting coverage, case studies that can be shared, and mention IF issues in return visits to classes (Chelton).

Author's note: Carolyn Caywood, chair of ALA's Intellectual Freedom Round Table, announced at ALA's Midwinter Conference in Philadelphia that the IFRT would begin work on a position paper concerning the importance of making intellectual freedom training a core component of library education programs.

Federal Filtering Legislation and Local Filtering Plans Hit a Major Roadblock—The Constitution!

1998 was a topsy turvey year for libraries and intellectual freedom advocates. As summer ended, it appeared that despite the successful challenge to the 1996 Communications Decency Act, the Internet filtering juggernaut had gained irreversible momentum. Major federal filtering legislation was moving swiftly through Congress, while a number of prominent local library systems had announced plans to install filters on their Internet terminals. But by year's end the picture looked significantly different, more positive for IF. Indeed, at this writing, those

opposed to filtering appear on the verge of winning important new victories in the federal courts.

The School Internet Filtering Act, S.1619, of particular concern since it targeted libraries, died an ironic political death when it was first added to and then deleted from Congressional appropriations legislation. ALA worked behind the scenes to kill what had become known as the McCain Bill because of a growing fear that, unlike other federal filtering legislation, it might pass constitutional muster. Partially through ALA's efforts and those of others in the library community, S.1619 died. But there may be another story here, since this writer suspects that the School Internet Filtering Act was as much a political tool as a serious attempt at legislation.

Some sponsors like Indiana's Dan Coats, the Senate's most rabid filtering advocate, may have wanted to scare libraries after they helped successfully lead the coalition that challenged the CDA in 1997; others, such as Senator John McCain and Washington's Patty Murray, wanted to use the legislation as a campaign issue—McCain for his just-announced presidential bid, Murray for her successful reelection campaign. Once sponsors had gained all the political capital they could on this issue, it was quietly let die. Still, questions remain. Was a behind-the-scenes compromise reached with ALA that will see federal "acceptable use" legislation pushed

through the 106th Congress, or will filtering advocates be back in 1999 with legislation similar to the School Internet Filtering Act? Stay tuned.

Just before it adjourned, Congress passed another piece of legislation designed to regulate Internet speech. The Child Online Protection Act, dubbed the CDA II, would have required Web sites to obtain proof of age before

allowing viewing of material considered "harmful to minors." Despite initial concerns by the Justice Department that the statute contained "numerous ambiguities concerning the scope of its coverage" that might render it unconstitutional, President Clinton signed the legislation.

Immediately a coalition of civil liberties groups, led by the ACLU and the Electronic Frontier Foundation, filed suit seeking an injunction to stop enforcement of the statute. Many of the members of this new coalition had been involved in the successful challenge to the original CDA. One group that was conspicuously absent was ALA.

At ALA's November Executive Board meeting, Judith Krug, Director of the Office of Intellectual Freedom, said that since the new law was aimed at commercial Web sites, it did not appear to directly concern libraries. But consultation between ALA and the coalition over the legislation will continue (Flagg, Nov. 1998 and Dec. 1998).

On November 19, U.S. District Court Judge Lowell A. Reed agreed with the plaintiffs and issued an order temporarily blocking enforcement of CDA II. Although the order is not final, members of the coalition saw it as a hopeful sign.

David Sobel, general counsel for the Electronic Privacy Information Center, called the ruling a "strong indication that the plaintiffs are likely to prevail and that the statute is likely to be found unconstitutional" (Flagg, 1999).

Still, this victory may be of less importance to libraries than a court decision which followed four days later. In a first-of-its-kind

Is library education contributing to the erosion of advocacy for intellectual freedom issues among practicing librarians?

case, U.S. District Court Judge Leonie Brinkema ruled on November 23 that Loudoun County, Virginia's library policy of screening out Internet sites that could be harmful to minors violated the constitutional free speech rights of adults and failed to serve a compelling government interest ("Library Filter ...").

