

Alki

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FOND FAREWELLS!



BOLD BEGINNINGS!

The WLA President speaks

Greetings from the President!

by **Cindy Cunningham, WLA President**

Pasco was a terrific conference, and a wonderful way to send Joan Weber off in style. Joan did an outstanding job for WLA, serving an extra-long term to make up for an interrupted term of several years before. Thank goodness we're caught up! When I got word, on the eve of the conference, that our newly elected Vice President/President Elect was taking a job out of state, it conjured up images of our repeating the same scenario all over again. Luckily we found two exceptional new candidates, and we are speeding through a special election so that we can have the newly elected VP at our annual planning retreat on June 3 and 4. [Editor's note: see "WLA Communique" in this issue for results of that election.]

This retreat, the first of my presidency, will be the most important one for my term. I plan to set our strategic course and focus on priorities for the next two years. Although a two-year term may sound long, the time goes very quickly, as I have already learned. Several members of WLA who are not chairs of committees, but who are new appointees will join us. By the time you read this, the retreat will already have happened. In the next issue of *Alki*, I hope to be able to present to you some of the strategic goals we created there.

I am focusing my presidency on recruiting new members, re-attracting former ones, and making this association relevant to all librarians in the state. While I support the work of smaller associations that can specifically address their members' needs, such

as OWLS, CLAMS (College Librarians and Media Specialists), and the state chapter of ACRL (Association of College & Research Libraries), I would like these members to feel that WLA represents them, too. Obviously the way to do that is through relevant conference programming and continuing education programs, and through representation of these constituencies on the WLA board itself. I am proud to say that our board and

committee membership represents a cross-section of community college, four-year university, large and small public, and special libraries, as well as both new members and the seasoned, experienced members who have carried this organization for a long time. I am committed to seeing an increasing number of new



As banquet speaker Sherman Alexie and new WLA President Cindy Cunningham look on, Joan Weber assumes a new role in the Association. Photos by Tony Wilson.

members, as well as a cross-section of all libraries represented in this organization.

If you could not attend the retreat at Federal Way and you have ideas about recruiting and retaining members for WLA, please feel free to e-mail your suggestions to me. And please put "WLA" in the subject line, so I can find them in my growing mail queue! After the retreat, we will continue to explore reciprocal memberships, interest groups, conference planning, and all other aspects of how to make this association work for all librarians. I would love to hear from all of you.

Thanks for being with us!



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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.

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From the Editor

Carolynne Myall



Why a Conference Issue?

Ever since beginning publication, *Alki* has featured a conference issue each volume, for the purpose of reporting and reflecting on the proceedings of WLA's Annual Conference. Why a conference issue? Is the Annual Conference so special? As this year's conference in Pasco demonstrated, the answer is yes.

Although WLA and its Interest Groups hold meetings, conferences, workshops, lobbying sessions, etc., throughout the year, the Annual Conference is still the biggest event in the calendar of the Washington Library Association. For many WLA members, Annual Conference is a big event in their individual professional lives as well. Conference is an opportunity to update knowledge, to establish and continue friendships with colleagues around the state, to participate in the business of the Washington library community. Conference provides a way to break the isolation of each of us in our library sub-communities, to connect across the boundaries of geography, library type, and library specialty. And since WLA members select and, to a large extent, present the programs, Annual Conference is an indicator of the interests, values, and concerns of the Washington library community. It is important for the Association's major publication to record and extend the themes of the conference.



Jonathan Betz-Zall administers the oath of non-solemnity at the editor's favorite WLA event, the annual meeting of the Society Gaius Julius V. Solinus Washingtonius. Photo by Sydney Chambers.

The 1999 conference featured a number of author events, including a wonderful banquet speaker, author Sherman Alexie (skillfully introduced by Brian Soneda), and a lesson in drawing Lyle the Crocodile by Bernard Waber. Discussions of the World Wide Web—Web reference tools, Web access and restrictions, Web governance—were everywhere. Other program topics ranged from literacy, to ergonomics, to equity for all library staff, to library advocacy, to patents. My favorite program, as always, was the

annual meeting of the Society Gaius Julius V. Solinus Washingtonius. In this event, library people pledge not to take themselves or their institutions too seriously—then comment on some of the most serious library issues of the day in ingenious and often hilarious presentations.

This *Alki* reflects the diversity of the conference. It reports, presents background about, and continues the conversation about topics of concern at the 1999 Annual Conference. With his usual panache, Cameron Johnson considers the implications of the recent OCLC/WLN merger. Dr. Mike Eisenberg tells us more about himself and his plans for the University of Washington School of Library and Information Science. Well-known YA librarian Evie Wilson-Lingbloom carries forward a topic of CAYAS conference presentations—youth involvement. Other articles discuss a variety of conference programs and presentations. We hope there is at least one conference-related article to appeal to the interests of each WLA member.

There are a number of pictures of the conference here too. Unfortunately for photography's sake, the current favored method of presentation—in a semi-dark room, with a glowing, waving screen in the front—doesn't always photograph well. But *Alki's* official photographer, Tony Wilson of Highline Community College, nevertheless captured a number of memorable moments. Mardell Moore of Seattle Public Library and Sydney Chambers of Foley Center, Gonzaga University, were kind enough to donate their work as well.

Also recommended in this issue are Rodger Hauge's history of Washington's newest library district, and some very funny advice for the mission-impaired, by Angelynn King.

How does *Alki* happen?

A publication of *Alki's* scope, ambition, and relatively limited resources doesn't happen without the help of many WLA members. As usual, the contributions of the *Alki* Committee to this issue are many and evident.

Others with special knowledge also contribute. Here I would like to recognize Susan Weiss, President of the Washington Library Media Association. She suggested ideas, topics, and possible writers for the previous issue on school libraries; and she continues to keep *Alki* apprised of developments in this field. Thanks, Sue!

Coming Issues

And now we need the contributions of the rest of you! Themes of upcoming issues are as follows:

December 1999: The Library as Place

March 2000: Intellectual Freedom Today

Please send articles, photographs, ideas of ways to make these issues relevant and interesting to the wide range of WLA members. I look forward to hearing from you!



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

The OCLC/WLN Merger: Farewell to a Washington Library Era



by Cameron A. Johnson

When Paul McCarthy, President of OCLC/WLN, grasped the podium at the WLA Conference April 29 in Pasco and gave his “professional and ethical report” on the reasons for WLN’s absorption by OCLC, there was scarcely a murmur from the packed audience. A regional library icon had died, and only a couple of desultory questions marked its passing.

“The people who put the fire in WLN are now a generation away from it,” McCarthy said in an interview after the speech. “The younger people in the profession have a more businesslike approach, and do what makes the most immediate sense for their libraries. If they can get their bibliographic records from a vendor or elsewhere, they will do it.”

“What changed the equation was the Internet,” McCarthy said. “ILL, fast data transfer, fax, and e-mail mean a company can be anywhere. This changed the electronic geography, put more economic pressure on bibliographic utilities. WLN actually saw local systems and book vendors—not OCLC—as our main competitors.”

Throughout its history, WLN was widely but not universally revered in Washington State. Because of peculiarities in its price structure, small- and medium-sized city libraries like Everett, Bellingham, and Tacoma could not afford to be full members; and larger academic libraries complained of its lower “hit rate” when compared to OCLC. But library systems and academic libraries tolerated its higher prices out of regional loyalty, and because they felt WLN offered a superior product to OCLC—which in the 1970s and early 1980s was WLN’s primary competitor. WLN’s database was considered by most to be “cleaner,” and WLN’s innovative linking of authority files to bibliographic records saved time for catalogers. WLN could always point to a high satisfaction rate among its clients.

According to Bruce Ziegman, a former director of WLN and now Assistant Director at Fort Vancouver Regional Library, WLN came about because of a fortunate confluence of people and events in Washington State in the late 1960s. “People in the state wanted better quality records and authority control,” Ziegman said in a recent interview. “It was a unique combination of smart people, legislators with money, and technical savvy.” From the beginning, the Washington library community was up to its armpits in WLN’s creation and operation.

A much-cited 1975 article by Washington State Library’s Mary Jane Pobst Reed documented the beginning of WLN. “In 1967 the state’s library profession accepted in principle the Beck and Hayes report, *A Proposed Library Network for Washington State*, and designated the State Library as responsible for spearheading development of the Washington Library Network” (Reed, p. 175).

A nation-wide survey of existing library networks was conducted to determine if any existing systems could be adapted for use by Washington State, but all were found wanting in one or

(Continued on next page)

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

Washington Librarians

Comment on the OCLC/WLN Merger

Here are some reactions from Washington librarians to the OCLC/WLN merger. The details of the merger can be found on OCLC/WLN’s Website at www.wln.com.

David Zavortink, director of Camas Library for the past four years:

“Our library got a grant to use LaserCat in 1986, and we have been using it for cataloging ever since. It has worked out well for us. The biggest problem is for items that don’t show up in LaserCat. We’re in a consortium with Fort Vancouver Regional Library and Clark College, so we snag the bib record that way. Using Dynix, we get the FVRL record, then use the WLN RID number to attach our holdings in LaserCat when we update. We have a considerable backlog that needs original cataloging.

“They have promised to keep LaserCat going; but if it did go away, we’d probably go with someone like BiblioFile for cataloging records.

“We’re seeing a lot of letters from OCLC/WLN saying there is a survey attached. When we call and say there was no attached survey, we’re told that the survey is only for online members. We have to adopt a ‘wait and see’ or a ‘wait to be told’ attitude. They say there is a new product coming out where we can get items over the network that are not on LaserCat, some kind of limited access to OCLC WorldCat. In some ways my hopes are higher [with the merger]. If we get access to OCLC, we might be able to clear up our backlog.”

Sarah Schwartz, Assistant Director for Technical Services at Sno-Isle Regional Library System:

“We were delighted about the merger. It was getting too expensive to use both OCLC and WLN. OCLC is much larger; it saved us a lot of time in both ILL and cataloging, and also in cost. It wasn’t good for our library system to depend on a smaller database than we could get elsewhere. We did hit-rate studies, and found OCLC superior. Being able to find more records made it worth losing WLN’s linked authorities. We just had to get used to a different way of working. Once we did that, it was fine.

“We changed to OCLC in 1998 and started going national with our ILLs. We will still use WLN for ILL of audiovisual materials and for Northwest ILLs only.

“We will still use OCLC/WLN for authorities and collection assessment. We send the bib records for our new holdings, and they upgrade the authority records and send cross-references.”

Sydney Chambers, Catalog Librarian for ten years at Gonzaga University in Spokane:

“Gonzaga has been using cataloging records from both OCLC and WLN since 1996. Sno-Isle and Gonzaga were the only CARL libraries that didn’t use OCLC, so CARL had to do special work to make the WLN records

(Continued on page 7)

another desired functional area. OCLC was found to lack adequate quality control, and Stanford University's BALLOTS system and the New York Public Library System were found inadequate for other reasons. It was decided that a computer bibliographic system must be developed from scratch.

In 1972, the Washington State Library contracted with Boeing Computer Services to design and develop a pilot system under the direction of the Boeing Technical Library, with the collaboration of the State Library's technical services staff. The Resources Directory Advisory Committee, with representatives from all types of libraries within the state, provided input and policy guidance. With input from the state's professional library associations, WLN's emphasis on quality and authority control was stressed from the very beginning. In 1974, the state legislature began funding the bibliographic system. An automated acquisitions module was implemented in 1975. The original products of the system were catalog cards, spine and book card labels, and the resource directory, a union catalog of member holdings. Terminals were located in member libraries throughout the state with online search and input capabilities.

