WASHINGTON LIBRARY ASSOCIATION

Alki

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Up Front

The WLA President Speaks



JOHN SHELLER

A Vision for the Next Two Years

In thinking through a direction to best serve the association and its members during my term as president, I came up with this simple sentence:

WLA is a resource for Washington libraries and the people that make them great!

The years 2003–2005 will be challenging for libraries and for WLA, as the reality of shrinking budgets seems likely to continue. We have lost key institutional members like the University of Washington and Washington State University libraries, and other institutions have been forced to scale back staff travel and professional development funding.

Further complicating WLA funding is our state's unique opportunity to host the national Public Library Association conference—PLA 2004—in Seattle. To encourage as many of our public library members as possible to attend PLA 2004 in February 2004, we graciously agreed to reschedule our WLA 2004 annual conference—generally held in April—to August. Philosophically, this is a great way to show WLA's support for continuing education. However, financially it means that from June 2003 through July 2004, WLA will not enjoy the fiscal benefit that a successful April 2004 conference would add to its coffers, while at the same time it will incur advance funding debt for its August 2004 conference.

These circumstances present a challenge not unlike that faced by the Washington Legislature. In May 2003 I had a budget meeting with outgoing president Carol Schuyler, outgoing Treasurer Monica Weyhe, incoming Treasurer Wayne Suggs, and WLA Coordinator Gail Willis. After crunching all the numbers we quickly saw that if current levels of funding and spending continue, the association will run a deficit for the second consecutive year. In June, following the budget meeting, Federal Way played host to the annual WLA planning retreat. At the retreat, association stakeholders from all the committees and interest groups came forward with their ideas and agendas, —mine included, of course—all of which had to be reconciled to the budget. The result of all that work is a draft strategic plan that roadmaps our activities for the next two years.

But unlike our state legislators, who must represent many interests, WLA members have a commonality in library service that I believe will ultimately allow us to focus our resources on activities that most benefit our members. This may mean cutting back on activities that do not provide direct benefit to WLAers; but in the long run it just makes sense to help each other out right now, in our shared time of economic need.

I am also looking to our legislature to explore ways to provide libraries with some relief from the excessive burdens placed on us by recent anti-tax measures. I can't believe that our citizens really meant to divert public money away from library services like storytimes and reference assistance, only to pour that same money into the black hole of elections, polls, and ballots. We need to work harder to educate our citizens and elected officials on the true cost of so-called "tax saving" measures.

The Washington Library Association—and indeed Washington state—will get through these current economic challenges by sharing our common sense and our public funding in ways that do the most good for the greatest number. In the long run, both WLA and Washington will be stronger for having gone through this, especially if we use our vote to avoid putting ourselves through this again anytime soon.

Another Fine Conference

Hats off to Lynne Zeiher, Kristy Coomes, and all the folks at Yakima Valley Regional Library for the outstanding hospitality and offerings at April's "Journeys of Discovery" conference. Great conferences provide valuable training and also inspire us all to look at our jobs and our lives in a new light. I can still hear Wally Amos reading "That's Good, That's Bad" by Margery Cuyler. Thanks for the memories!

An Introduction

For those of you I have not yet met, I should introduce myself, since I'll be your president until April 2005. Before taking office, I was vice president for two years, a former *Alki* editor, and a founding member of the Grassroots! Interest Group. I am currently the manager of the 320th Street Branch of the King County Library System, near the SeaTac mall in Federal Way.

Drop by to say hello the next time you're at Trader Joe's!

WLA President John Sheller is manager of the 320th Street Branch of the King County Library System.

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

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Thrilling Thrillers

From the Editor



CAMERON A. JOHNSON

Conference Glimpses

While journeys of discovery can be rewarding, they can also be dangerous. Captain James Cook was hacked to death in Hawaii in a dispute over a stolen boat. Ferdinand Magellan, pierced by arrows, died in the Philippines before finishing his storied circumnavigation. Sir John Franklin's ships got stuck in the arctic ice and the expedition perished to a man.

But I hope that your experiences at WLA's 2003 conference in Yakima were more like those of Marco Polo in his journeys through the Middle East, Indian subcontinent, and China. He discovered fantastic cuisines, saw beautiful scenery, took great notes on ravishing cultures, and arrived back in one piece. If you've never attended a WLA conference, by all means do so. The contacts established there create new opportunities in all of our state's libraries.

No journal issue can encompass all the connections that make attending a conference worthwhile. That said, I believe our authors have done well in extending the discussion of themes raised in Yakima. Please note that six articles were written by *Alki* Editorial Board members. When not actually writing pieces, board members contact authors, generate many article ideas, and attend every conference. Thanks to all who contributed, and thanks to the WLA board for allowing us to add four pages to this packed issue.

We had about 250 conference photos to choose from this time. Our conference photographer, Rose Ferri of Yakima, took great pains to provide dynamic shots in sometimes difficult lighting. Also contributing photos were Mary Wise, Kirsten Edwards, Brian Soneda, and Ken Gollersrud.

This issue debuts "The Solinus Page," a humor column featuring not only papers given before the Solinus society, but also other waggish pieces by WLA members. Thanks to Kirsten Edwards for loaning her back file of Solinus papers, none of which we will publish without permission of the author, of course. Thanks to Angie Benedetti for her inaugural column. Please send ideas.

Nancy Pearl would like to share the stage and to broaden perspectives in her popular "I'd Rather Be Reading" column. See Nancy's note on page 35.

From Journeys of Discovery, *Alki* will turn to avoiding chuckholes here on Main Street. The December issue theme is "Avoiding the Dire Hole: Making the Case for Libraries." Libraries seem to be in the public's mind like never before. How do we put our best foot forward and 'steer around' obstacles like the governor's declaring that everything is on the Internet? I mean the theme to be flexible. Please contact me with ideas.











Above: *Alki committee, clockwise from left: Brian Soneda, Mary Wise,* Link *Editor Mary MacKintosh, Shireen Deboo,* Alki *Editor Cameron Johnson, Jen Wolfe, and Chair Carla McLean.* ***Not pictured:*** *Bonnie Taylor, Tami Echavarria Robinson, Nicole Campbell, and Cheryl Farabee.* ***Right:*** *Views of conference center under construction, and of conference hotel.* ***Top of page:*** *WLA Coordinator Gail Willis hands a raffle ticket to conference attendee Cameron Johnson.*

Cameron A. Johnson is a Reference Librarian at Everett Public Library. Email: alkieditor@wla.org. Photos at top of page and in first column by Rose Ferri. Other photos are by Cameron Johnson.

JAN WALSH, LORI THORNTON, AND RAND SIMMONS

Pioneering New Frontiers: Reinventing the Washington State Library

In the wake of grave challenges, the Washington State Library has reinvented itself as a more focused and responsive institution. Its new mission as "The People's Library" will ensure its own future and preserve Washington's history for future generations.