In her summary judgment, former librarian Brinkema wrote that the age-neutral "Policy on Internet Sexual Harassment" that was enacted by the board in October 1997 "offends the guarantee of free speech in the First Amendment and is therefore unconstitutional." The judge took particular exception to Loudoun County Library's reliance on the X-Stop software because the manufacturer doesn't disclose its blocking criteria. In words that will have a profound impact if her decision is upheld, Brinkema said that the library "cannot avoid its constitutional obligation by contracting out its decision making to a private entity" (Flagg, 1999).

Loudoun County has made headlines before for the efforts of its conservative library board to adopt restrictive access policies for library materials. In fact, the system has become something of a poster child for groups such as the Family Research Council (FRC) in their efforts to promote a pro-censorship library agenda. The Loudoun County board, supported by the FRC and the National Center for Law, will appeal the Brinkema decision.


Intellectual Freedom Action Network is Looking for Advocates

There is at least one easy way librarians can exercise their intellectual freedom advocacy—join the Intellectual Freedom Action Network! Members of the IFAN act as the eyes and ears of

The Flavors of Local Conferences


(continued from page 20)

ence. This type is like a country supper. One may have a few dishes to choose from, or one may have one big casserole of which everyone partakes together. The wait staff are usually the people who do the same work as the participants. Dessert is the opportunity to mingle with the other attendees after the dinner. Dress is often more casual, and the atmosphere more relaxed.

Overall, the two types of conferences fulfill different dietary requirements. A general conference may satisfy an appetite that craves variety, in both substance and companions, or one that wishes to sample a new direction. It extends more opportunities of conferring with many different chefs in the planning of next year's meal. The focused conference, however, satisfies the appetite that knows what it wants and wants large helpings of it. The companions at the feast may be well-known friends. Continued annual attendance offers the chance to keep up on the progress of suggestions made in previous years, and on the impact of changes discussed before. Because everyone tends to work in the same area, a more familial feeling pervades, and mistakes are more likely to be admitted. Both meals have appeal. And the beneficent effect to the palate of a change of locale and company should not be underestimated. While one should always weigh the costs, sometimes the intangibles of a new crowd, fresh ideas, and different tastes are worth the expense. 

intellectual freedom, reporting challenges to ALA's Office of Intellectual Freedom and serving as intellectual freedom advocates in communities. If you are interested, contact: IFAN, American Library Association, Office of Intellectual Freedom, 50 E. Huron St., Chicago, IL 60611. To find out more about IFAN, you can view the Intellectual Freedom Action News on the Web at <http://www.ala.org/alaorg/oif/ifanpub.html>.

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**"Fond Farewells,
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School Libraries: At the Center of Learning

(Continued from page 7)

by taking 24 quarter hours of graduate study in an accredited program. Earning the MLIS degree at the UW requires 63 quarter hours. Evey estimated that



Children use the library at the Laboratory School, Eastern Washington College of Education, probably in the late 1940s. Courtesy Eastern Washington University Archives, Negative Number 0146.

fewer than 30% of school librarians have an MLS. Page agreed the percentage is small. Eisenberg noted that some states require school librarians to have an MLS. Increasing educational requirements for school librarians will certainly raise their status in schools and will lend authority to library initiatives.

Hard work and more prestigious credentials are admirable in themselves, but are unlikely to succeed in elevating the place of libraries in school culture. Librarians are too small a presence in public education to stage a coup, even if they wished to. Certainly politics must infuse everything school librarians do, but they need outside help as well. Maybe it is time for WLA to put the independent funding and staffing of school libraries on its legislative agenda. Schools should not have to sacrifice class size for library service.

Change will be difficult to achieve in a large and conservative public education system in which students often still sit in rows listening to textbook-based lessons delivered by teacher/authority figures, and where learning is still largely directive and students passive. But reform is on the agenda. It is time to give an old idea a chance to succeed.

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The Purposes of School Libraries


(Continued from page 11)

collection needs class-sized groupings of materials on units regularly taught. High book circulation rates really matter as children and young adolescents learn to read. The librarian needs to build positive attitudes toward reading among children and adolescents. Information access is changing today with computers and networks, especially as the technology provides access to databases and other library catalogs. Potentially, this situation opens resources that schools couldn't afford alone—if they are willing to share.