All but two of the original ten WLN members were large, geographically distributed library systems. WLN grew steadily; and by the early 1980s, its customers totaled about 100 libraries, all from the Pacific Northwest region. By the mid-1980s, economic pressures were leading to a mid-life crisis for WLN. During the 1999 Pasco conference, McCarthy and Don Muccino, Chief Operating Officer of OCLC, discussed the two utilities' differing development.

"The focus of OCLC was on expansion. WLN's regional orientation held it to a more limited scope," McCarthy said. While WLN focused on improving its product in the region, OCLC put its resources into rapid expansion. This regional orientation hurt WLN in the long run, he said.

In 1987, Michael Schuyler wrote in *Alki*: "WLN has reached a saturation point when it comes to new participants. Any substantial new users must be coaxed away from OCLC. In today's climate, this is highly unlikely" (Schuyler, p. 87).

And even in 1987, WLN felt the pressure from the increasing capabilities of locally mounted library systems. "Local acquisitions systems can now be run from microcomputers," Schuyler wrote. "Even tape runs are less necessary as libraries develop online interface mechanisms allowing them to 'dump' records from the WLN screen directly into a local computer for further manipulation."

Mark Nesse, Director of Everett Public Library, made a strong argument that some libraries were better served by forsaking the bibliographic utilities and depending on the growing capabilities of local systems. Nesse found WLN could supply his library's new integrated system with cataloging records for \$24,000. A San Antonio company, Marcive, could

supply the same records for about \$2000. In the bargain Everett lost shared cataloging for regional titles, but Nesse felt the loss was worth the savings realized. Everett dropped out of WLN in 1985.

Ironically, some of the measures WLN took that would normally have helped cement its client base, actually ended up eroding it. In the mid-1980s, WLN introduced LaserCat, a CD-ROM product that included a large part of its database, complete with holdings. LaserCat was a big success, with one dismaying side-effect. "Much network activity can be performed with LaserCat at \$1300 per year as opposed to several thousand more dollars to perform the same activity online," Schuyler wrote. "Libraries that have made this switch are saving themselves money—at WLN's expense. It is as if WLN has sown the seeds of its own demise" (Schuyler, p. 88).

The article quotes State Librarian Nancy Zussy as saying libraries tended not to increase their purchases from WLN. "When changes in price structures have been made, users adjust their use of the network so that the overall cost remains about the same or lower. ... Reduced reliance on WLN for services such as products and local microfiche catalogs means a slow erosion of this base of support as cheaper solutions become more affordable" (Schuyler, p. 87).



Paul McCarthy and Don Muccino answer questions about the OCLC/WLN merger. Photo by Tony Wilson.

This economic calculus led to policy debates in WLA and throughout the region, and finally resulted in WLN's leaving the State Library to become an independent, non-profit corporation. In a recent interview, Zussy said the move met the concerns of libraries outside of Washington, who felt state rules on hiring and contracting were economically detrimental, and gave those libraries more of a say in WLN's governance. WLN had long met its own payrolls and expenses, but was ultimately governed by the State Library Commission. In a neat maneuver, WLN's assets were transferred to a non-profit organization which contracted with the State Library to run

WLN. According to Zussy, the corporation took ownership of the assets as management fees. "The auditor liked it," Zussy said with pride. "It was the first time such a sizeable chunk of state government had gone private."

Though the new structure gave WLN ten more years of life, the changes were too little, too late. Citing higher hit rates and lower costs, Washington State University Library dropped WLN as its primary cataloging source and joined OCLC. Sharon Walbridge, Assistant Director for Technical Services at WSU, helped oversee the transfer. She said WSU's leaving WLN was "a particularly bitter blow" since WSU housed and provided technical assistance for WLN's mainframe computer for many years.

King County Library System, the state's largest, left WLN for OCLC in late 1996. Another large system, the Sno-Isle Regional Library System, changed over in 1998. McCarthy says these losses "were the flash on the wall for us," and led directly to the merger, which was announced in October, 1998. "Some of the larger libraries weren't satisfied getting an 85% hit rate from us. They wanted the 90-95% they could get from OCLC. People voted with their dollars," he observed.

In their addresses at WLA in Pasco, both Muccino and McCarthy stressed the need to become bigger in order to compete in the "library industry." They cited recent mergers in the telecommunications and publishing industries that have far-reaching implications for the library field. "We saw significant consolidation coming about in the industry," McCarthy said, naming recent consolida-

tions by MCI/Sprint, Barnes & Noble and Ingram, and Blackwell and Academic Book Center.

Muccino said that the merger is a positive for OCLC. "We eliminate duplication of services, enhance WorldCat, broaden membership, and gain expertise in working with smaller libraries," he said. "We have gained three new products: LaserCat, authority control services, and collection development assessment. We gain trained staff in marketing, support, and development."


OCLC, like WLN, is a library company, developed and supported by librarians. Over the years it has improved its search interface for its catalog. It has added WLN's staff and assets and has moved up the economic food chain. The merger appears to be amiable, with many of WLN's products being retained and its staff members staying in place for at least five years. McCarthy said OCLC may even link bibliographic and authority records within five years. It remains to be seen whether these things will be enough to stave off competition from vendors selling cheap bibliographic records to locally mounted library systems, however.

The Sno-Isle Regional Library system was the last large library system to defect from WLN to OCLC before the merger. But Sno-Isle hopes to cut its costs further. Sarah Schwartz, Assistant Director for Technical Services at Sno-Isle, said in a recent interview that by the end of the year, Sno-Isle is hoping to have an acquisition system that will allow them to download records from vendors like B&T and Ingram directly into their CARL system.

"The records I saw were pretty good," Schwartz said. "They were LC records for most stuff; and if the vendor provides them for free, we will use them. That will mean fewer transactions with OCLC, and will help keep our costs down."

McCarthy believes cataloging records from vendors will prove to be inferior to those produced by the utilities. And were the utilities to fail, there will be even less incentive for vendors to supply records that meet national library quality standards. McCarthy fears that if the utilities continue to lose business, that resource sharing will be endangered. With no utilities, where would the holdings records go?

Such economic Darwinism may be inevitable; and we all see its effects, as when Wal-Mart brings its economy of scale and bottom-line mentality to a community. The costs of such losses—of autonomy, dignity, sensitivity, responsiveness, a sense of civic responsibility, and the stripping away of the non-essentials that add up to quality—are usually recognized only much later. And often lamented. And all of us contribute to this process.

For now, OCLC has some breathing room. Compared to WLN, it is huge, with a large customer base, a good R & D budget, and a savvy game plan. But all that may not guarantee survival on the shifting competitive ground of the information market. 

References

Author's interviews with Paul McCarthy occurred on 4/29/1999 and 5/21/1999. Interview with Don Muccino occurred on 4/29/1999; with Bruce Ziegman on 4/6/1999; with Sharon Walbridge on 4/15/1999; with Nancy Zussy on 5/17/1999; with Sarah Schwartz on 5/11/1999.

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Special thanks to Joyce Peter and Steve Ooton of Everett Public Library, who helped orient me to the unfamiliar world of library technical services.

work.

"One thing missing in OCLC is WLN's authority control over the database. If we get a new OCLC record, we will be more suspicious about the access points, and do a separate check in the authority file. We always had WLN send replacement records for our local system when records changed. Of the records we get from WLN, 3/4 of them are replacement records that have changed for some reason, many of these because of headings changes. We don't know yet how much time we will spend on authority control work after the merger, since our consortium has no authority control in our local system. We'll have to send out for authority control or use CARL's authority control module.

"Another difference is in the concept of a master record in OCLC. WLN allows members to change records, subject to certain rules and procedures. Any member library can change records, adding content fields, for instance. That way you see continual improvement in the records. In OCLC there is a master record that, for the most part, a library can't change. I can get a record and make any changes I want for use in my system; but if I then want to change the record again, I have to get the old, unchanged OCLC master record again, re-edit it exactly as I did the first time, and then make whatever additional changes I wanted. In WLN I could change a record for all of WLN's users. Now we must change our thinking to changing our local files only."

Bruce Ziegman, Assistant Director of Fort Vancouver Regional Library and a former director of WLN, sorted out potential winners and losers in the merger:


"OCLC members will win. They get all the Northwest libraries, most of whom are now in WLN, in a single union catalog. Those WLN members not in OCLC now gain a terrific union catalog and will benefit from OCLC's development of new products and services.

"WLN members will lose if some features they are used to go away—for example, LaserCat. If catalogers have to spend a lot of time on quality control, they will lose. Can people who use LaserCat for ILL and cataloging afford online membership in OCLC? How well will smaller libraries cope? If LaserCat dies, what is the plan for libraries that depend on it? The fate of authority control also is a concern. Will you be able to make a subset of Northwest holdings and spend less that way? Tell us what WLN libraries can expect to get out of this. Lower prices?"

Sharon Walbridge, Assistant Director for Technical Services, Washington State University:

"It is a good deal for both institutions. The two things WLN does really well are authority control and dealing with smaller libraries. OCLC is savvy and will apply those traits nationally."

"I think there will be some political rivalry between OCLC/WLN and OCLC Pacific in Rancho Cucamonga, California. The Rancho Cucamonga office has six members on the OCLC Users Council. WLN will be much smaller sized, with maybe one or two delegates. But Lacey will bring authority control and small library experience. That should give it clout and money. It should be interesting."

Interview with Bruce Ziegman, 4/6/99; with Sharon Walbridge, 4/15/99; with Sydney Chambers 4/21/99; with David Zavortink, 4/26/99; with Sarah Schwartz, 5/11/99. 

Bold Beginnings at the SLIS: Director Mike Eisenberg Talks with Alki



by Carolynne Myall

At the 1999 Annual Conference in Pasco, Dr. Michael B. Eisenberg, Director of the University of Washington School of Library and Information Science since August 15, 1998, presented an exciting keynote address. Alki followed up with a phone interview on May 13, 1999.

CM: I think everyone was energized by your presentation at the WLA Annual Conference, especially when you stood on a chair and declared that information service wasn't rocket science: not only is information service really important; in some ways, it's harder than rocket science. How did you arrive at that unusual perspective?

ME: My wife is a pediatric nurse-practitioner, so I have had contact with people in the medical field. Medical professionals are often perceived as being at the apex of our society; the work they do is regarded as very meaningful, and of course it really is. But at parties, medical people would say to me, "You're a school librarian? Why would anyone want to do that?" And rather than being defensive, I would reply, "My job is to ensure that your kids are successful in this world, that they are effective users of ideas and information. I do that by providing services and teaching them essential skills. All you people do is patch them up—we do great things with their minds!" Now I said that tongue-in-cheek, of course—since I believe that we all do meaningful work. But I do think librarians tend to downplay our role. In our field, we have tended to define ourselves as support people, as being in support roles. That doesn't mean, though, that we are ancillary. We support all human beings in fulfilling themselves, which is pretty important stuff. And the difficulty of this work! When you look at public librarians, at the range of human beings they deal with, the extent of their success is amazing. I was in Bellevue recently, and visited the public library to hear a youth concert. Every nook of that library was being used for important and exciting thinking, interaction, and learning. I can't imagine being part of a more important field. In fact, if the money were equal across the professions, we'd probably have everybody flocking to library and information services. We get to work in cathedrals of learning, and what we do is wonderful.

CM: Your professional beginnings were in school librarianship. Did working as a school librarian affect your perspective on librarianship generally?