Stimulus to Change

In 2001, the year of the Nisqually earthquake, the State Library moved from the capitol campus to a Tumwater office building four miles distant. In seven months, staff weeded more than 200,000 volumes from the collection to fit the library's holdings into the new location. Staff had just settled in when the governor announced his proposal to eliminate the library.

In February 2002, Reps. Jim Clements and Bill Grant introduced legislation to place the State Library under the auspices of the Office of the Secretary of State. Secretary Sam Reed pledged to champion the library, stating, "The challenge will be to sort out the mission of the library for the twenty-first century, and to re-engineer it for a new approach. We will prove its value, and the value it can add."

In April 2002, Gov. Locke signed legislation establishing the State Library in the Office of the Secretary of State, effective 1 July 2002. What followed was a whirlwind of activity to merge the two agencies within three months. Not only would State Library staff merge into a new organizational culture, but differences in organizational structure would also dictate change. Transition teams were formed, but there was little time to prepare staff for that change.

In 2003, as the State Library entered its historic 150th year as "The People's Library," State Library leaders pledged to pioneer new directions by reinventing the library to meet the needs of its customers and to provide leadership in the Washington library community.

Reorganization

The State Library made a number of changes in response to concerns expressed during the recent legislative session. It was clear that the library needed to be nimble and to be prepared to change apace with the needs of its customers, the nature of technology, and the patterns of partnerships and other opportunities. Merging with the Office of the Secretary of State presented an unprecedented opportunity to reinvent the State Library and to respond to the concerns of the governor, the legislature, and the library community. A 13 percent cut in budget, the change from independent agency to a division of the Office of the Secretary of State, and strategic planning associated with the approaching biennium gave the library's leadership an opportunity to more sharply focus the library's mission.

It was apparent that changes had to be made quickly and visibly to prepare for the 2003 legislative session. Services and resources had to be redirected.

In June 2002, the newly appointed state librarian, Jan Walsh, and Secretary of State Sam Reed held a summit of key stakeholders to solicit input on the mission of the library. Participants included members of the Washington library community, state agency employees and officials, legislators and legislative staff, and library users.

State Librarian Walsh also established two new advisory groups, one for legislative staff and state employees and the other for the public. These groups and the Library Council of Washington, which represents the library community, have provided invaluable feedback.

In the spring, the state librarian appointed a cabinet of several of the State Library's leaders. None of these staff hesitated to accept the challenge of reinventing the library, generating instead an incredible synergy and energy to develop initiatives for change. The cabinet, though advisory, also implemented the library's strategic initiatives.

The cabinet held four focus groups to gather input on the structure of the new division, then devised a structure around the groups' input. The structure was rolled out for comment in another four sessions, and the final structure—designed to make the library more communicative and nimble—was carefully implemented. One notable aspect of the new structure was that the library would no longer have its own administrative functions (human resources, fiscal, facilities, and information technology).

The cabinet identified six programs through which the State Library would channel its efforts: Public Services, Collections and Collection Management, Technical Services, Branches, Research and Development, and Library Development. In keeping with the structure of the Office of the Secretary of State, the

Jan Walsh is Washington State Librarian; Lori Thornton is Program Manager for References Services at WSL; and Rand Simmons is Program Manager for Library Development at WSL. Photos courtesy of Jan Walsh.

library's new organization includes supervisory middle management responsible for accountability. The managers for the library's six programs are leaders, communicators, and coordinators and—along with the state librarian—comprise the library's cabinet.

Strategic Action

Physical Changes—Within a few months of its November 2001 opening in Tumwater, the State Library required some adjustments to its physical arrangements.



At the street entrance to the library, walk-in patrons were faced with a cavernous lobby offering the options of two stairway doors and an elevator, of which only the elevator actually provided access to the library's public area on the second floor. Signage was poor. To alleviate this confusion, the reception and circulation functions were moved to the first-floor lobby to provide a more welcoming and helpful atmosphere.

Responding to concerns of distressed patrons who believed the State Library had eliminated the Washington Room, with its materials on the history of Washington and the Pacific Northwest—and to make these materials visible—most of the staff were moved off the public floor so these popular collections could be moved in. Space limitations still require that some materials be kept on closed floors.

The library lacked adequate signage both on the building and on the street. In May 2003, the City of Tumwater installed a sign with two arrows, one pointing to the Tumwater Timberland Regional Library and the other to the Washington State Library. A sign identifying the library's building as the State Library is in the process of being approved.

Branches—Major funding cuts meant that each institutional branch was reduced to only one staff member, the bare minimum required for safety of both staff and residents. Increased oversight, procedures, and training are assisting staff in coping with the intense institutional environment.

Document Delivery via the Internet—The library's vision is for all state government employees to have a State Library icon on their desktop computers, in this way providing access to a full range of State Library services from the desktop. Serving state government employees—and the public—through electronic means is a primary focus of the re-engineered library. The library has accelerated document delivery and electronic table-of-contents services, is eliminating print when possible, and is purchasing or leasing information in electronic format.

Much information published before the current information age is still pertinent to public policy research, so the library is developing methods to digitize and deliver that category of resource directly to the customer via the Internet. Library staff use a software package to scan historic print material and deliver requested materials to customers' desktops. Digitization of key documents enables state policymakers and citizens to have access to documents previously accessible only in print format and only in Olympia.

Focused Collection / Preservation of State Heritage—Access to state information, both historical and current, is critical for citizens and state government. Simultaneously, state information must be made more accessible. The library therefore designated an additional staff member to the historical program and began to develop a robust historical collection.

Resources were redirected to ensure adequate preservation of the state's heritage. Two of the historic maps in the collection were professionally repaired and restored. The library began to digitize its unique historical materials, for example, the county censuses from the territorial years. As the designated depository for Washington state documents, the State Library has the most complete collection of Washington state newspapers anywhere, including an archival collection of state newspapers dating back to before statehood. The original territorial library collection is at the State Library, as are major works of the Northwest. There is now more emphasis on preserving these rare and unique collections for future generations.



Over 236,000 books in the Dewey collection that were not core to the library's mission were weeded from the collection, as were 50 percent of print journal titles.

Finding Tools / Digital Government—The State Library will further increase the public's access to government information through electronic means. The library will evaluate and refocus its resources to ensure that the service is more intuitive and provides improved search results through Find-It! (find-it.state.wa.us) and Find-It! Consumer (finditconsumer.wa.gov).