When a library can deliver on these three purposes, then it is playing an important role in the school. Teachers and administrators will see the correlation between a good library and student achievement. The library will be central to the school's everyday life. When the library doesn't effectively play these roles, the pressure is often on to reduce or eliminate it, with the result that the library will never reach its




At the Circulation Desk, Wing Luke School (Seattle School District).

goals. School libraries are either done right, and they will make a positive difference for students, or the library program will become marginalized by other, higher priorities within a school. 

View 1 (continued from page 12)

opportunities, for developing an implementation plan for each state, for spearheading the action plan, and for communicating with other state coordinators and with the national organization.

Communication will be a major key to a successful implementation. The Washington Library Media Association will provide the major conduit for information through its two publications (the *Medium* and the *Message*), their Web site at www.wlma.org, and through WLMA conferences and Region meetings. 

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View 2 (continued from page 13)

found in the library—personal success in information navigation. *Information Power: Building Partnerships for Learning*—the title says it all.

The greatest failing of the 1988 *Information Power* was its reliance “upon the kindness of strangers” to implement the program. Given time constraints, the number of books in the “I really SHOULD read this” pile, and other competing needs incumbent in providing materials, service, and access, not many strangers came forth. The American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) learned their lesson; and with the advent of *Information Power: Building Partnerships for Learning*, AASL and AECT have organized a thoughtful implementation plan. State coordinators have been selected and they are currently building their teams. Be part of a concerted effort. Become involved in the statewide implementation. If you are interested, contact Judy Carlson, Washington's State Implementation Coordinator, at jcarlson@halcyon.com.

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An Open Letter to WLA Members Who Have Not Yet Decided To Attend WLA Conference 1999

by Brian Soneda, Mid-Columbia Library

Dear WLA Member:

I will be attending the WLA Conference, "Fond Farewells, Bold Beginnings," at the Doubletree Hotel in Pasco, this April 28-30. I enjoy attending the annual conference, I think the slate of speakers and workshop presenters this year is strong, and I live here in the Tri-Cities.

But what about WLA members in Seattle, Bremerton, Colville, Port Angeles, Long Beach or other far-flung parts of the state? Yes, there is a speaker or two you would love to see, but what a long drive! Yes, you'd love to touch base with your colleagues from Spokane and Walla Walla again, but that south central Washington is such desolate country! Yes, the Conference itself sounds pretty good, but you hate to drive 250 miles just for the Conference and then drive 250 miles home!

Here are six reasons to make that long drive. They are biased and eclectic reasons, but they are good reasons. Trust me. The Conference will be great, but it's not the only reason to drive out to Pasco in April.

Reason #1. The weather.

If you are from western Washington (and most of you are), you will find the sunny, temperate climate of the Tri-Cities area in late April a welcome change. I guarantee sunny weather during the Conference. If it rains, you can stay at my house for two days in July, when it *never* rains around here.

Reason #2. New libraries.

If you like shiny new libraries with shiny new technology, 1999 will be a great year to visit this area. The Mid-Columbia Library is scheduled to open a brand new, flagship branch in Kennewick, just before the Conference. It will feature an imaginative, flowing, river-influenced design; 50 OPACs, most with full graphical Internet access; a reading lounge complete with coffee and a fireplace; and, outside, a model garden designed, planted and maintained by the local Master Gardeners Club.

Reopening shortly before the new Kennewick branch, the Mid-Columbia Library's remodeled Pasco branch will feature an expanded floor area; over 20 OPACs, most with full graphical Internet access; reader- and relaxer-friendly lounge areas, and, still, the biggest and best Spanish language collection in southeastern Washington.

The Consolidated Information Center opened in

June of 1997, and houses three separate but cooperating library entities: WSU-Tri-Cities' Max Benitz Library, the Hanford Technical Library, and the DOE Public Reading Room. In this mutually beneficial arrangement, WSU students have access to arcane technical data, Hanford engineers may use materials from the broad-based, curriculum-supporting college collection of the Benitz Library, and the government documents in the Reading Room are available to all.

Just across the river from Pasco, Walla Walla County Rural Library's new Burbank Heights branch (inspired by Sno-Isle Regional Library's Coupeville branch) is a quantum leap forward in appearance and service provided from its small predecessor. After years of cramped existence in a school room and then in an industrially zoned commercial building, the spacious new library delights local patrons.