ME: Yes, in three ways. First, school librarians have had to define and defend what they were doing

within their broader institutions, perhaps more than other librarians have had to do. In times of tight budgets, there's often a question of cutting the school library. That situation made me become activist. School librarianship helped me focus on the importance of articulating what we do, in order to show that we make a difference. Second, school librarians have focused on and struggled with issues of information literacy for a long time. They got the message early that promoting information literacy is not just teaching people to locate and access information, but includes a full range of information-related activities—and "putting it all together." I'm working with an ACRL (Association of College and Research Libraries) group now on similar issues. A third result of coming from a school library background is awareness of the importance of working with all types of libraries, of focusing on the connections among libraries and librarians. As a school librarian, I always worked closely with academic librarians, to prepare students for the transition from high school to college. We also worked closely with public librarians, by developing curriculum maps and sharing them with public libraries, in order to provide unified services. And I feel that the role of the school librarian is very much like that of a special librarian, in terms of serving a defined clientele in an activist manner. School librarianship was good training for me in these three areas.

At the same time, there continue to be questions concerning the level of education for school librarianship. I believe we need to go further in this state in terms of professional preparation of school librarians. Currently, someone can work in Washington as a school librarian with only 24 quarter credits for an endorsement. I don't discount the fact that a lot of people with that level of certification are very talented and do terrific jobs. But I think there is more to librarianship than that, and the American Library Association and the field in general have decided that an entry-level degree for the library field is the master's. So I am working here on campus and will be working throughout the state and region to promote the idea that school librarians achieve master's level status.

CM: What was your toughest job—at least before you got here?

ME: Besides digging a sewage ditch, the toughest job I have had was pumping gas. I had a teaching degree and had taught for a year in California. But when we returned to Albany, New York, for family reasons, I didn't get a teaching job, so there I was, pumping gas. That's when I went down the list of degree programs at SUNY-Albany. When I hit library science, the bells went off—I knew that I had found what I was looking for.



In terms of professional jobs, I would say that my work as a middle school library media specialist was probably the most challenging, prior to coming here. It's difficult to develop an effective program, to help teachers and work with kids. Also, that was my first library job, so I was learning as I went along.

There is no question, though, that the job I am in now, as Director of the SLIS, taps every ounce of talent that I might have. This is an incredible challenge—and I mean that in a positive way. There is a lot to do here, and there's a lot at stake. This is an important school, at an important university, at an important place and time in our society. No question about it, this job is the toughest!

CM: What is the biggest change in the SLIS, post-Eisenberg?

ME: There are a lot of changes, but I would say that the biggest change is change itself. We are truly embracing the idea of a broad, inclusive library and information school—a school that remains true to its library traditions, that reaches out to its alumni and to people in the library community, and at the same time recognizes that there is tremendous opportunity for a school like ours to grow into a great information school as well. One of the biggest things I've done is to share that vision, with people in the field, with people on campus, with our own students and faculty. By the way, including myself, for the fall we will have seven new faculty members. And we have gotten top people, people who are being sought by many other schools. In fact, other schools have been surprised at our recent success in recruiting top faculty, since our SLIS has been known for quality students but has not had a major national reputation.

CM: Perhaps because of its strongly regional focus?

ME: Yes, it's been regional; and the School has always had good quality, with some excellent faculty members. But in the past, the School hasn't met the full needs of the region. There haven't been enough slots for students, and the School hasn't had the chance to reach out to other states in the Pacific Northwest. In many ways, what we're trying to do is the *Star Wars* thing—we are fulfilling our destiny! And our destiny is to meet the needs of professionals in the library and information field in the Pacific Northwest, to become a leader and take advantage of the fact that Washington and the Seattle area are capitals of the information age. This university, this state and region deserve a cutting-edge school of library and information science.

The *Futures Report* commissioned by the University of Washington Provost in 1995 laid out a rough blueprint of this. The Eisenberg difference is to say, "The blueprint is okay, but let's beef it up, let's turbocharge it—and let's do as much at once as we can." We are, at this moment, in the midst of major curriculum revision of the MLIS program; we are beginning undergraduate service courses in information and technology literacy; we are planning for an undergraduate program in information management and technology; and we are planning for a doctoral program in information science, as well as starting to lay the groundwork for a continuing-education distance program for people in the field, and for people at a distance to get the MLIS. We've moved the SLIS to temporary space in the Old Electrical Engineering Building. Our new perma-

nent space will be in Mary Gates Hall. It's high-visibility space, high-technology space.

CM: And you're keeping your big signs?

ME: I hope that five years from now, we won't need signs, because everyone—every undergraduate, secretary, medical researcher on campus—will know where the School of Library and Information Science of the University of Washington is located.

CM: You mentioned in your keynote address that the MLIS curriculum was being transformed, and that it would not be a smorgasbord. Does that mean there will be a strong core curriculum?

ME: Yes. If you go to medical school or law school, you don't find an optional curriculum, in which a student selects one course from Column A, one from Column B, and so on. Following this line of thought, the faculty and I believe that anyone in the field needs certain knowledge and skills. We believe that anyone in the field needs a strong foundation in information and library users and their behavior, in information services and resources, in systems and technology, and information policy, in management of libraries and information organizations, as well as management of library and information functions within organizations. And understanding the organization of knowledge is of major importance in all types of library and information settings.

What we have done is to identify eight fundamental areas in which we believe that all our students need instruction. We are in the process of translating these areas into courses and credits. I anticipate that half of our two-year MLIS will be a required, directed program. But we are not setting up the first full year as required, with the second year as electives: Some of our required courses are second-year courses that require background. For example, we are planning a course in the instruction and training function, in teaching information literacy in all types of library and information environments. But we think people need a fundamental background in the field, in management, systems, and user behavior before they take this course.

CM: You mean that user education will be covered in the curriculum?

ME: User education will be *required*. We will make sure that all students in our program take at least one course in the user education area, that covers what to teach and how to go about teaching it. Special librarians, corporate information specialists,

(Continued on next page)

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school and academic librarians, public librarians—all types of librarians are doing training these days. We don't want to throw people out there without the proper background.

CM: Can people in the field participate in discussions about the curriculum?

ME: Yes, we regularly meet with an advisory committee that provides input. We have meetings with the Alumni Association and with State Library people. We've had open meetings with students, and a number of general meetings.

CM: How can people on the east side of the state participate in the development of the SLIS?

ME: We recognize our responsibility to the whole state, and we will fulfill it. I think maybe we need a school van trip to the east side this coming year, where we send faculty out to conduct discussions, do some in-service, and work with people in the field. We're also going to do a lot more through technology. By taking advantage of developing technology, we believe we can be a school of the whole state.

Here's another thing I have been pushing: I think we need to bring together the various library organizations in the state, to help create a more united library community. It's very confusing to newcomers and to students. We have done a good job of dividing

ourselves up; now we need to find ways to bring us together. I hope that WLA, ACRL, the Washington Library Media Association, the Special Libraries Association, and so on, can start to figure out ways to bring library people together. I'd like to see a single membership for all our students, so they would get membership in every library professional organization in the state for a single small fee. This would be a short-term investment with a long-term payoff.

CM: The possibility of a distance-education MLIS is of great interest in many areas of the state.

ME: What we are looking at is the model used by Illinois and Syracuse, which would include short residences at the University of three to five days each. There would be a kick-off in the summer to give students a chance to meet the faculty, to establish the cohort bond, and also to lay out the technological basis for the delivery of the rest of the program. Following the kick-off, students would take a series of courses primarily through the Web. Probably once a quarter, perhaps for an extended week-end, they would come to campus to touch base and kick off the next set of courses. We think this approach will satisfy the needs of people in the largest number of communities. We hope to minimize the face-to-face contact, but maximize the impact, and then develop a program that people can do from their desktops. Students would make about three trips to Seattle per year.

CM: When will this program be ready?

(Continued on page 28)

SLIS ad -strip in film here

Youth Involvement (Especially with Librarians) Saves Lives



by Evie Wilson-Lingbloom

Kids killing kids. Many, many kids entering high school already viewing themselves as losers. Our jobs are not just running libraries; we're part of a community. The alienation of youth, from us and from their peers, is our problem, too. More than most adults, librarians are one-up on solutions!

Why Librarians?

- 1) Kids come to us for help. They already think librarians know everything because we always know where to go to find what they need.
- 2) Libraries often provide a safe, non-threatening haven for kids: from gangs, from parents, from other authority figures.


Some Suggestions

A major factor in the destructive behavior of adolescents these days is pitifully low self-esteem. Some of the "acting-out" behavior we're most familiar with may seem like a show of anger when it is actually a cry for help. Adults are so busy. Non-exploitative, meaningful jobs for kids with the very necessary reward of praise are so scarce. Sad to realize how grateful young people are these days to even have their opinion asked **about anything!** Here are some proven ways that librarians working with youth have made a difference:

- Accept youthful offenders needing to do community service. Put them to work critiquing your YA collection. They'll want to get a library card to check out your YA books!
- Create a position for a youth representative on your library board, or start a Youth Advisory Group.
- Form a group of local young people to redecorate your J or YA areas.
- Hold youth art shows, poster contests, poetry contests.
- Give young people a forum for their stories, especially for teenage folklore, which belongs to them. They are natural storytellers!
- Make a special point to compliment the creative clothing of our Gothic patrons.

Success Stories

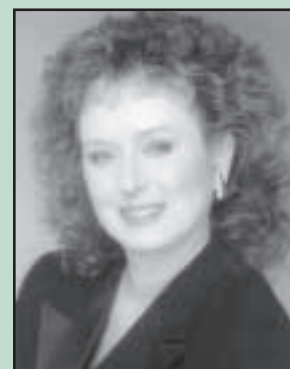
- 1) Barbara Kingsolver told a convention of librarians that her high school librarian saved her from becoming a motorcycle moll! (See her book, *High Tide in Tucson*.)
- 2) The public librarian in his tiny Idaho town put Michael Dorris on the road to writing by giving him the books he requested, regardless of whether they were shelved in the children's or adult section.

Get involved with youth. Trust me, you will never be sorry. And finally, for simple, gutsy inspiration, read *Educating Esme*, by Esme Codell! 

Evie Wilson-Lingbloom is Managing Librarian at the Edmonds Library.


1999 CAYAS Award for Visionary Library Service to Youth Presented to Evie Wilson-Lingbloom

The CAYAS Award for Visionary Library Service to Youth recognizes individuals who, through their practice and example, provide inspiration and leadership for others who serve children and young adults in libraries. At the CAYAS Author Breakfast during WLA's Annual Conference in Pasco, CAYAS presented the 1999 Visionary Award to Evie Wilson-Lingbloom.



Evie Wilson-Lingbloom, 1999 winner of the CAYAS Visionary Award.

Evie Wilson-Lingbloom is an author, reviewer, mentor, spokesperson, and public service librarian. Her book, *Hangin' Out at Rocky Creek* (Scarecrow Press, 1994), is regarded by many librarians as the ultimate text on young adult services in public libraries. Evie has served as member of the Council and Executive Board of the American Library Association, as president of Young Adult Library Services Association, and as a member of many national library committees, including ALA's "Best Books for Young Adults" Committee. She has also been active in WLA, and has led workshops for CAYAS and other organizations. At quarterly meetings of WASHYARG (Washington Young Adult Reviewing Group), she inspires other young adult librarians with her booktalks of favorite adult books for young adults. Currently, Evie manages the Edmonds branch of the Sno-Isle Regional Library System.

A natural leader, Evie Wilson-Lingbloom has served libraries for more than twenty years. Through her leadership locally and nationally, she inspires excellence in all who come into contact with her. CAYAS is honored to have bestowed this recognition on Evie at the 1999 Annual Conference. 