Because the legacy collections at the State Library are unique, the library is adding to and improving indexes so customers can more easily find the information they seek. Cataloging of the territorial collection has been completed. Washington newspaper collection holdings have been updated and added to the online catalog along with title trees providing the publishing lineage of Washington newspapers. The library began retrospective conversion of both the state documents and federal documents collections. In addition, the online catalog has a revised interface that allows customers to see only those collections important to them. There will be greater

(Continued on page 8)

JEN WOLFE

UW Information School Students Bring Books to Life

Booktalking—a formal or informal presentation designed to interest listeners in reading a book—is a powerful tool that can be used to promote both a library's collections and its librarians' services. "Booktalking creates an enthusiasm for books and reading like nothing else," says Dr. Betty Marcoux, Assistant Professor at the University of Washington's Information School. Marcoux, who teaches booktalking skills in her classes on children's and young adult services, says that these skills "allow librarians to work with their audiences in very meaningful ways that make for a personal connection. It is a public presentation of what the library has and can do. It is a chance to excite others to the world of information through reading. It is a wonderful time to demonstrate that reading can be, and is, fun and interesting."

This enthusiasm, interest, and fun were in ample supply at "Booktalking the Best," a panel session sponsored by the CAYAS (Children's and Young Adult Services) interest group at the 2003 WLA conference. Renton Public Library's Jerene Battisti hosted the panel, which featured seven of Marcoux's students (shown in top photo at right)—Sharon Snyder, Joy Oliver, Pat Stainbrook, Heidi A. Lundberg, Carol L. Edlefsen, Cheresse Thoeny, Christene M. Amlin, and Jennifer Reichert—enticing audience members with a series of talks on recently published children's and young adult titles.

The conference theme, "Journeys of Discovery," proved doubly appropriate at the presentation. Not only did attendees learn of new books and techniques, but the panelists experienced a feeling of discovery as well, finding their professional voices as presenters. Below, the students share a few tips they learned putting together their booktalks:



***Top:** Jerene Battisti introduces the booktalking panel. Middle: Heidi Lundberg (right) and Sharon Snyder (left) booktalk to an audience of experienced librarians. **Bottom:** Snyder talks up the book* I Stink *by Kate McMullan. The students' booktalk bibliographies were in high demand.*

Selecting—CAYAS' only guideline for the panel was that participants choose any five books published since 2000. While initially some presenters found this range overwhelming and daunting, the students were soon able to track down titles of recent favorites by consulting award lists and reviews, and polling young friends and patrons. Joy Oliver narrowed her focus by selecting picture books, novels, and a poetry anthology that shared one theme: war. Since preparations for the panel coincided with the U.S. invasion of Iraq, the war theme "stood out as the obvious choice," she explained. "I hoped to highlight some books that would help caregivers talk to kids about conflicts."

Preparing—Students planned their talks and practiced diligently, with a goal of sounding prepared, relaxed, and confident, but not over-rehearsed. Carol Edlefsen's technique was to compose the booktalks in her head, "usually while washing dishes," and then write them out just as she would speak them. Heidi Lundberg took a different approach, writing and rewriting her presentations, then reading them aloud a few days before the panel, with her husband standing in for the audience. After finding that "what sounds natural in writing does not always sound natural when speaking," she proceeded to make a final revision based on these rehearsals.

Identifying Opportunities for Improvement—Common booktalking mistakes, according to Kitsap Regional Library's Lynn Stone, the evaluator for the WLA panel, include speaking too quickly, reading from a script, insufficient practice, lack of enthusiasm, and overlong presentations. But the biggest problem, claims Marcoux, is to avoid even attempting it out of

Jen Wolfe is an MLIS candidate at the Information School and Librarian / Cataloger at the Experience Music Project. Photos by Cameron Johnson.

"fear that this booktalk isn't 'good enough.' It is good enough if you have a good understanding of the audience, have read the books, and like the books you will talk about."

While the amount of reading, writing, and practicing required for booktalks might seem time-consuming, the rewards definitely outweigh the work involved. Panelist Sharon Snyder enthusiastically summarizes its benefits with these words: "Booktalking brings books to life. There are a lot of kids out there who are either nonreaders or reluctant readers at best. Booktalking reminds them there is a universe of literature out there and it rocks. Booktalking is also a way for librarians to show their passion for the written word and for storytelling. Kids respond to that. Grown-ups do, too."

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Walsh, Thornton, Simmons *(Continued from page 6)*

access through improved finding tools, conversion of all materials records to the online catalog, and increased indexing to the state's newspapers. When finding tools are not available commercially, staff will develop databases of unique information and launch them on the Internet.

Marketing / Outreach—It was clear that the State Library needed to make itself overtly relevant to the citizens of Washington. Staff began outreach to schools, libraries, historical societies, genealogical groups, senior centers, and conferences. Jan Walsh and Sam Reed participated in the Heritage Caucus (a bipartisan organization of state legislators and other elected officials, state heritage organizations, cultural and lands agencies, and nonprofit organizations that supports the protection of the state's historic and cultural legacy). In fall 2002, the library instituted an events program centered on the state sesquicentennial celebration that includes exhibits, author book signings, and historical presentations.

Collaborating / Coordinating / Consulting—The State Library worked closely and collaboratively with stakeholders in the library community to create a five-year plan for development of all types of libraries. Planning with local libraries helped identify and focus resources on the highest needs of the library community. Based on the plan, the library staff continues to provide a variety of services to libraries statewide, including training, federal grant funds, coordination of statewide projects and initiatives, and consulting services to assist libraries of all types in provision of service to customers.

The library continues two major infrastructure projects into the next biennium—supporting the implementation of the Gates Library Foundation state grant, and implementing and supporting public libraries' connection to the broadband K-20 Educational Network. Both these projects enhance the availability of digital resources in communities of all sizes throughout the state.

Washington State Library's Future

The State Library anticipates a rather deep cut in funding for the 2003–2005 biennium. Such a cut will require a layoff of more staff and will affect programs and services.

The library will have developed a new strategic plan for the new biennium by the end of summer 2003. A recently conducted customer service survey will help library development staff set programs and services to best serve information needs of Washington's citizens at their local libraries.



Above: *State Librarian Jan Walsh assists a young patron at "The People's Library."*

The library has heard the concerns about its focus, and continues to make significant changes in its programs and activities. The library will focus its efforts on emphasizing unique programs and meeting the major needs of its customers.

To date, the Washington State Library has survived the difficult economic environment faced by government. As it becomes leaner, the library will narrow its focus. In this manner, we can continue to provide leadership in Washington state and to pioneer new frontiers through strategic reinvention.

CARLA MCLEAN

When the FBI Comes to Call

The Federal Bureau of Investigation, which has a history of besieging libraries, is again targeting library users, said Candace Morgan, Associate Director of the Fort Vancouver Regional Library in her 2003 WLA conference session, "When the FBI Comes to Call." Law enforcement agencies can think librarians are an easy mark, she said, only later discovering from actual experiences that this is not reliably true.

Morgan focused her session on preparing attendees for an actual visit from the FBI. For example, when approached, one should not *assume* that an information request from the FBI falls under the USA PATRIOT Act (and hence, that its gag clause applies). The agent is required to *inform* the library if that is the case. Only the FBI can use USA PATRIOT Act orders, not the local sheriff and not the Department of Homeland Security.