I am headquartered at the Mid-Columbia Library's West Richland branch, which opened at the same time as the Burbank Heights Library (October of 1996). Both Burbank Heights and West Richland are great examples of the pooling of local and federal (LSCA) money to build modern, computer-age, community-accessible libraries. What little modesty I have prevents me from bragging about my home branch in these pages, but I'll be happy to brag in person when we talk at the Doubletree in Pasco. Staff at any of these five libraries (and any of the not-as-new libraries in the area) will be happy to give you a personal tour in late April.

Reason #3. Great Mongolian beef.

Just across the street from my home branch in West Richland is a nondescript little eatery, Elly's Family Restaurant. Elly's has the best Mongolian Beef you ever tasted. Trust me on this one too. If you can find time in your Conference schedule for a lunch break, make that 15-20 minute drive out to West Richland. Susan Towne, Mid-Columbia Library's Technical Services Librarian, also recommends the Sizzling Rice Soup at Elly's.

Reason #4. A great local celebration.

If you have not been to Pasco's Cinco de Mayo celebration, you can remedy that unhappy situation this year by staying an extra day. This year's festival will be on May 1, the day after the Conference ends. Enjoy a terrific multi-cultural parade through the streets of downtown Pasco, visit the opening of the renowned Pasco Farmers' Market, and sample Mexican food (and Filipino and Chinese food, and ice cream, and Navajo bread and ...) at the adjacent festival food booths. Singers, dancers, and other entertainers will perform on nearby open air stages. You'll have fun.

Reason #5. Another reason to stay an extra day or two: Palmer Farm B&B.

The Palmer Farm Bed & Breakfast is a gem of a stop on a westsider's way back home. Located in Benton City (about 20 miles west of the Conference location), the Palmer Farm is a restored turn-of-the-century farmhouse literally steps away from the Yakima

River. It features period antiques, a cool wrap-around porch for lounging away a perfect spring day (see reason #1), beautifully landscaped grounds and gardens complete with an inviting gazebo.

If lazing a peaceful afternoon away is not your cup of tea, enjoy the full farm-style breakfast, and then use the Palmer Farm as a jumping off point to some of eastern Washington's finest wineries, many only minutes away. Hostess Virginia McKenna, a soon-to-be retired Mid-Columbia Library employee, will be happy to share her knowledge of the area with tourists/WLA members interested in wine country.

Reason #6. Sherman Alexie.

Okay, I talked about Sherman Alexie in the December issue of *Alki*. You may be thinking that since Mr. Alexie lives in Seattle, surely you will have an opportunity at some time in the future to hear him talk, closer to home. You may be right about that. But will you be able to hear him talk while sitting among your statewide colleagues and professional friends, who (as a group) figured out how very talented this man was, before just about anybody else? We ordered his books for our libraries and book-talked them and reviewed them in our in-house and mainstream media outlets and told our friends, "If you want to read a really good book, read *Reservation Blues* or *Old Shirts & New Skins* or _____" (fill in the blank).

We're pretty smart people, most of the time, aren't we? Let's celebrate that fact, and the fact that we love doing what we do, with our colleagues from across the state this April 28-30. Get in that staff car or van and make that long drive. You won't be sorry you did!

Contacts for curious WLA attenders:

For directions and hours of the profiled local libraries, contact:

- Brian Soneda (509)967-3191, e-mail: brian@mcl.lib.wa.us (Kennewick, Pasco and West Richland branches of the Mid-Columbia Library);
- Punky Adams (509)527-3284, e-mail: padams@walnet.walla-walla.wa.us (Burbank Heights branch of the Walla Walla County Rural Library);
- Harvey Gover (509)372-7204, e-mail: hgover@tricity.wsu.edu (Consolidated Information Center).


Palmer Farm Bed and Breakfast, contact Virginia McKenna, 1-800-635-3131.

Elly's Family Restaurant, (509)967-2633. 

Educational Preparation of Library Media Professionals

(continued from page 14)

The Washington Library Media Association (WLMA) and the Northwest Council for Computer Education (NCCE) are two that are relevant to school library media issues (see Web sites at <www.wlma.org> and <www.ncce.org>).