Two CAYAS Workshops



by Jennifer Merry

The Inside Scoop: What You Need to Know about Schools and School Libraries: WLA Annual Conference 1999

At this year's Annual Conference, CAYAS was proud to sponsor a workshop about school libraries. Entitled "The Inside Scoop: What You Need to Know about Schools and School Libraries," the workshop was divided into two sessions. The first session presented information on research and curriculum; the second was a question-and-answer exchange between a three-person panel and the audience.

The presenters represented various viewpoints on school libraries. Dr. Mike Eisenberg, Director of the University of Washington School of Library and Information Science, supplied the academic perspective; Kay Evey, Tukwila Elementary School, provided the school librarian's view; and Wendy Aman, of Aman & Associates, presented the vendor's role in the discussions. Among the topics covered were the "Big 6," AR (Accelerated Reading) programs, state-mandated testing, site-based management, and other challenges facing schools and school libraries. During the second session, audience members had many opportunities to share their viewpoints as well as to ask questions. In addition, there was a call for action for partnerships between public and school libraries.

Developed by Mike Eisenberg and Robert Berowitz, the "Big 6" is a process for teaching information problem-solving skills. These skills enable students to be effective users of ideas and information. There are six levels in the "Big 6 Skills Model":

1. Task definition: define the problem, and identify the information needed;
2. Information seeking strategies: determine all possible resources, and select the best source;
3. Location and access: locate sources, and find information within the sources;
4. Use of information: engage (e.g. read, hear, view), and extract relevant information;
5. Synthesis: organize information from multiple sources, and present it; and
6. Evaluation: judge the result, and judge the process.

During the workshop, technology and technology skills were also discussed in the "Big 6" context. E-mail, the World Wide Web, spreadsheets, and grammar checks may all be parts in the "Big 6" approach to teaching information literacy.

Challenges facing schools today are many and varied. Often, school librarians are caught in the cross-fire, as schools struggle to deal with transitions, changes, and new state mandates. Much of

the workshop centered on these issues.

AR, the acronym for "Accelerated Reading," is a hot topic in many schools. Essentially, AR is an incentive reading program for children that awards points to readers based on a rating of the book read. A lively debate ensued over whether AR is a positive or negative program for kids, with panel and audience members sharing their varying opinions on this issue. Wendy Aman described how publishers determine AR ratings, and Kay Evey and Mike Eisenberg discussed the impact of AR in schools.

Are state-mandated tests the answer to today's educational challenges? This subject garnered much debate as well as information-seeking by workshop attenders. How schools deal with state-mandated testing sparked a lively discussion. Participants



Wendy Aman, Mike Eisenberg, and Kay Evey discuss school libraries. Photo by Tony Wilson.

considered whether some kids lose out in the process of adapting curricula following adoption of state-mandated tests.

Site-based management is another issue in today's school libraries. Increasingly, school librarians are becoming an "endangered species," as site-managed schools decide to eliminate the position of school library media specialist. Many participants were upset over this trend. With site-based management, will the long-range educational impact of cutting professional school library staffing be fully understood or considered? Can a parent-volunteer or a library assistant manage the school library and provide the appropriate support for students? These questions were hotly debated.

A call for cooperative action between public librarians and school librarians was a focus in seeking solutions to the many challenges discussed. Jeanne Crisp of Washington State Library identified the UMI database-sharing project as one way in which school and public librarians can come together. Jerene Battisti of Renton Public Library encouraged all public and school librarians

Jennifer Merry is Children's Services Librarian at Ellensburg Public Library and a board member of CAYAS.

Hot Potatoes !!



The Hiring, Firing, and Evaluating of the Library Director

by Kathleen Ardrey

Hiring? Firing? Evaluating? These three little words become really hot potatoes when uttered in any workplace. Horror stories abound; rumors and wry remarks roam the lunchrooms and hallways. Beneath all of this unease lies the real problem: many library boards are ill-prepared, have no paper trail, and often don't have some professional tools necessary to succeed in this part of their job.

"Fond Farewells, Bold Beginnings" became more than the general conference theme at Washington Library Association Conference 1999. It also mirrored the presentation topics of Jack Cole, author of *Selecting a Library Director*. Cole, a recipient of the American Library Trustee Association's 1998 ALA Trustee Citation for distinguished service to library development, is trustee and president of Hennepin County Library Board (Minnesota). Joining Mr. Cole for his second workshop were Victoria Parker, Director, Orcas Island Library District, and Ned M. Barnes, attorney at law and a trustee of the Spokane Public Library.

The search and hiring process results in a "Bold Beginning" for a community when the library board plans and follows a legal, fair, and timely schedule. A suggested time-line from resignation to replacement was 90 to 120 days. Composition of the selection committee is the board's decision. Some call upon a group of citizens from outside the board; others also hope to include people with some not-for-profit or personnel experience. One comment from Cole: "Never have your current director on the search committee!!" This raised a few good-natured eyebrows among attendees.

The board and search group need to be clear on the scope of the geographic search area. This will have a budget effect, in terms of travel, telephone, and time expenses. State laws vary on mandates for director qualifications. Legal obligations on reference disclosures must be understood and followed. The board's search committee needs the confidence and trust of the library staff, the board, and the public.

A "Bold Beginning" sounds daunting to library boards preparing to hire a library director. Depending on how "hot" the resignation/firing scene, there may be good reason to hire an outside consultant ("head-hunter") to help in a timely hiring. What's the salary these days? What does this job require of us and the new director? How can we, the members of the board, repair damage and move onto future library projects? Dilemmas like these can be handled by outside help. Library boards with current job descriptions, search procedures, and their homework done are able to pursue their hiring tasks themselves.

Panelists discussing the varieties of interview procedures mentioned an activity called "Assessment Center." Upon query from the audience, panelist Parker went on to describe the scene

in which the job candidates were given various task-solving challenges, usually with a set time. Example: each candidate is given the same set of "In-Basket" items and ten minutes to prioritize them! Another example is ranking in order of importance the three to five most significant short- and long-term challenges the library faces.

The board has now accomplished the first of its functions: hiring a director. But with the new library director hired, how does the community maintain the momentum of the exciting new and bold beginning? The board contributes to this process by carrying out its second function: evaluating the director who manages the system and carries out board policies.

The thought of evaluating anyone's job performance dredges up memories of musical recitals, grammar-school report cards, unfair bosses, and first-job jitters. Cole stressed that an appraisal process is not a report card on the past, but rather an assessment on how the library is moving towards its future. A regular evaluation maintains the momentum that began with the visions of the new director.

Library boards have numerous resources available to assist them in preparing their appraisal systems. Cole highlighted some key points:

- Never evaluate on criteria that have not been created in writing by the board ahead of time.
- Set compensation discussions apart from appraisal time.
- Evaluate the first year on the job at the six-month mark, as well as the one-year mark.
- Have a paper trail! This not only maintains a sense of legal protection for both board and director, but also keeps a fair and open environment.

Cole also suggested that the director sign receipt of the evaluation.

Evaluations should create competency, not consternation. This is the opportunity for the board and director to identify what was done, what wasn't done and why, and what will be done in the future.

Firing a library director? How did a "Fond Farewell" turn into "Fiery Farewell"? Numbers of directors receive few or no regular evaluations of their job performances. This lack of formal feedback can lead to terminations unnecessarily painful for both director and board. This situation places the community right back to the initial problem: library services and

Kathleen Ardrey served as President, Friends of Seattle Public Library; Chair, Washington Library Friends & Trustees Association; and is currently on the Alki Committee.

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Certification of Library Support Staff: National and State Level Progress



by Sue Anderson and Kathy Bullene

The Master of Library Science degree serves as the national benchmark for entry into the ranks of professional librarians. No such benchmark currently exists for support staff. Job classifications, descriptions, and titles vary from organization to organization, state to state, and across the country. Support staff moving from place to place must translate their education and experience to fit local requirements each time they seek employment in a new locale. On both the national and state levels there are movements to make this process easier through a certification process.

The National Level

The Support Staff Interests Round Table (SSIRT) of the American Library Association (ALA) conducted a survey between January and June of 1997 to determine the top issues of concern to support staff. While the survey listed the lack of a professional certification program as an issue, it did not finish in the top three. (Survey results may be found through the Library Support Staff Resource Center at <http://www.lib.rochester.edu/ssp/survey1.htm>). In response to the survey results, SSIRT is concentrating its attention on career ladders, compensation, and access to continuing education. Certification may or may not play a role in addressing these top staff concerns.

The national leader on the certification issue is the Council on Library/Media Technicians (COLT). The organization attempted to raise the issue in the mid-1980s, but met with strong resistance from the library community, due to perceptions that the certification would simply be a watered-down MLS. As advances in technology brought about immense change in the roles of support staff within libraries, interest in certification revived. COLT responded by issuing a position paper in June of 1997 (see <http://library.ucr.edu/COLT>). They recognize that library systems have their own position descriptions, but seek to develop uniform standards applicable across local, state, and national boundaries. To aid this

process, the position paper states that COLT is committed to developing and administering a national standards examination. COLT proposes to help meet the increasing demand for skilled library workers by establishing a portable credential for employees who choose not to pursue the MLS.

COLT has continued to explore the certification issue. In January 1998, the organization sponsored a program at ALA Mid-Winter conference entitled "Certification for Library/Media Support Staff: Impact on Libraries." Summarized in the March 1998 issue of the electronic journal *Associates*, the program expanded on COLT's basic position. COLT sees certification as voluntary, rather than mandatory. Passing a nationally recognized test would show that the certificate holder possessed specific skill levels and knowledge. Members discussed the possibilities of publicizing the meaning and benefits of certification through electronic networks.

According to Margaret Barron, COLT Education Committee Chairperson, certification remains a hot topic. Response to a program she presented at the COLT annual conference held in Detroit April 7-10, 1999, revealed that approaches to certification vary widely throughout the library community. Some groups are discussing a national certificate obtained through examination, others are advocating a voluntary certificate of achievement, and still others are just now considering the concept. COLT is moving toward developing study guides, and then an actual examination for the national approach. Ultimately, the goal is to allow the individual with a combination of formal education, work experience, and continuing education units to be able to obtain a portable credential.

The State Level

The purpose of state certification is to assure that libraries have qualified library personnel to provide excellent library service to patrons. This goal may best be achieved by setting performance measures aimed at encouraging the development of quality library service; having certified staff is one such measure.

Several state libraries in conjunction with their state library associations have developed certification processes. Although many are in place for public librarians, all library personnel, including support staff, may apply—are even encouraged to do so. Each of these states has a certification board to oversee the process, and each program contains several certification levels. The most basic level requires a high school diploma or GED. Some provide a level for an associate degree in a two-year library technician curriculum. Several states also maintain a level for a bachelor's degree in a subject other than library science. The highest level provides for a master's degree in library science.

All these certification programs add other components. College-level classes in library science as well as work experience, either paid or voluntary, are two such elements. Attendance at workshops, program presentations and teaching, publication, participation in library associations, and continuing education program opportunities are considered.

Oklahoma has a certification process in place. A "Support

Kathy Bullene is Library Specialist Supervisor, JFK Library, Eastern Washington University. As last year's winner of the WLA Scholarship for Graduate Study, she was an intern on the Alki Committee. Sue Anderson is Coordinator of Support Services, Spokane Falls Community College Library, and a member of the Alki Committee. Both Sue and Kathy are recent MLS graduates from the School of Information Resources and Library Science at the University of Arizona.

Staff Certificate” is issued upon completion of the core curriculum plus requirements specific to support staff. Certificates must be renewed every three years or the certificate expires. Course work must be completed within three years after applying for certification.