Morgan suggested a more accurate title for the session would have been "When Law Enforcement and Other Government Agencies Come to Call," because local police and law enforcement agencies also ask library staff for information about library patrons. "When a country is seized by fear, we lose some of our liberties," she said. "We need to understand the law so the FBI doesn't define it for us."



Left: *Candace Morgan said the FBI tends to show up on a Friday night when there is no management on duty and it is hard to contact an attorney.* ***Below left:*** *The FBI seal.*

Background

The '70s and '80s saw the advent of the Library Awareness Program, which aimed to glean information about patrons of unclassified technical libraries. Federal agents would approach lower-level library staff members, appeal to their sense of patriotism, and cajole them into revealing reading habits of people with foreign-sounding names or accents (Riley). In 1976, Sen. Frank Church set up a committee to investigate the FBI's activities, and in 1978 the Foreign Intelligence Surveillance Act (FISA) was enacted in response to shocking revelations of extensive FBI surveillance of U.S. citizens.

The USA PATRIOT Act (Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act) amends FISA. Congress passed it just one month after the 11 September 2001 attacks on the World Trade Center, with very little discussion and by overwhelming margins in both the Senate (98-1) and the House of Representatives (356-66).

A daring sequel to the USA PATRIOT Act is known as the Domestic Security Enhancement Act and nicknamed Son of Patriot. In February 2003, a draft of this proposed bill was revealed to the public—but not by the government. "The sequel is even scarier than the first Patriot Act," writes Anita Ramasastry, an assistant professor of law at the University of Washington School of Law (Ramasastry).

Civil libertarians and constitutional rights groups have criticized the 342-page law for overstepping the bounds of proper law enforcement procedure. The USA PATRIOT Act expands FISA authority by allowing the issuance of "roving wiretaps" on cell phones and pagers to trace phone calls or email of people, even if they are not suspected of any crime, simply by means of an assertion of relevance. Section 215 of the act allows the FBI—with a warrant that is required to meet a lower legal standard than before—to compel disclosure of medical, educational, computer, and library records from institutions and businesses (Steele).

Library staff should remember that they are not alone in their concerns. ABC News reports more than sixty towns, cities, and counties around the country that have passed resolutions criticizing the USA PATRIOT Act, some going so far as to instruct municipal employees—including police—not to assist federal agents under certain circumstances. Even right-leaning groups such as the American Conservative Union, the Eagle Forum, and Gun Owners of America say they are concerned.

Carla McLean is a librarian at the Kent Regional Library, King County Library System. Photo by Rose Ferri.

The Gag Clause

Washington, like forty-eight other states and the District of Columbia, has laws protecting the confidentiality of library records. A session handout says, "Any library record, the primary purpose of which is to maintain control of library materials, or to gain access to information, which discloses or could be used to disclose the identity of a library user" is exempt from public inspection and copying, according to Washington laws (RCW 42.17.310). The USA PATRIOT Act supersedes our state's laws.

Anyone reporting on incidents covered by the USA PATRIOT Act and libraries comes up against the gag clause, which is a provision of the act that makes it illegal for library staff to share information about events that fall under the act. Staff members risk prosecution if they violate this provision (Minow). Some amusing jokes, signs, and creative ways to get around the gag clause are being publicized in the library literature. For example, Santa Cruz Public Libraries Chief Librarian Anne Turner comes to each board meeting with news that "we have not been served by any [search warrants]. In any months that I don't tell them that, they'll know." ("Librarians cope…") Charles Mandingo, the FBI's special agent in charge in Seattle, said that as of 28 April 2003 no warrant had been executed in this state (Riley).

Protecting Confidentiality

Morgan stresses that we are not trying to exempt ourselves from the law; our responsibility is to defend the freedom to read and protect confidentiality.

We need to examine our policies for keeping records: Do we have to collect those records? If so, for how long? Only long enough to conduct the business of the library, Morgan says. Keeping them "just in case" is probably not a good idea. Libraries should follow a records retention schedule—check-out records, for instance, are ephemeral. Follow a destruction schedule carefully, and shred unneeded paperwork, especially application forms. Do not keep names if you just need statistics. Shred meeting room sign-ups. Though libraries generally keep ILL statistics for several years, we need not keep borrowers' names attached.

The Seattle Public Library website includes a page explaining confidentiality and the USA PATRIOT Act. The page states that a court order is necessary to convey borrower information and that "minimum records are kept necessary for maintaining operations," and gives examples. A privacy notice modified 9 May 2003 details information that is gathered by the library for statistical purposes and lists the security measures the library takes "to safeguard the integrity of its data and prevent unauthorized access" (Seattle Public Library). The library also makes bookmarks available explaining confidentiality and the USA PATRIOT Act.

The Aberdeen branch of Timberland Regional Library was visited a couple of months ago by a "security agent" of the Coast Guard, now part of the Department of Homeland Security. The agent said he wanted to locate a person that he knew used the library computers, and asked when that person was scheduled to use the computer. He apparently knew the library had a process for releasing public records, but hoped he could just walk in and get the information. After the director of the library said a court order was required, the Coast Guard agent said he had another avenue for locating the individual. He was very polite. Christine Peck, managing librarian of the Aberdeen branch said, "We only have had to tweak our policy for the USA PATRIOT Act since we have had to deal with local law enforcement in a (recent) case of child pornography."

What about the efficacy of posting signs in libraries informing the public? Morgan thinks the signs make it seem like the FBI can just walk in and get information. This suggests that library patrons do not have a reasonable expectation that their records will be kept confidential, a message we do not want to send. Also, the signs typically say to contact the Attorney General when it is actually Congress that passed the FISA and the USA PATRIOT Act.

The FISA Order

The library's legal advisor needs to examine any request for information about the use of the library by one of its patrons. When libraries refuse to release information without a proper court order, authorities usually don't follow up with a formal request. The FBI might just be figuring that libraries are an easy touch.

Libraries should be getting advice from a lawyer grounded in First Amendment rights. Morgan recommends that the lawyer attend the two-day training by Lawyers for Libraries, which is part of ALA. If one believes, after consulting the attorney, that a request does not meet the constitutional standard, one can move to quash it.

If one has no attorney to consult, one can call the ALA Office for Intellectual Freedom (1-800-545-2433 x4221) to ask for the assistance of an attorney (do not reveal the details—remember the USA PATRIOT Act gag clause). The ALA OIF will know what you mean and will get you in touch with an attorney who represents ALA in matters concerning the USA PATRIOT Act.

Types of court orders include the following:

1. Subpoena to testify or to produce documents. In order to request specific records, there must be some relevance to an inquiry. It is much easier to get an order under the USA PATRIOT Act (usually some criminal investigation has to be going on) than it was previously. And the inquiry can relate to a civil action, not just a criminal case. A library can move to quash a subpoena.