Library media specialists in preparation must understand the foundations of information resources and services, and also those of teaching and learning. Classroom teachers and school library media specialists share the professional mission of all librarians in creating environments to enhance lifelong learning skills and to help students become effective creators and critical users of ideas and information. 

Up Front

(continued from page 2)

establishing a system of on-going maintenance, rather than unmanaged, ever-accumulating archives.

- Established contracts for all WLA employees, which include financial terms and position responsibilities.
- Passed two audits, successfully.
- Changed the awards process to award only one nominee (or group) from each category (excluding Emeritus). The President's Award will be a secret until the actual presentation at the conference in Pasco.
- Authorized *Alki* to be included in *Omnifile*.

It was a challenging, rewarding, and memorable experience to serve as your President. I feel extremely comfortable about the State of WLA as I leave office. I thank all of the Board members, committee chairs, committee members, and anyone else who made the successes of my three years possible. Credit for everything listed above goes exclusively and entirely to everyone who took an active role in WLA during my three years as your President. My special and heartfelt thanks to each one of you. 


I'd Rather Be Reading

(continued from page 31)

Just as British spy fiction had to come to terms with Philby and the damage he and his fellow agents did, American spy novelists have to confront the issue at the heart of American intelligence: is there, or was there, a Soviet agent high up in the echelons of the CIA?

Two of my favorite American spy novels are *The Last Supper* by Charles McCarry (in which finding the mole is the central problem) and *The Tears of Autumn*, McCarry's (fictional) answer to the question of who was ultimately responsible for the death of John Kennedy. *The Tears of Autumn*, in fact, is so plausible that readers will find it almost impossible to think of the events of November, 1963, in any way other than how McCarry developed his quite ingenious scenario. (The plot of McCarry's newest novel, *Lucky Bastard*, revolves around a President of the United States, a man not too much unlike Bill Clinton. It's not a good McCarry to start with because it's rather atypical of his other books.)

But the best American spy novel (that no one has ever read) has to be David Quammen's *The Soul of Viktor Tronko*. It's about the defections of two Russian intelligence agents with opposing stories and the rift that occurred among CIA operatives who were forced to choose between them. When I first discovered this book I wondered how much of it was based on real events, and after reading Tom Mangold's *Cold Warrior: James Jesus Angleton, The CIA's Master Spy Hunter*, I learned that much of it was.

Just writing about these books makes me realize again how much I enjoyed them. It must be time for another reading-go-round of all these old favorites. I'm off to reserve them at the library. 

Washington Library Association

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washla@wla.org

Alki Volume 14 Index

Compiled by V. Louise Saylor

Contributors, titles, and featured individuals and libraries are included in a single index, sorted letter by letter. Pagination covers the entire article. **The first given number is the specific issue of volume 14.** Brackets around a page number indicate a photograph.

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INSTRUCTIONS TO CONTRIBUTORS

ALKI is published three times per year (March, July and December). Each issue is centered on a theme relevant to Washington libraries. Unsolicited contributions are welcome and encouraged, but will be published based on the needs of specific issues. All submissions may be edited. The Editor and the ALKI Editorial Committee reserve the right to make the final decision on any submitted material.

Deadlines for submissions are January 15 for the March issue, May 15 for the July issue and October 15 for the December issue.

Format: Submissions should be in electronic form, if possible. The preferred formats are any WORD for Windows or ASCII text transmitted as an e-mail message or submitted on a PC-formatted 3.5" disc. Hard copy will be accepted if the author does not have other options. Photos should be black-and-white. The Editor should be contacted before submitting artwork. Photographic prints and artwork will be returned, if requested. Otherwise, they will not be returned.

Articles typically range in length from 1,000-5,000 words and need not conform to the issue's theme; although theme-related articles are more likely to be published in the corresponding issue. Unsolicited articles unrelated to the theme, if they are selected for publication, will be published on a space-available basis. Articles should be in-depth examinations of issues of importance to Washington libraries. ALKI publishes library news and announcements in a column format.