In Iowa, certification begins with a first level that may be obtained by support staff who have at least a high school diploma or GED and who complete two public library management classes. Additional work experience or college credit, or a bachelor’s degree and additional college work, may be completed to obtain higher levels of certification.

Unless a person has graduated from a university, Texas requires either paid or voluntary work experience in a library within the past five years when applying for a certificate. In addition, a basic level certificate requires graduation from high school or a GED; higher levels require completion of college-level classes.

In Michigan, certification is based on education and experience. The basic level requires a high school diploma or GED; another level recognizes the associate degree in a two-year library technician program. Other levels require a bachelor’s degree with additional college credit in a subject other than library science.

Support staff in New York chose another route for certification.

In 1992, the New York State Library Assistants Association (NYSLAA) developed a statewide “Certificate of Achievement” for library support staff. By 1995, a two-year test program was started, with the first eight certificates awarded that year. This program evaluates accomplishments in the library field and identifies various levels of achievement.

While acknowledging that each library employee must be measured on his or her specific abilities, some states are committed to supporting quality preparation for their library personnel. Many have added components for support staff in their certification programs for public librarians. Support staff can enhance their skills and knowledge through the certification process and extend their achievements through continuing education. Certification for support staff upgrades the library profession, enriches support staff, and promotes quality library service to the community. 

wale ad - pick- up film

The 1975 ARCO Civil Service Test Tutor: Librarian



VS.

What Librarians Need to Know Now

by Angelina Benedetti

No. 1:

1975: The electric pencil or stylus is used chiefly for:

- a) charging books
- b) lettering on backs of books
- c) making stencils
- d) erasing pencil marks

VS.

1999: Please illustrate the most effective way to remove a golf pencil from the A drive.

No. 2:

1975: Of the following fictional characters, the one NOT properly grouped with the others as the creation of the same author is:

- a) Bottom
- b) Benvolio
- c) Quasimodo
- d) Petrucchio

VS.

1999: Of the following actresses in movies somehow associated with the above-referred author, which has not appeared on the cover of *People Magazine* in the past year?

- a) Calista Flockhart
- b) Cait Blanchett
- c) Gwyneth Paltrow

"Then" questions are from: Librarian: the Complete Study Guide for Scoring High. 4th ed. New York: Arco, 1975 (Part of the series, Arco Civil Service Test Tutors). "Now" questions are by Angelina Benedetti, Young Adult Services Librarian, Redmond Library, and were part of her presentation at Society Gaius Julius V. Solinus Washingtonius.



Angelina Benedetti tests her colleagues at Solinus.
Photo by Tony Wilson.

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Hot Potatoes!! (Continued from page 13)

visions lose their momentum, the search process has to be cranked up, and negative energy gets wasted throwing around the "hot potato."

Hiring a library director creates the "Bold Beginning" for a community. *Evaluating* the director in a prepared, professional, and timely manner maintains a healthy momentum. With these two procedures in place, a library board may never have to consider the firing of a library director. 📖

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Death, Taxes, and Public Speaking



by Karen R. Diller

For many of us, public speaking inspires as much fear and loathing as death and taxes. As librarians, though, we need to realize and prepare for the fact that public speaking is also just as inescapable as death and taxes. As much as we complain about the stereotype of librarians as seen in the popular press, we sometimes like to delude ourselves into thinking that we really do have quiet jobs that do not require us to be great orators. Our library schools all too often ignore the need of our profession to train new librarians as public speakers, and even our high schools and undergraduate institutions are underfunding or phasing out opportunities to learn public speaking techniques. But as Twila Meaker and Liz Hawkins¹ illustrated through personal stories and great anecdotes, library people need to be prepared to inform, persuade, and call to action our patrons, lawmakers, and community members. We will be more effective educators, librarians, and library lobbyists if we stop being ostriches about recognizing the necessity for public speaking, and take the time to learn the basics.

As presented by Twila and Liz, learning the basics of public speaking can be easy and enjoyable. Their lively presentation at the WLA Annual Conference was enthusiastically received by a room full of people attending their session. These two members of Toastmasters brought their message to the audience through an easy-to-remember acronym, **BOOKS**. Through **BOOKS**, they emphasized the need to

- pay attention to your **B**ody,
- **O**rganize your thoughts,
- **O**rganize your presentation,
- **K**now your material, and
- **S**mile.

What I found refreshing about this presentation was the presenters' firm conviction that being more self-assured as speakers was a necessity for librarians and their emphasis on techniques of good public speaking that have been glossed over in most of the presentations and articles that I have seen in our literature. Instead of spending all of their time telling us how to organize our speeches and how to perfect our introductions, Twila and Liz spent most of their time inspiring us through anecdotes and instruction about what I will call the *physical aspects of giving a presentation*.

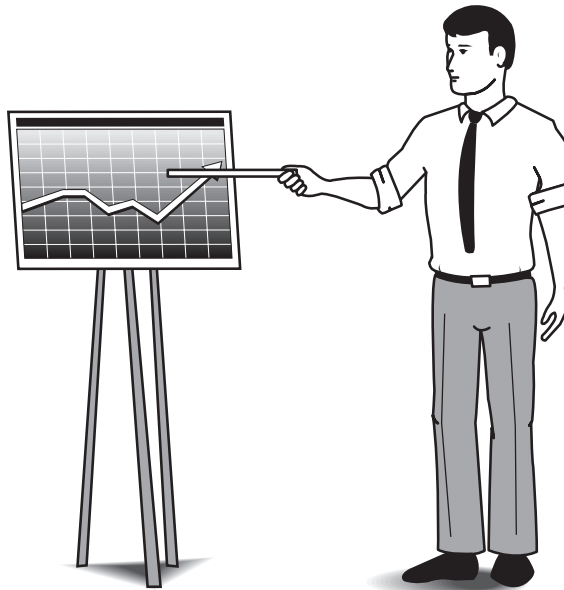
During your education, how many times did you have to present your case orally in front of an audience? Not nearly so

often, I suspect, as you had to write it. Yet in your career, how many times have you had to write your response to the city council, write your argument for more collection development money, or present your bibliographic instruction session in writing? All too often, a novice speaker will prepare for a presentation in the same way she prepares for a written article. After all, isn't that what our educational training has prepared us to do?

We prepare for a task in the ways with which we are most familiar or comfortable. Using comfortable article-writing methods is not sufficient, however, when it comes to preparing an oral presentation. A novice speaker needs to remember that the physical preparation of a speech—the way he uses his body and his voice, the way she prepares and uses visual aids, and the way he prepares the room—will be extremely important to the reception of that speech. Time should be deliberately allocated to preparing and practicing these aspects of the presentation, just as time needs to be allocated for the organization of thoughts and words. Through their words,

their demonstrated examples, and a memorable skit, Twila and Liz gave their audience plenty of instruction on how to use gestures, facial expressions, voice, and movement to enhance rather than distract from their presentations. They also discussed and provided a handout about preparing visual aids. Visual aids often become visual distractions because they are too complicated, visually busy, or unreadable. Following Liz and Twila's advice, though, one can prepare visual aids that will help to illustrate important points in the speech, and enhance the overall effect of the message.

Not only were Twila and Liz entertaining and informative during their prepared presentation, but they were able also to pass on helpful, but little-talked-about, tips in their answers to audience questions. They both provided input to a question about how to handle responses to impromptu questions. Here again, they emphasized appearance and technique as much as content. A respondent should give herself organization time by standing up, taking a deep breath, and repeating the question. When she has thought of the point she would like to make, she should be succinct, use an example, summarize, and



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Searching for Marketing Tips



by Nicole Campbell

In the last few months, a fellow librarian and I have been evaluating our library's Web site. We are planning a detailed redesign of the site and hope to unveil it soon. One aspect of this endeavor is determining how to make our users aware of the changes to the Web site. With this challenge in mind and with absolutely no knowledge of advertising, I have been searching for tips on how to market the library's Web services. At WLA's Annual Conference, Neel Parikh and Cindy Cunningham¹ provided some handy and interesting ideas for marketing a library's physical and virtual space.

One of the first pieces of information provided by Neel was a complete definition of the concept of marketing. Many of us, including myself, often equate marketing with public relations or advertising. Marketing, however, involves a whole cycle of development: defining the customer, finding out the needs of the customer, designing a product or service to meet that need and, finally, advertising the product. In a way, as Neel mentioned, most of what libraries do can be thought of as marketing. We are constantly trying to identify our users and their information needs, and then we develop services to meet these needs.

We should remember, however, to market to our entire community of users. It is relatively easy to design and advertise services for active library users because they are already using the library. There is a great need, though, to connect with non-users and determine why they are not using the library and what kind of services the library could provide for them. This is especially true for culturally and/or economically diverse communities. Neel offered some tips on how to develop marketing strategies for these populations of non-users. The biggest step is to get out there, see what the communities are like, and talk with the leaders. Get involved with community activities, such as parades or fairs. Try to make the library comfortable to various groups in the community. Empower the library staff as representatives of the library and as community members themselves. Finally, I would also add that we need to remember to market ourselves: a library's staff is essential to the quality and type of service a library provides. We often forget to inform our users of this.

Many of the concepts mentioned above work in a library's online space as well as its physical space. With the ever-developing and expanding online envi-

ronment, libraries now have a population of users that may never come into the library building. We need to market to these virtual users as well. Though it can be difficult to determine who these users are, there are ways, as Cindy mentioned, to develop and market services that will be useful to them. For one, it is important to create a frictionless experience for all users, especially virtual users. Eliminate as many stops or turning points as possible so the user is not ping-ponged around the site. Also, be aware of the look and feel of virtual space by making sure it is comfortable and appealing to various groups and by creating categorizations and wording that work for these diverse groups.

Another idea is to think of library Web pages as portals, gateways or starting points to the rest of the Internet. The basic premise is that you want users to know that even if your Web site does not include something, it will tell the user where to look for it. Yahoo is an example of this. In a sense, libraries are portals. We do not have everything in our grasp, but we at least move people

in the right direction to fulfilling their need. Libraries are often people's starting points to finding information. The next step is to make library Web sites into portals for our virtual users. Cindy talked about several methods for doing this. First, think about what people are looking for on the Web and where they

We need to remember to market ourselves: a library's staff is essential to the quality and type of service a library provides.

look for it; then add links to this on your library's Web site. Second, try to link to community pages, local schools, and local information sites because these are useful items for the library community. Finally, make sure people know the library Web site exists by advertising the URL. Put the URL everywhere!

One final idea came from an audience member. She had recently conducted a focus group with some of her users and discovered that they really thought their library Web page needed a shopping cart similar to those found on the Amazon and Barnes & Noble Web sites. The idea is that users could then place items they find interesting in their carts as they do research or search the library catalog; they could also create their own compilations of information. This could be another part of making a library's Web site into a portal. What if users could somehow save the information they find while wandering the Web and the library into their own library shopping cart? Their library's Web site would become the ultimate Web portal. Of course, who knows if this is possible?

I came away from the discussion with a better understanding of marketing and some very good ideas to apply to my library's Web site. Before you start marketing your library, it is vital to remember to look at the entire community, and to try and develop strategies for all the various groups in the community. Be aware of what is going on in the community, both in a physical sense and in the virtual world, and make sure that people know about the library and what it does for them. As for me, I am going to explore creating a library portal and maybe developing that shopping cart as well.


¹Cindy Cunningham of Amazon.com and Neel Parikh, Library Director of Pierce County Library System, led a session entitled "Marketing Library Services" at the Annual Conference of the Washington Library Association, April 29, 1999.