2. Search warrant. This is executable immediately. The law enforcement agent is allowed to begin a search of library records as

soon as the library director is served. Ask to have counsel present before the search begins. It is important to know you can negotiate. The FBI could make the request to a circulation clerk, and if the agent refuses to wait for the director, staff should at least keep a record of the questions asked and an inventory of anything taken away.

There are certain, very limited "exigent circumstances" when law enforcement are allowed to undertake a search without a warrant. Under this exception, law enforcement agents can search if necessary to prevent physical harm, the destruction of relevant evidence, the escape of the suspect, or some other consequence improperly frustrating legitimate law enforcement efforts. Exigent circumstances can arise in cases involving computers because electronic data are perishable. However, this exception does not permit agents to search or seize beyond what is necessary to prevent the destruction of the evidence (Minow).

Evidence in "plain view" is also an exception, so be careful how records are stored. A search warrant must clearly describe what is being searched for. However, objects and data that come into the "plain view" of a law enforcement officer who has a right to be there can be seized without a warrant if the officer has probable cause to believe that the items in plain view are contraband or relevant to the purpose of the search.

3. Intercept order. The USA PATRIOT Act also authorizes the FBI to request a FISA real-time intercept order for electronic communications. Luckily, this kind of order can only be requested from a high level functionary of the Justice Department. A computer program (with the menacing name of Carnivore) can be run on an Internet server to enable the FBI to covertly intercept Internet communications.

The Visit

Steps in preparing for a visit mainly involve training library staff in proper policies and procedures, as well as educating local law enforcement agencies about libraries as institutions. Staff fears must also be acknowledged. It must be stressed that if an order is served, it is being served on the library and not on its staff, and that such orders might in the future be disallowed. Employees need to know that they will be supported! Staff's role is mainly to comply with legal requirements to preserve the evidence. However, staff should also be warned against voluntarily releasing confidential documents or allowing a search to take place without a written order.

It is incumbent on us that what we do is either related to the mission of the library or required by law. This is a critical time to remind staff that state law protects patron records, that open government is an important value that we must preserve, and that this act can have a terribly chilling effect on public trust.

Be aware that if one receives a formal request to preserve evidence pending a court order or other legal process, one must not destroy that information—this is a crime. Ask for written confirmation of the request. Find out who is asking and what the status is of the request. One can talk to any law enforcement agent or officer, express one's concerns, and tell the agent or officer that one wishes to be cooperative but that the library also has a responsibility to its patrons and to ensure that the proper legal process is followed.

The agent or officer should also have identification (call the local FBI office to confirm). In brief, say to him or her, "Show me your ID and your court order and we'll show them to our attorney." Unfortunately, the FBI could show up on a Friday night (public libraries might be closed but academic libraries often are open) when there is no management on duty and contacting an attorney is difficult. However, do not expect an agent to be threatening. All agents are trained in constitutional parameters.

In brief:

- Avoid creating unnecessary records. Avoid retaining unneeded records. Be aware of library practices that place information on public view.
- Before any visit: designate person in charge. Train staff. Review policies. Plan for service interruptions if FBI removes equipment.
- During visit: Ask for identification. Director and library attorney should meet with agent. With no court order, there is no authority to compel cooperation. If there is a court order, the library director should immediately refer it to an attorney.
- After the visit: Review court order with an attorney. Review library policies and staff response. Prepare to talk with media. Notify the ALA's Office of Intellectual Freedom.

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WLA Personal Membership

Name_____ Home Phone ( ) _____

Address _____

City_____State_____ZIP_____Library Affiliation _____

Business Address _____

Business Phone ( )_____Fax ( )_____Email _____

Please tell us your state legislative district: for home address_____for work address _____

For mail, use: ☐ Home ☐ Business • Affiliations: Check if you are a member ☐ ALA ☐ PNLA ☐ WLMA

WLA is a 501(c)4. You should consult your tax advisor before deducting dues from taxes. *WLA:* **http://www.wla.org**

DUES: Includes one regular interest group. Additional groups add $5.00 each. *Please select dues from categories listed below and check appropriate boxes.*

LIBRARY EMPLOYEE MEMBERS DUES:
Based on individual's gross annual earnings from library work

Calculate Dues:
Gross Annual earnings $_____
÷ $1,000 x $1.50 = $_____
Minimum of $35, Maximum of $100

OTHER MEMBERS DUES:

Student	☐ $35
Retired	☐ $35
Individual Trustee of Library	☐ $35
Individual Friend of Library	☐ $20
Individual Foundation Associate	☐ $20

RECIPROCAL MEMBERSHIP to WASHINGTON LIBRARY MEDIA ASSOCIATION: ☐ $35
$35.00 in addition to your basic dues will give you a reciprocal voting membership to Washington Library Media Association.

DONATIONS:

WLA Intellectual Freedom Fund	$_____
WLA Scholarship Fund	$_____
WLA Unrestricted Donation	$_____

INTEREST GROUP SELECTION:
(Choose from list on web: www.wla.org)

#1 _____	FREE
#2 _____	☐ $5
#3 _____	☐ $5
#4 _____	☐ $5

PAYMENT DUE:

Basic Membership (Minimum of $35 except individual Friend or Foundation Associate)	$_____
Additional Interest Groups	$_____
Reciprocal Membership	$_____
Donations	$_____
TOTAL:	$_____

PAYMENT METHOD:

☐ Check: #_____ Payable to WLA

☐ Purchase Order: #_____
Institution _____
Amount _____
Date _____

☐ Credit Card:
☐ MasterCard ☐ Visa
Card number _____
Card expiration date _____

Signature _____

CURRENT DATE _____

RETURN TO:

WLA
4016 -1st AVE NE
Seattle, WA 98105-6502

or fax to (206) 545-1543
Questions? Gail Willis, WLA Association Coordinator, (206) 541-1529, 1-800-704-1529, email: washla@wla.org

KIRSTEN ANNE EDWARDS

Teen Library Events: Planning, Programming, and You

A little over two years ago, I wrote a book called *Teen Library Events: A Month-By-Month Guide* that was published by Greenwood Press. I wanted to share my experiences developing library programs for teens, and I wanted to focus on what I thought my peers in Washington state—particularly those new to teen programming—would find most helpful. About a year later, to my surprise and gratification, I was asked to present a session program based on that book at the 2003 WLA conference. Like the book, the presentation I gave at the "Journeys of Discovery" conference was intended to be most helpful to librarians new to teen programming, though I also included some general ideas learned through hard experience that could prove useful even to more experienced teen services librarians.

Preparation

Know your goals, know your audience, and know your resources, then decide which kinds of programs fit what you know.