News of personnel changes, professional organizations, awards, grants, elections, facility moves or construction, and/or establishment of newsworthy services can be submitted, and may be edited and included on a space available basis. Items that require a timely response should be submitted to **The WLA LINK**, instead. **Columns** appear regularly and cover specific areas of library service or operations. Columns typically are pre-assigned in advance, and may be written or administered by a designated person. Anyone interested in submitting material for a specific column should contact the Editor.

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I'd Rather Be Reading . . .

Spy Fiction

by Nancy Pearl



Nancy Pearl

There's only one possible reason for regretting the end of the Cold War: it could be argued that its demise also meant the end of spy fiction as we know it. That's certainly true for two of the best spy novelists of the '60s, '70s, and '80s, John le Carré and Len Deighton. Le Carré never wrote anything else as good as his 1986 novel, *The Perfect Spy*; and Len Deighton has never equaled his trilogy, *Berlin Game*, *Mexico Set*, and *London Match*. All were published before the fall of the Berlin Wall in 1989.

Of course, both Deighton and le Carré have continued writing; but without the existence of the Soviet Union as a well-defined enemy, their novels have lost their crispness and direction. Drug lords and even the situation in Chechnya just don't generate the interest that Kim Philby and his dastardly cohorts did in the good old days of spies, moles, and campaigns of disinformation. The only really good new spy novel I've read recently was John Banville's *The Untouchable*, set back in the halcyon days of the pre-détente period. Banville's novel is a loose, fictional biography of Sir Anthony Blunt, art historian, Keeper of the Queen's Pictures, and a leader of the group of Cambridge spies.

But these days, when I'm in the mood for a good spy novel, I go back and reread some of the classics of yesteryear.

British spy novels published between 1950 and, say, 1989, all deal, one way or another, with the defining event of that period—the betrayal of Britain by Kim Philby, Guy Burgess, and Donald MacLean. There is good non-fiction about this period that provides context and background, including Phillip Knightley's *The Master Spy: The Story of Kim Philby*, Andrew Sinclair's *The Red and the Blue: Cambridge, Treason, and Intelligence*, Peter Wright's *Spycatcher: The Candid Autobiography of a Senior Intelligence Officer*, and Nigel West's *Molehunt: Searching for Soviet Spies in MI5*, as well as Kim Philby's own account of his betrayal of a generation, *My Silent War: The Soviet Master Spy's Own Story*. But the terrific novels that deal directly with the suspicion of a spy high up in British intelligence are simply not to be missed. The best one to start with is John le Carré's masterpiece, *Tinker, Tailor, Soldier,*

Spy, in which truth and fiction are so intricately intertwined that it's hard to tell where one ends and the other begins.

Incidentally, new readers of le Carré need to keep two things in mind. The first is that le Carré's novels never begin where they are going to end. That is, le Carré begins, always, somewhere way out in left field and only gradually brings the story around to the main plot line. *Tinker, Tailor*, for example, starts with a teacher coming to work at a public school in Britain. It's only much, much later that we learn the connection between this man and the rest of the characters—and even then his role is not all that important. The second thing to remember is that le Carré's novels are narrative-heavy; there's not a whole lot of white space on the page. And much as I love them, there's no way I can say in all honesty that they are quick reads. You have to pay attention in le Carré's novels, but the rewards are great.

George Smiley, the main spy catcher in *Tinker, Tailor*, also appears as a minor character in several of le Carré's other novels, including *The Spy Who Came in from the Cold* and *The Honourable Schoolboy*, a book so incredibly bleak that I have never been able to reread it. Smiley reappears on center stage in *Smiley's People*, a direct sequel to *Tinker, Tailor, Soldier, Spy*.

In a speech I heard him give, le Carré said that if he had not been a writer he would have been a spy, and *The Perfect Spy*, about a man who betrays his country, his best friend, and his wife, is le Carré's most autobiographical novel.

The Len Deighton trilogy mentioned above is also about trying to locate a spy in the British Secret Service. Taken together, these three books represent the best of Deighton's fiction. And then there are William Hood's *Spy Wednesday* and Bryan Forbes' *The Endless Game*, both excellent ways to pass the time.



Art by Ida Brown.

Nancy Pearl directs the Washington Center for the Book at the Seattle Public Library.

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