Death, Taxes and Public Speaking

(continued from page 17)

sit down. During this question and answer period, Twila and Liz also gave an illustrative demonstration of proper podium etiquette, something that is rarely, if ever, addressed in the library literature on public speaking.

I hope that we will see more emphasis on the techniques of public speaking in our library schools, our literature, and our conferences. "Public Speaking 101" by Twila and Liz was just the kind of introduction to good public speaking that we need. Now we must follow it up with hands-on workshops for those who are interested in increasing the impact of their presentations. We have opportunities every day to affect the behavior and actions of children, young adults, students, library administrators, commu-

nity activists, and lawmakers. These opportunities may be brief, but they can be extremely effective if we have the right tools at hand. What we need to realize is that facts, figures, and passion do not complete our personal toolboxes. To be effective, we must add the tools of poise, confidence, and good speaking habits. And we need to convince our educators that training new librarians in these skills is essential to the success of the profession. 

¹"Putting Your Best Foot Forward Instead of In Your Mouth: Public Speaking 101," was presented at the 1999 Annual WLA Conference by Liz Hawkins, Branch Manager of the Evergreen Branch Library, and Twila Meaker, Everett business owner.

More Conference Views



Interest Groups are the heart of WLA. They involve members in planning for conference programs and continuing education. At left, WALE meets at the 1999 WLA Annual Conference to plan its upcoming events; at right, SRRT considers programs to sponsor at the 2000 Conference. Photos by Tony Wilson.



Another outstanding Solinus presentation, this one by Lorraine Jackson. Photo by Tony Wilson.

Who's On First?

Free speech, censorship and the library



Is It Worth Defending?

Self-Censorship: Should We Just Accept It?

by Tom Reynolds

Let's all remember that the Dr. Laura situation is NOT about *Go Ask Alice!* or about Teen Hoopla. It's merely another battle in the war over minors' access to information. We should respond to these challenges just like we always have: with an absolute defense [of] kids' First Amendment rights.

—Charles Harmon, Director of Publishing, Neal-Schuman Publishers, Inc. (Harmon).

The issue of self-censorship in the profession has been on my mind for a while, but I could never find the right catalyst for a discussion of this issue in "Who's on First?." Then, while attending the spring meeting of a group of Young Adult Services librarians, a group that meets quarterly to review books for young adults, I heard an animated discussion about a controversial young adult novel. The conversation evolved into a discussion of the restrictions—real and perceived—that librarians face in purchasing such titles for their collections.

The book in question was *Beauty Queen*, a novel by Linda Glovach about a young woman with a heroin habit who becomes an exotic dancer. The initial review of the book was negative, and subsequent comments showed that the group was divided over the book's quality. But as the talk continued, the participants began to reflect on the difficulties they face in justifying the purchases of such titles in their respective library settings. Without getting into the specifics of this particular discussion, I want to examine some of the issues that were raised.

When it comes to purchasing controversial materials, many librarians find themselves asking the question, "Is it worth defending?" This is particularly the case in school libraries, where budgets are tight and supporting the curriculum rather than

providing information to the general public is the library's primary goal. But public libraries are not immune to this concern, and the question that librarians have to ask is whether certain materials are not being purchased primarily because of fear that their purchase will be challenged. If so, self-censorship is at work.

It goes without saying that all libraries should have written policies on materials selection that will guide their collection development and guard against arbitrary actions. Still, selection policies depend on individual librarians for implementation; and this is where attitudes, fears, and perceptions play a key role in what gets purchased and what doesn't.

One key variable generally used when assessing materials for purchase is quality. Reviews are checked, and the reputation of

the author and sometimes the publisher is considered. This evaluation is valid up to a point—but watch out! Quality arguments can be used to reject the selection of controversial titles that would otherwise be purchased because of their popularity. Many of the controversial selection decisions made in Washington over the last eight years have involved rejection of materials because of their quality. You know the argument: If I can't justify buying it on the basis of reviews, then I won't buy it, even if I think it would be

popular with its target audience. When such a decision is based on budgetary considerations, it may be justifiable. When it is based on the fear of being challenged, it isn't.

So the answer to the question, "Do librarians practice self-censorship?" is yes. Many librarians do practice self-censorship, and many who do so also agonize over doing it. A more fundamental question is this: "As a profession, should we accept and justify self-censorship?" I think the answer to that question is clearly no.

Every materials selection decision is and should be based on a number of factors: selection policy, quality, popularity, and cost. Each factor is, in a sense, unique. But most good materials selection policies do not identify "controversial" materials as items for special review or justification.

Self-censorship to some degree will always be with us. But I also think that if libraries follow a few simple rules, self-censorship will be kept to a minimum:

- **Apply your materials selection policy uniformly. Don't set up special hurdles for so-called "controversial" materials.**
- **Balance popularity and quality in your selection decisions,**

If the question, "Is it worth defending?" becomes the paramount concern when selecting certain types of material, then the censors have put you on the defensive.

Tom Reynolds is a librarian at the Edmonds Library.

and be sure you are applying these criteria uniformly in selecting for all age groups.

- **Don't overreact to the most recent materials challenge, organized protest, or talk show comment critical of a material in the library.**

If the question, "Is it worth defending?" becomes the paramount concern when selecting certain types of material, then the censors have put you on the defensive. You are practicing self-censorship if you reject material simply because such material might be challenged.

WLA Revisits Policies on Intellectual Freedom

On April 28, at the Annual Conference of the Washington Library Association in Pasco, WLA Vice President/President Elect Cindy Cunningham chaired a meeting to brainstorm ideas for changing and/or updating WLA's two most important intellectual freedom documents: the "Freedom to Read" statement originally passed in 1959, and the "Intellectual Freedom in Libraries" document passed in 1971. As the discussion progressed, it became clear to those attending that because of the outdated language in these two statements, there needed to be "a new document expressing the Association's position/vision on IF/freedom of expression" as these apply to Washington libraries (Ravagni).

The group charged the Intellectual Freedom Committee chaired by Char Ravagni to begin working on a one-page "affirmative statement addressing all formats, types of libraries, types of communities and patrons" to be written in jargon-free language (Ravagni). The draft statement will be ready for initial review at WLA's June board retreat, and Cindy says that it will be presented to the membership via e-mail for comment over the summer (Cunningham).

Certainly it is time for WLA to update these two essential statements and to recommit itself to maintaining intellectual freedom and access to information for all in Washington libraries. Apparently the core group that met at Pasco identified about thirty elements they felt should be addressed in any revision of these statements. WLA members may have other suggestions.

For me, one issue that must be addressed in any revision of the "Intellectual Freedom in Libraries" document is the appropriateness of Internet filtering for libraries, particularly academic and public libraries. According to the American Library Association's Office of Intellectual Freedom, as of April, eighteen state library associations had adopted Internet filtering statements (Wood). (Some of these statements can be viewed from links provided on the Office of Intellectual Freedom Web site, at http://www.ala.org/alaorg/oif/intr_inf.html#iupifs.) Most either mirror ALA's policy statements in this area, or place the state association in general opposition to Internet filtering in libraries. It is time for WLA to make a strong statement about this issue. Regardless of what individual library systems are doing, as our state association, WLA should unequivocally maintain that providing access to online information for all age groups is a core value of libraries in Washington.

Will ALA Revise Guidance on Filtering?

WLA's revision of its intellectual freedom documents comes at a very opportune time. A strong stand by Washington will help support ALA at a time when many voices are asking the national association to rethink its policy on filtering.

After ALA's first-ever meeting with representatives of Internet filtering companies, President Anne Symons told *Library Journal* that it might be time to send ALA's 1997 resolution on filtering back to the Intellectual Freedom Committee for review. This comment

"raised a firestorm of response on [various] listservs, with several [ALA] Council members affirming the resolution"; and Symons clarified her statement by saying that she "absolutely did mean that the resolution should stand. I do not anticipate any changes in policy" (Oder). But in the same breath, she made it clear that she expected the Intellectual Freedom Committee to take a look at the resolution and at ALA's interpretation of it.




Tom Reynolds

Two issues seemed to have arisen at the March meeting. One is whether unrestricted children's access to electronic information should be a goal of ALA policy, and by extension, of American libraries in general. The other issue is more subtle, but potentially just as important. In the post-summit rhetoric of ALA officials, I'm hearing a lot about something called "Web management." This appears to be an effort to move discussion away from the polarization of the pro-filter/anti-filter debate, and toward an effort to promote some of ALA's other goals, such as patron-activated filters and librarian involvement in the modification of filtering software to cut down on blocking. All this seems reasonable, but there is a hidden danger in this new rhetoric.

The moral strength of ALA's position has been and will remain its willingness to call filtering by its real name—censorship. This is the reason ALA has come under such vicious attack even from some in the library community. The one thing the censors fear most is being called censors.

Why do only 15% of public libraries use filters?—Because they know that filtering means restricting access to information. And who tells them this consistently throughout its policies and rhetoric?—ALA. A weakening of ALA's rhetoric on this important issue may prove expedient in getting better "Web management," but it will also likely lead to more filtering and restrictions on access in public libraries throughout the U.S.

I will revisit this subject, particularly with regard to the important question of minors' access, in my December column. 

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A Short History of the Stevens County Rural Library District

by Rodger Hauge

The development of the Stevens County Rural Library District (SCRLD) represents a modern chapter in the evolution of Washington public libraries. Stevens County is the third largest in geographic area in the state, but also has one of the smallest populations, with 27,000 of its 36,000 residents living in rural areas. These conditions pose challenges for library development and service; but during its first year of operation, SCRLD has made impressive progress.

Stevens County Rural Library District is the first new district formed in the state since 1981. It is the first library system to embrace a heavy technology focus from its inception, and it was among the first in the state to have a Web page (www.stevcolib.org). Significantly, SCRLD is also the first Washington State library district formed without financial support from the federal government for construction of facilities and establishment of collections. In its first year of operation, the District has opened six branches and has established contracts with Stevens County's three city libraries. Currently every citizen of Stevens County has access to free county library service.

Efforts to establish a county library district in Stevens County started over fifteen years ago as an initiative of the Washington State Library (WSL). Various WSL staff members beat the drum of library support and development over the years—and in 1996 a local “grass roots” organization called Friends of the County Library (FOCL) succeeded in placing the measure on the county ballot. The measure passed by a healthy majority (64.8%) in all but two precincts of the county.

At the time of voter approval for the establishment of Stevens County Rural Library District, there

Rodger Hauge is Chair of the Board of Trustees, Stevens County Rural Library District.



were already a number of libraries within the county. The three city libraries, Kettle Falls, Colville, and Chewelah, all served the rural residents in their regions. Kettle Falls and Colville each charged an annual fee for that service; Chewelah offered service to county residents without use fees. There were also two club libraries. One was located in Loon Lake and had its beginnings in an old store front, while the other was located in the Greenwood Park Grange in Hunters. Both the Library of the Lakes in Loon Lake and the Hunters Community Library were operated by loyal groups of volunteers who continue to make valuable contributions to the support of their community libraries and the District. The library in Wellpinit on the Spokane Indian Reservation is run by the

Salish-Kootenai College and is open to the public. This library had its beginnings in a small room in the Spokane Tribe administrative building.

The SCRLD Board of Trustees was appointed in late January 1997 by the Stevens County Commissioners. The Board spent a little over a year planning library service to the rural county. They were assisted in this process by a \$65,500 “Up and Running” grant from WSL, by the efforts of the WSL staff, and by a number of consultants hired by the Board to assist with public information gathering, developing a technology plan, and drafting the library service plan. In addition, the Board used grant funds to hire a part-

time secretary (who is now our library director's administrative assistant) to assist with organization and information processing as the District system took shape.