Know your goals. When you are hustling to fit ever more tasks into a day, it is easy to loose track of why you have chosen to pursue a particular program. As someone who is firmly convinced that library programs for teens are a Good Thing, I need to remind myself: Is this the *particular* Good Thing my library needs to be doing right now?

A moment's thought reveals that simply providing more Internet-capable terminals will increase teen presence as much as an expensive cultural events series—and may cost the same amount, both in capital outlay and employee time. So, be explicit with what you hope to achieve: Increased teen *presence* at your library? Increased teen *involvement?* Providing *cultural* and educational opportunities for teenagers? Encouraging and supporting teen *literacy* skills and the desire to read?

Know your audience. This involves more than doing regular community surveys (though this demographic information is important). It involves figuring out what is competing for your community's teens' time and attention. School, church, and community center events, and family and job obligations all offer teens fun and interesting things to do—and could compete with what you have to offer. Ideally, you want your library programs to complement what your community already has in place for the teens you serve.

Know your resources. This includes the obvious issues of budget, staff time, and what your community is willing to share in terms of cash, products, time and expertise. You will also want make an honest assessment of your own abilities and mental flexibility—and finances (more on that later). I find this to be the most regularly underestimated resource. Every one of us is good at learning: We know where to find what we need to know to learn something new: When we cannot find the volunteers or afford the presenter to do it for us, we can learn how to do it ourselves. This is how I ended up making the very fine earrings I wore to the presentation. I learned the skills from materials King County Library System owns, took some of my own time to practice and fine tune, and then offered the skills to my teen patrons. It is also pretty great to be able to tell those same teens, with perfect sincerity, "I learned how to do this with stuff (instructional videos, books, programming, Internet sites) I got at my library. You can too!"

One caveat, however: Know your limitations. Librarians tend to be pretty generous with their time and spare cash. Be honest with yourself about how much "after work" time and out-of-pocket cash (for munchies or supplies) you can afford to spend. It can help to lay this all out and include it in your budget and staff time projections. Also, if you are all thumbs, if you find schmoozing agonizing, if you have no design sense, or…well, you get the idea…then keep an eye out for a friendly community volunteer or a peer willing to swap out jobs. Staying watchful for such chances will let you play to your strengths.

Once you have covered these basics, the next step is to match the types of programs to your goals, resources, and audience. I break teen programs down into four types: *teaching programs* (general education and culture, life skills, crafts), *neat cultural stuff* (music, dance, storytelling and role-playing games), *focus groups* (teen volunteers, clubs, and advisory boards), and *reading promotion* (summer reading games, booktalks). Teaching and cultural programs are the most popular sort—they're part of a noble tradition of the public library as a first-rate resource for self-improvement.

Bear in mind, however: If you are going to be teaching something kids *need or ought* to know, unless you have a strong reason to believe teens are salivating for what you have to offer (summer job fair, many craft programs, role-playing games, tattooing, and—in my community—baby-sitter training), targeting the

Kirsten Anne Edwards is a Teen Services Librarian for King County Library System. Photo by Kirsten Edwards.

teens' adult relations or securing a captive audience via the schools is a must.

Two other considerations: "Fun" programs might not be "fun enough," usually because you have not done your prep work (your audience has better opportunities, you do not have the resources to do more than a half-baked job, etc.). Craft programs, while a great way to connect with the "missing generation" of 'tweens and a great way to feed all sorts of lovely developmental needs (not to mention being a great volunteer opportunity for older teens), will not do the trick unless you remember the Golden Rule: Never offer a program the end results of which would not be something you would want to buy yourself.

Marketing

The next step—advertising—really needs to run almost in parallel with your program planning process. Let's take, for example, a Better Baby-sitter's Training Class (an educational program), which might fit as part of a series of summer programs for younger teens, a demographic group the library tends to lose as they pass out of childhood. If you plan the program for June, the public relations work for the program will be part of your "programming" planning schedule for May:

Who: Younger teens, parents and guardians
When: Offered as part of "Summer Program Series" in late June
Where: In-house
Why: Provides needed safety information for young entrepreneurs and for children entrusted with the care of younger siblings. Ties in with library materials on safety, baby-sitting, etc.
Cost: Librarian time, a trained volunteer, food and drink for refreshments, office supplies for PR. If the librarian teaches the course, there could be initial and/or ongoing training costs.
PR design: Stress educational and safety aspect in program brochure which goes out to parents through schools and in-house and in-local-newspaper ad. In-house and bookmark flyers draw attention to teens' ability to be comfortable and safe when baby-sitting young children—and draw attention to the opportunity to make some money. Mention the program when promoting related programs, such as in end-of-school-year booktalks promoting your summer reading program.
Contacts: American Red Cross: www.redcross.org
Children's Hospital Better Babysitters: www.seattlechildrens.org/parents/education/preteen.htm
Campfire Girls: www.campfire.org/campfire_cf/localinfo_council.cfm?StateID=WA

It is difficult to overstate the importance of having a solid marketing plan. Your primary advertising venues, in decreasing order of effectiveness, include: schools (via booktalks, curricula tie-ins, and email to staff, parent newsletters), word of mouth (your teen volunteers and regular library users), local newspapers or radio, flyers (left at schools and community hangouts), and in-house displays. To reiterate a word to the wise: If your target audience is too young to drive, you had better advertise to the parents as much as to the teens. And when you advertise to teens, it can help to appeal to their venal self-interest. Are you offering a class on manners and social skills? Call it "How to get and keep a girlfriend." A book discussion group? Call it "Pizza and pages." Useful job skills? Call it "Get a Summer Job and Earn Big Bucks." I hate to say it, but it helps to think like a spammer.

Post-presentation

Finally, of course, follow through. Keep records, survey teens, and (where appropriate) their parents and teachers, and keep that community study up-to-date. Know when you have failed and do not hesitate to try something else: "Change" and "new" are not bad words. Know when you have succeeded and do not feel that you have to fix what is not broken: "Change" and "new" are not necessarily good words, either. Reassess your goals periodically. You knew why you made them. Are the reasons still valid? Use repetition and variation to your advantage: Having a regular program scheduled "the last Tuesday of every month" or "every Friday" will always be easier for busy teens and busy parents to keep track of, and therefore to use. Remember that people (especially teens) will spend more—more time, more money, and more attention—on what they want rather than what they need. And of course, make it personal. Personal connections trump clever ideas every time. This might not be happy news for folks like me, for whom clever ideas are vastly easier than personal connections, but there you are.

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***Right:** Earrings made at a craft program. Kirsten's Golden Rule: Never offer a program the end results of which wouldn't be something you'd want to buy yourself.*

NICOLE CAMPBELL

Virtual Reference Demonstrations in Washington

Virtual reference is called many things: digital, live, real-time, and online. All of these terms describe efforts to expand reference services into electronic formats such as email, instant messaging, and website co-browsing software. Some of these formats—such as email—have been used in reference services for years, while others—like instant messaging—are relatively new.

Whatever you call it, virtual reference is a hot topic. The literature is full of case studies about virtual reference projects, particularly those using "real-time" communication between librarians and patrons. Libraries are talking about, investigating, developing, and expanding virtual reference services. At the 2003 WLA annual conference, a timely session called "Anytime, Anywhere Patrons" provided a synopsis of the Statewide Virtual Reference Project presented by a panel of librarians discussing their own demonstration projects.

A Washington State Library effort, the Statewide Virtual Reference Project is a grant-funded project investigating the development of virtual reference services in Washington libraries. With a goal of providing citizens with access to online reference services, project personnel hope that libraries "will realize significant cost savings by cooperating together for Virtual Reference Services (VRS) development and testing of best practices" (Washington State Library).

The Statewide Virtual Reference Project

During the session, project coordinator Buff Hirko reviewed the project's history, activities, and future plans. Beginning in 2001 with a survey, focus groups, and videoconferences, the State Library assessed the types of online reference provided in Washington. The studies showed virtual reference services to be a high priority for many libraries.

This past year, the project has included several major activities. "QuestionPoint Washington" is a virtual reference collaboration among a group of eight diverse libraries that are beta-testing OCLC's cooperative virtual reference software. In addition, Wally, a regional portal to web resources (**wa.lii.org**), was released in beta form. Modeling itself on the Librarians' Index to the Internet, Wally provides an authoritative collection of important web resources, especially those with a regional focus.

Seven grants were awarded in 2002 for virtual reference demonstration projects. These projects focus on several aspects of virtual reference services, including:

- Developing marketing strategies for urban communities and for several rural counties (two projects)
- Developing collaborative virtual reference services for off-campus users in southwest Washington and for patrons scattered across several counties in eastern Washington (two projects)
- Developing best practices for providing virtual reference in a distance learning environment (two projects)
- Experimenting with triaged medical and legal reference services

Summaries of the grant projects are available on the project website (**www.statelib.wa.gov/libraries/projects/virtualRef/**).

An in-depth, five-week training course was developed specifically for staff at libraries that have received these demonstration grant funds. This training will soon be offered for other audiences.

Hirko also outlined future efforts to continue developing virtual reference services in the state. The project will offer a second grant cycle of demonstration projects, presenting further opportunities for libraries to develop best practices and collaborative partnerships. And the project will also work on marketing virtual reference services to library patrons.

Demonstration Projects

Triaged Reference System—Nancy Foley of Seattle Public Library described their project, which also involves King County Law Library and the University of Washington Health Sciences Library in a plan for developing a triaged reference system for medical and legal questions. As the project has progressed, objectives of the participating libraries have changed. The original idea was traditional triage: Basic medical and legal questions would be handled at the public library, while complex, in-depth medical and legal questions would be referred, respectively, to the UW Health Sciences Library and the King County Law Library. But the two partner libraries differed on when and how to refer questions. While the Health Sciences Library customarily refers non-health-related questions to the public library, King County Law Library wants every

Nicole Campbell is a Reference Librarian at Washington State University at Vancouver. Photo by Rose Ferri.

legal question transferred to them, regardless of complexity, because this project allows them to help fulfill their mission of serving all citizens in King County and also helps them market their services.

Marketing Strategies—Barbara Pitney from King County Library System (KCLS) discussed their joint project with the University of Washington to develop marketing strategies. The libraries hired a consulting firm to assess current services, then developed extensive marketing guidelines for those services. Available online, (**www.statelib.wa.gov/libraries/projects/virtualRef/textdocs/MarketingGuidelines.pdf**) the guidelines discuss major aspects of promoting a service such as determining the audience and purpose, creating a name and logo, and developing advertising and public relations strategies.

As an example of the application of these guidelines, Pitney presented two new advertisements developed for the virtual reference service, each designed specifically for the needs of the institution. Pitney also noted that, as the name of the service has changed five times since it began, she recommends not giving a service a name until its purpose is decided. However, choosing an appropriate name in the beginning could help focus marketing efforts. In addition, Pitney commented that the marketing guidelines could be applied to other areas, not just to virtual reference. For example, KCLS will be applying the guidelines to their email reference service.

Kristie Kirkpatrick of Whitman County Library talked about their joint grant to develop a marketing campaign with Pend Oreille County Library and Stevens County Rural Library District. The key was to create cost-effective and collaborative ways to market this service to their rural populations. Because people in these three counties gather at schools, the grant partners decided to focus efforts on training teachers in those schools to use not only the virtual reference service but also other library resources. Kirkpatrick noted that it is extremely useful to get training programs accredited so that teachers can get credit for attending the sessions. With this in mind, the partners created a three-hour accredited course.

Of the schools they approached, about one-third sent teachers to attend the accredited class, another third sent teachers to attend an abbreviated hour-long session, and the final third asked librarians to teach students directly rather than teach the teachers. In addition to working with the schools, the partners used several other marketing techniques, including creating new library cards with a logo for virtual reference, developing bookmarks and key tags with the logo, and advertising in local newspapers. Kirkpatrick said that these efforts have resulted in sharp increases in Whitman County's circulation and in its use of electronic resources.



Above: *Panelists Kristie Kirkpatrick, Linda Fredericksen, Barbara Pitney, and Nancy Foley reported on their libraries' virtual reference projects. Buff Hirko, at far right, coordinates the statewide project. Cooperation among libraries was a common theme of the projects, as was the urgent need to market virtual reference services.*

Collaborative Reference—Linda Frederiksen from Washington State University (WSU) Vancouver talked about the collaboration between WSU Vancouver and Clark College. The partnership seemed natural because Clark College has begun to offer classes on the WSU Vancouver campus and students often simultaneously take classes from both institutions.

Frederiksen said that the project has shown that database licensing is difficult and unclear for collaborative projects such as this. The libraries decided to provide patrons only with database resources from their "home" institution. Difficulties also arose in funding projects across the institutions. While the virtual reference service functioned smoothly and seamlessly, negotiating the underlying paperwork and institutional policies was difficult and time consuming. Finally, Frederiksen reinforced the importance of marketing any virtual reference service to ensure that patrons find and use the service.

The two institutions spent extensive amounts of time building and testing the service but have had very little usage over the course of the grant. She said during the session, "If you build it, they will not necessarily come," so, be sure to market.

Summary

All four libraries indicated that their projects have been generally successful. All noted that marketing is absolutely essential. Hirko reinforced the notion that marketing is essential by noting that people in their focus groups said that libraries need to promote their services, including virtual reference services. Marketing is the only way to ensure patrons know about and use services, particularly those geared towards people outside the physical buildings. It will be interesting to see what happens in the coming year as these projects utilize their newfound strategies and experiences, and as new demonstration projects begin.