In the spring of 1997, the Board conducted thirteen public meetings in differing communities around the county to determine library needs and desires. The public input at these meetings determined the service goals adopted by the District. These goals were, in order:

- life-long learning;
- materials for research and information; and
- a browsing library.

In the fall of 1997, the Board revisited the rural regions of the county to share the newly developed plan and to gather comments before the service plan was finalized.

A major challenge faced by the District in the planning process was disseminating the new library services quickly to as many people as possible over a large geographic area. The Board wanted to avoid funneling their limited resources into one geographically centered facility. Instead, the focus became a system of user-



Stevens County Rural Library District Board, left to right: Rodger Hauge, Lethene Parks, Walt Kloefkorn, David King, and Tom Wallace.

friendly, small community libraries and even smaller library stations. The plan (now realized) was that these small libraries would be supported by as much modern technology as possible. The Board also found it advisable to contract with the existing city libraries of the area, so that they too could contribute to enhancing library service to rural county residents.

In May 1998, when the first tax dollars became available, the Board hired its first district library director, Regan Robinson, to implement and bring to reality its service plan. At the urging of library supporters in Loon Lake, on July 7, 1998, the Board



David Remington, SRLD Consultant, and Andrea Gillaspay, Community Librarian.

purchased the old post office building to serve as the Loon Lake Community Library. To help make this happen, the Library of the Lakes donated its collection, furnishings, and a considerable amount of money, some from a grant given by Foundation Northwest. This library became the headquarters of SCRLD. Next, five community librarians were hired. These individuals divide their time among the various library facilities of the county system, and provide customer service, computer training, reference help, preschool story times, and other library service to the public. In addition, SCRLD established a toll free reference phone line for



Debbie Wakeley, Community Librarian.

county patrons.

The city libraries of Kettle Falls and Colville (since July 1, 1998) and of Chewelah (since January 1, 1999) now have contracts with SCRLD that allow them to waive non-resident fees for county residents living outside the municipalities. A number of new facilities have also been established to provide convenient access to library service. On August 13, 1998, the District opened a library station in Onion Creek in the Onion Creek General Store. The Hunters Community Library was opened in revitalized quarters in the Greenwood Park Grange on October 3, 1998. The Orient Library Station opened in December 1998, in a trailer next to the Orient School. (Orient, though in Ferry County, serves a large number of Stevens County residents. The District has a cooperative agreement with the North Central Library District to provide this service.) In January 1999, SCRLD opened Lakeside Library in the south county community of Suncrest. And in May 1999, a community library opened in the old city hall of Northport, in cooperation with the Northport Historical Society, which operates a museum in half of the building.



"Spectra" plays at the Library of the Lakes opening celebration, July 7, 1998.

The Board's technology goals were given a boost from two sources. WSL provided hardware for a public access computer station at each of the District's libraries under the state "Off the Shelf" grant process. These computers allow public access to the Internet at all Stevens County Rural Library locations. A contract with Spokane County Library District, our friendly library neighbor to the southeast, provided access to their online catalog and a tie-in to their modern computer technology. Through its rural libraries, Stevens County residents are now able to request books and other library materials from the Spokane County Library catalog, either from their homes, their workplaces, or a Stevens County rural library facility.

Stevens County Rural Library District is becoming a leader in providing modern public library services to patrons in a rural area. The District is helping rural residents of the county open communication links to a larger world. Yes, we are still very small, and yes, we still have a long way to go—but it has been and continues to be a journey to remember.



Mission Statement Kit

by Angelynn King

White collar feeling a little tight? Administration pressuring you to develop a vision? Get your head out of that Togie binder and pay attention. You needn't lose any sleep—or rather, deep cataloging—over an essentially ceremonial act that has been performed by millions of others before you. Just follow the simple instructions in this handy kit, and before you know it, you'll be back in the stacks where you belong!

INSTRUCTIONS: Choose a verb from column A, an adjective from column B, and a noun from column C. Insert any necessary articles or prepositions (not included). When all pieces have been used, your mission statement is finished. What's more, the laws of probability dictate that it will be absolutely unique. Now that wasn't so hard, was it?

COMING SOON: Job Description Kit, Conference Program Proposal Kit, and Deluxe Board of Directors Placation Kit. Collect them all! (While supplies last. Your mileage may vary.)

Angelynn King is Assistant Librarian, University of Redlands, Redlands, California. She writes, "I am not a Washington librarian—although I would certainly not preclude becoming one at some time in the future—but my research indicates that yours is one of the few [library] publications that actually indulges itself in the humor format." Thanks, Angelynn! We'll hope to see you at a future gathering of Society Gaius Julius V. Solinus Washingtonius.



Tom Moak, 1999 Conference Committee Coordinator, opens the festivities at the President's Reception, Kennewick Library. Photo by Mardell Moore.

A	B	C
collaborate	dynamic	complexity
evaluate	critical	diversity
support	informed	learning
link	multicultural	excellence
communicate	effective	cooperation
establish	interrelated	enrichment
access	welcoming	community
teach	global	resources
share	evolving	innovation
foster	information	synthesis
implement	responsive	literacy
integrate	interactive	expertise
facilitate	remote	service
nurture	confidential	freedom
enhance	intellectual	cooperation
seek	professional	partnerships
evaluate	timely	formats
catalyze	team-based	structures
utilize	scholarly	outcomes
provide	comprehensive	knowledge
exploit	reciprocal	inquiry
enable	cost-effective	media
monitor	appropriate	technology
coordinate	educational	environment
retrieve	relevant	relationships
preserve	viable	mechanisms
develop	performance	objectives
anticipate	prompt	liaisons
deliver	active	assessment
advance	strategic	ideas
promote	electronic	contributions
stimulate	state-of-the-art	principles
disseminate	strong	outreach
respect	excellent	sharing
produce	proactive	competence
embrace	open-ended	opportunities
organize	responsive	flexibility
preserve	creative	development
nurture	enriched	models
network	expanded	tools
exchange	increased	risk-taking
monitor	cutting-edge	synergies



Washington Library Association 1999 Awards

WALE Outstanding Employee of the Year

Ruth Poynter, Section Supervisor of the Preservation Unit of the King County Library System, was presented the WALE (Washington Association of Library Employees) Outstanding Employee of the Year Award for constructive accomplishment in improving or enhancing the status and work of support staff within the library community of Washington. Ruth Poynter was Chair of WALE from 1991-1992, and initiated the group's first conference. Her leadership has strengthened the 25-year old organization for many years, and she is nationally recognized as a resource for support staff associations.



Ruth Poynter, WALE Outstanding Employee of the Year. Photo by Tony Wilson.

Cayas Award for Visionary Library Service to Youth

Evie Wilson-Lingbloom, Branch Manager of Edmonds Public Library of Sno-Isle Regional Library System, was the recipient of the CAYAS Award for Visionary Library Service to Youth. [For more information about Evie Wilson-Lingbloom's distinguished career in service to youth and libraries, see page 11 of this issue.]



Evie Wilson-Lingbloom, Cayas Award for Visionary Library Service to Youth. Photo by Tony Wilson.

Lifetime Emeritus Membership Award

Janice Hammock, retired from the Washington State Library as Library Information Specialist in Technical Services, received the Lifetime Emeritus Membership Award. Using her skills in writing, editing, training, and designing online specifications, Janice Hammock made significant contributions

to the development of resource sharing among Washington libraries. In addition, since the 1970s, she has served WLA in many capacities, including chair of the Technical Services Interest Group, all-interest group representative to the WLA board, and treasurer of the organization for four terms.

Merit Award for Outstanding Performance in a Special Area

Tom Mayer, Director of Sno-Isle Regional Library, was presented the Merit Award for Outstanding Performance in a Special Area, which recognizes contributions in an area of specialization of service to



Tom Mayer, Merit Award for Outstanding Performance in a Special Area. Photo by Tony Wilson.

libraries and the library community. Tom Mayer's efforts to develop the Library Capital Facility Area law and to educate legislators about the value of libraries have helped tear down the

walls that separate city, county, and school libraries to the benefit of library patrons; and his expertise in property tax has been a valuable resource to the WLA Legislative Committee for many years. Tom Mayer has also served as a member of many other WLA committees, and as president of the Association.

Merit Award for Advances in Library Service

Sharon Hammer, Director of Fort Vancouver Regional Library, was the recipient of the Merit Award for Advances in Library Service, which recognizes individuals who have been instrumental in making improvements in library services. Sharon Hammer has demonstrated leadership



Sharon Hammer, Merit Award for Advances in Library Services. Photo by Tony Wilson.

as a library director, as a mentor to students and colleagues, and as a dedicated member and past President of WLA. During her term as President, the Association streamlined and re-energized herself; at FVRL, she ran a successful bond issue, upgraded automated services, annexed and opened new branch libraries, and modeled for her peers a prudent, strong, principled approach to intellectual freedom issues.

(Continued on next page)

WLA Communiqué

(continued from page 25)

President's Award

Joan Weber presented the President's Award to **Don and Gail Willis**. This award is given in recognition of outstanding performance, high achievement,



Don and Gail Willis (with Joan Weber), President's Award. Photo by Tony Wilson.

and significant contributions to the Association. Currently, Gail is Association Coordinator of WLA; and Don is a librarian at Seattle Public Library. In her citation, Joan noted that Don had long devoted countless hours to WLA. She selected him for this award, however, "for being the pivotal underpinning which was critical to the success of my presidency." Don packed materials in and out of meetings, loaded and unloaded his car and home with WLA paraphernalia, drove Gail to meetings, and even assumed the Association Coordinator's duties when illness forced Gail to miss an annual retreat, among many contributions to the Association's smooth operation. Active in WLA years before she became Coordinator, Gail has great mastery of the workings of the Association—a mastery without which, Joan stated, "my three-year term would have been extremely difficult." Although contracted for two-thirds time, Gail spends significantly more hours on Association business, has opened her home to meetings, and devoted a room in her house for the WLA office. "She has been my friend, confidant, editor, mentor, and, on several occasions, my salvation," Joan said.

Washington Library Friends and Trustees Association 1999 Awards

Distinguished Service as an Individual Friend Award

Jan Hanson, Friend of the Aberdeen Timberland Library, was presented the Distinguished Service as an Individual Friend Award, which recognizes creative and effective work in interpreting the library to the community and bringing the library's services to the community's attention. Since 1997, Hanson has brought graphics, public-relations, and organizational skills to the Aberdeen Friends, along with enthusiasm and sincerity. A volunteer and community activist, Jan Hanson won converts to the library and helped win the library election.



Jan Hanson, Distinguished Service as an Individual Friend, Photo by Tony Wilson.

Distinguished Service by a Friends Group Award

The Distinguished Service by a Friends Group Award was presented to **Friends of the Snohomish Library**. The Snohomish Friends have campaigned for annexation to the Sno-Isle Regional Library System, for a Library Capital Facility Area, and are now working for approval of next fall's library bond issue. Their visibility and participation have increased membership in the organization, and helped make the library and its programs the center of community involvement.



Friends of the Snohomish Library—leaving the platform before we could get their picture, unfortunately—Distinguished Service by a Friends Group. Photo by Tony Wilson.

Distinguished Service Trustee Award

Ronald Miller, Spokane Public Library Trustee, was presented with the Distinguished Service Trustee Award, for service by an individual, in recognition of constructive accomplishment toward the advancement of library service and the development of sound library policies. Miller has served as a trustee for two terms, from 1982 to 1992 and from 1993 to the present. As Board Chair, he led the process of selecting a library director, and has also been instrumental in establishing a higher level of funding for the SPL.



Ronald Miller, Distinguished Service Trustee Award. Photo by Tony Wilson.

Distinguished Service by a Board of Trustees Award

The Distinguished Service by a Board of Trustees Award was presented to the **Board of Trustees of the Milton Memorial Library**. Over many months, the Milton Trustees studied the benefits of annexation to the Pierce County Library System, visited Pierce staff and administration, and sponsored town meetings to discuss the issue. Ultimately, they recommended annexation. The City Council approved, and the ordinance will be on a ballot for decision by the Milton voters. Kristi Ceder, Maria Davidson, Sheri Olson, Penny Huntsinger, Lawrence Conner, and Gail Kouame were honored for the time and effort they spent in reaching this decision, and also for demonstrating their conviction that the people of Milton deserve the best possible library service.



Board of Trustees of Milton Memorial Library. Photo by Tony Wilson.

Washington Library Association 1999 Scholarship Winner

The WLA Scholarship for Graduate Study is awarded annually to a student enrolled in a master's degree program in librarianship. Selection is based on the applicant's demonstrated potential for leadership in the profession, academic achievements,




Nancy McIntosh Schutz, WLA Scholarship Winner. Photo by Tony Wilson.

and community and professional activities. **Nancy McIntosh Schutz** is the recipient of the 1999 WLA Scholarship. A student in the distance education program of the School of Library and Information Management of Emporia State University in Emporia, Kansas, Nancy Schutz is employed as Youth Services Librarian Associate at the Lacey Timberland Library.

Carol Gill Schuyler Elected Vice President/President Elect

In a special election held May 1999, Carol Gill Schuyler became Vice President/President-Elect of the Washington Library Association. The special election was held due to a resignation and vacancy in this position.

Carol Gill Schuyler has worked in Washington libraries for nearly thirty years. She has been a children's librarian, branch manager, coordinator of children's services, and division head, with duties ranging from presenting toddler storytimes to co-chairing major building renovation projects. Currently she is Head of Regional Services at Kitsap Regional Library.

Carol is a long-time participant in WLA. She has served as chair of CAYAS and of the Scholarship Committee, and for the last two years has been secretary of the Association. 

Director Mike Eisenberg Talks with Alki

(Continued from page 10)

ME: I hope this program will be ready in the fall of 2001.

CM: Another degree you mentioned starting is the B.S. in information and technology. This is not a library degree?

ME: No, it is not. For one reason, ALA is opposed to library degrees at the undergraduate level; and we try to remain true to the directives of the field. This is an information degree, and is consistent with the approach at Drexel, Pittsburgh, and other universities. The graduates of such programs take jobs that are about using information technology for a purpose. Some will become managers of help desks; some will move into systems analysis positions; some will manage databases. This sort of program isn't computer science, in the sense that the students are not programmers; they are information technology applications folks. By the way, the B.S. in information and technology was a very successful program at Syracuse; and when the students got into the workforce, they really knocked 'em dead.

CM: These all sound like terrific ideas, but they may require a lot of money. In your keynote address, you mentioned that the School would need \$3-4 million in outside funds every year.

ME: Yes, that's what we're aiming for. The University of Washington and the State of Washington have strongly supported our initial growth movement, and have significantly increased the baseline budget of the SLIS already. We already put six to eight funding proposals in the hopper since I got here, we're working on contracts, and we are hoping for some major gifts from benefactors. Also, I hope that the alumni of this school and alumni of other library and information schools who are in this region will contribute. This school is here for the people in the library and information field of the region. We will support them in every way we can; we

will promote our field, and we will do our best to turn out the best possible graduates we can to fill these positions. In exchange for that, we request that people in the field support us, by making financial contributions to the SLIS on a regular basis. If I can show that there is widespread support among the thousands of librarians and the 4000 alumni of the school, that sends a strong statement to the University, to the state, and to the public. It would speak wonders. So, in summary, we will take a variety of approaches to raising funds. We're not afraid to ask, because we think we will be doing important, good work that deserves support. So please contribute!

CM: What else would you like to say to WLA members?

ME: I would like to tell the members of WLA that I am extremely impressed with the people I have met in this state. Washington State is not the *laid-back* West Coast: I have met people who are incredibly dedicated and hard-working, people who are intelligent, talented, and creative. I am thrilled to be a member of their

community—of our community; my wife, my family, and I are really pleased to be received as such. Having said that, I am prepared to roll up my sleeves and work as hard as I can, seven days a week, to promote and improve our profession and the work that we do in the state of Washington and the Pacific

I believe we have an opportunity to create the greatest library and information services infrastructure—programs, services, resources—of anywhere on the planet.

Northwest. I plead with people to join us in this. It's easy to be negative, to point fingers; and yes, these are legitimate concerns—we all need to make improvements. But I would like all of us to say to ourselves, "What can I do today to make it a little better in our field, for my work, for my users, for library and information science in the Pacific Northwest?" If we all do this, if we all talk with our friends and colleagues about what we do and how important it is, if we support each other across types of libraries, if we add up all those little things, I believe we have an opportunity to create the greatest library and information services infrastructure—programs, services, resources—of anywhere on the planet. I think the pieces are starting to come together: the awareness of the public, the educational environment for pre-K through higher education, the public library infrastructure, as well as what is going on in Washington businesses and corporations. And now, one piece is our school, to stand beside these other groups and push things forward. We can help each other. My most important message to WLA members is this: You have now a school you can be proud of. We are truly aiming to be the greatest information school in the world. We're going to do it together. 📖

Two CAYAS Workshops

(Continued from page 12)

in the Seattle area to attend Puget Sound Council book review sessions at the University of Washington to network and to support one another. Jerene also encouraged librarians from other parts of the state to participate by becoming members and receiving the monthly (September-June) newsletter of Council reviews.

Another way public librarians can support school libraries is to volunteer to serve on curriculum or other committees for the school district in their area. Public librarians can get to know the school board, parents, teachers, principals, and superintendents in their region, not just the local school librarians. Through active involvement, public librarians can learn how the schools operate; and in the long run, both public and school libraries will benefit from a close partnership.

This two-part workshop successfully gave audience members "The Inside Scoop" on school libraries. Thanks to a wonderful panel for a dynamite session!

Judy Sierra, "Queen of the Flannel Board": CAYAS Spring Workshop, 1999

At a CAYAS-sponsored workshop in Seattle on March 12, Judy Sierra, "Queen of the Flannel Board," delighted a large crowd of librarians and others with her storytelling tips and examples. Discussing her process, from her inspiration to her teamwork with her artistic husband, Judy let us see just how she works. She told stories, created flannel board pieces, and shared her research as she presented new ways to create flannel board stories that are a far cry from the traditional lackluster presentations many librarians associate with this method.


Judy encouraged even the least artistic librarians to try her patterns and techniques to catch the attention of their young audiences with vibrant folktales brought to life on a flannel board. Participants learned to create bright, colorful flannel board stories using various materials, including a quilting fabric, interfacing. Here is a quick summary of Judy's tips for making great flannel board stories:

- Use black for the flannel board (robe velour is a good choice for material).
- Use an artist's portfolio with ties as your board.

- Make the flannel board figures out of interfacing or felt (children under three years of age do best with single felt pieces, and older kids appreciate more detailed characters made out of quilting interfacing).
- Color the white interfacing material with watercolor pens (always color your figures before cutting them!).
- Use black interfacing with felt pieces glued on top to create dramatic figures.
- Blow up the patterns found in Judy's book, *The Flannel Board Storytelling Book* (2nd ed., H.W. Wilson, 1997), since larger figures work best with young audiences or large crowds.
- Stick to folklore for your source of flannel board stories (Judy believes these tales translate best to the flannel board).

Judy presented traditional favorites such as "Little Boy Blue" and "The Turnip," as well as more obscure tales such as "The Cat and the Parrot." Each story came to life for the audience. Many were so much fun that people couldn't wait to go back to their libraries and try them in their next storytime.

The flannel board provides a great opportunity for interactive storytelling, and Judy suggested ways to involve children in the storytelling process, as well as in production and performance. Her creative ideas ran from chanting along with the little girl-protagonist in "The Gunny Wolf" to teaching older children how to tell flannel board stories to younger children. Judy also presented information on creating shadow puppet plays. At the end of the workshop, several brave volunteers performed a shadow puppet play under Judy's guidance.

Librarians and others from both sides of the state and from as far away as Las Vegas came to meet Judy and to take part in this interactive workshop. Thanks, Judy Sierra, for an engaging, informative, and fun program. 

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-inch 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 any 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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Washington Library Association

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I'd Rather Be Reading . . .

My Life as a Novel

by Nancy Pearl

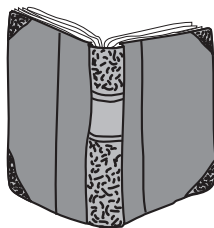


I've come to the conclusion that the major problem with my life is that it is not a novel. I'd be pretty satisfied with even a hackneyed rip-off of the most trivial bestseller on the *New York Times* list, let alone a well-written novel of substance and grace. I've devoted a lot of time recently to contemplating the advantages that this unlikely, but oh-so-desirable, state of affairs would bring.

I think about it a lot, actually. If my life were a novel, I could be sure that, at some level, it all made sense. (I'm assuming, of course, that I could choose the novel my life would be, at least to the same extent that I can choose what my life is now, as non-fiction, ongoing autobiography, so to speak. Only the bravest among us—not me—would opt for the post-modern or experimental novel.) The various plot lines would be pulled together neatly. Characters would enter and leave my life with a definite purpose. The "accidental" meeting on campus would be seen, pages (weeks? months? years?) later, to have had great importance, though I brushed it off at the time.

The best part would be that I could, if the suspense got too unbearable, sneak a look at the last page. Did my younger daughter succeed as an avant-garde theater director? Did my older daughter pay off her law school loans, give up her job as an attorney, and become an elementary school teacher? Did I ever bicycle from Portland, Oregon to Portland, Maine? Did my trusty Trek 750 bicycle make it in one piece? Did my knees survive? Did my marriage last? Did my father die of cancer, Alzheimer's, or simply old age? Was it an easy transition to death? Were the good people I knew rewarded and the evil ones punished?

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



If our lives were novels, we'd be forced to recognize that, at best, we're minor characters in others' novels. (I'm betting that mostly we wouldn't even *be* in most other people's novels.) We'd learn to deal with the Rosencrantz and Guildenstern syndrome, that pervasive belief that we're the stars of everyone's life. You remember Rosencrantz and Guildenstern—minor characters in Shakespeare's *Hamlet*



Nancy Pearl

who became the leads in Tom Stoppard's play. Reading about them should teach us that we're all supernumeraries, walk-ons, with few speaking lines, or none at all, in everyone else's lives.

It's hard to look at our own lives in that light. Realizing that we are the center of no one's novel but our own has an unsettling, disconcerting effect. But it puts events in perspective. It might help in overcoming the painful egocentrism we all struggle with. We might come to realize that we're not even the major character in our own novel.

Maybe that's what maturity really is.

If my life were a novel, I could be sure that, at some level, it all made sense.

(Continued from page 16)

One More "Then and Now" from Angelina

No. 3:

1975: The Oxford Press has been in existence for 10, 50, 100, 250, or 500 years?

vs.

1999: The half-life of a biography of Dennis Rodman is ____ (Fill in the blank).

ALKI thanks WLA 1999 Corporate and Institutional Members!

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