ANGELINA BENEDETTI

LAME: The Library Aptitude Measurement Exam

Between the tanking economy and ill-considered initiative measures, the library job market is not what it once was. We in the public sector fret over shrinking budgets and the rising price tags of training and technology. Many of our fellow librarians, who were wooed into the dot.com industry by fat stock options and casual Fridays, are now jobless. These folks are hitting the streets, looking for jobs in the public sector. Hiring freezes and shrinking payrolls aside, the public sector offers steady benefits and a higher level of job security.

Job seekers in public, school, and university libraries could have a hard time choosing where to look first. What jobs will best fit their interests and abilities? To aid these disenfranchised workers in their search for employment, we here at Human Resources Consultants have gone L.A.M.E.—introducing tonight the Library Aptitude Measurement Exam. You now have an opportunity to preview this revolutionary tool. Our hope is that even those among you satisfied with your jobs will discover latent talents and abilities, expanding your horizons for future employment.

Get your pens and pencils ready. You are about to go LAME.

Who is your favorite on-screen librarian role model?

a) Rachel ("I am a librarian!") Weisz in *The Mummy*
b) HAL in *2001: A Space Odyssey*
c) Parker Posey in *Party Girl*
d) Spencer Tracy in *The Desk Set*

Which best describes your relationship with your cat?

a) "I cannot live without my cat."
b) "I have alphabetized and date sorted my pictures of my cat."
c) "I neglect my cat."
d) "I stir-fried my cat, last week in fact, with a little garlic and ginger."

The radio dial in my car is set to…

a) All Elvis, all the time
b) NPR
c) The local high school's techno-pop and garage band station
d) Motivational books-on-tape

My credit card statement is most likely to include charges from…

a) Williams Sonoma, Molbak's, and Powell's Books
b) The PBS Store, REI, and M. J. Feet
c) Zanadu, Hot Topic, and Ticketmaster
d) Brookstone, Borders, and Barney's

Finish this sentence, "Hair color is…"

a) "a take it or leave it proposition."
b) "found in the 646.7s, with the other beauty books."
c) "the way, the truth, and the highlight."
d) "not as natural looking as plugs—for long-term results."

And finally, my cubicle has…

a) Last year's tax forms—there was nowhere else to store them.
b) An ergonomic keyboard and very comfy chair that kinda reminds you of the bridge on Star Trek.
c) An autographed picture of James Marsters ("Spike" on "Buffy the Vampire Slayer") and/or a World Wrestling Entertainment celebrity.
d) A door.

Total the number of a's, b's, c's and d's on your exam.

If you circled mostly a's…

Pack your bags and head to your nearest rural or small town library. You have the heart, and most especially the soul, to take charge and do what's necessary for your community, whether it is cleaning the toilet or setting circulation policies.

Mostly b's…

Your precise attention to detail and love of the latest gadgetry have destined you for a career in support or technical services. Live long and prosper.

Mostly c's…

You know it is hip to be square, and young adult librarianship is where it is at, cat. A word of caution: The teens will always be more hip than you.

Mostly d's…

Your ability to make difficult decisions—and not care so much what others think of them—has destined you for a career as a big system library administrator.

A little of everything?

Welcome to the world of Children's Librarianship. Children's librarians do it all and with a smile.

Angelina Benedetti is a Young Adult Selector with the King County Library System.



CATHERINE LORD

An Access Challenge Is a Customer Service Opportunity

In December 1991, I began working as a reference librarian for King County Library System. I already considered myself a seasoned librarian. Having worked over ten years in private libraries—serving attorneys in private law firm libraries, reporters in a newspaper library, and doctors in hospital libraries—I felt smugly certain that I had already served the most demanding of customers, and that I was fully equipped for the job. I spent the first few weeks helping to sort and load the latest books, videotapes, and CD-ROMs onto pristine white shelves at the new Federal Way Regional Library, constructed as part of a major bond passed in the late '80s. A day after we opened our doors, I was initiated into public librarianship with a challenge I had never before faced in private libraries.

The *ALA Intellectual Freedom Manual* would call it an "expression of inquiry"—one with judgmental overtones: "Is it true that you have *Playboy* magazine on your shelves, within reach of small children?" I answered as I had been taught up to that point—deal with the question at hand without probing or prying. I put the caller on hold, assessed the height of the magazine on the shelves, and reported to the caller that, depending on the size of the child, the magazine may be within reach. I then feebly asked if there was anything in particular she wanted, besides knowing the height of the shelves. An "expression of inquiry," the manual points out, is only the first level of challenge. In hindsight, I recognize this to mean: handle it well, and it may—I repeat, *may*—go no further. Handle it poorly, and watch it escalate quickly to level four: "public attack." This is exactly what happened. On the day of the grand opening of Federal Way Regional Library, which should have been a day of joyous celebration for librarians and the community, a picket line shrouded the front door. Local reporters surrounded the pickets, snapped pictures and asked the question I *should have* asked the original caller: tell me about your concerns.

Catherine Lord is Staff Development Coordinator for King County Library System.

A year after joining KCLS, I became manager of one of the system's community libraries where, through trial and error, I became reasonably comfortable and confident responding to challenges while avoiding escalation.

About three years ago, I landed a plum job as KCLS's staff development coordinator. I felt we badly needed a class on handling challenges so that others wouldn't botch them as badly as I had my first. I had no library school classes to draw upon, and my search for curricula on the topic came up dry. I developed a class called "Intellectual Freedom Ninjas: Defending Access with Confidence" (now shortened in title, sans the ninjas part). The class, which I have also taken outside KCLS to Kitsap Regional Library, has evolved greatly in the past three years, thanks largely to participants who have contributed their own gems of wisdom. I share some of our collective approaches in the following eight commandments on turning a challenge into a customer service opportunity.

1. Know thy policy.

The concept of intellectual freedom is embedded in most public library mission statements, and its precepts are often threaded throughout policies. Be aware of your library's position regarding the development and maintenance of its collection, the use of public meeting rooms and display space, provision of programs to children and adults, and, of course, the use and circulation of library materials.

2. Remember—it isn't personal.

Research suggests that we do in fact react to psychological challenges in much the same way that we once reacted to saber-toothed tigers. Our bodies make chemical changes that help us run faster or fight with greater gusto. Challenges in today's world rarely require such physical feats, and rather insist—as is the case when faced with a challenge to access—that we stay put, remain calm, and try to resolve the issue with our thinking caps securely on our heads. The only way I know to do this is to depersonalize the encounter, or to detach myself emotionally. That doesn't mean I don't care; it means that it's *not about me*, and it's *not about the person making the challenge*. There are tricks to depersonalizing such encounters, many of which have been shared in the classes I've facilitated. My favorite, though, is the mantra, "*This* person isn't a problem; this person *has* a problem. *I'm* not the problem, *I'm* the person who might be able to *help address* this person's problem." Repeat refrain as needed. Depersonalizing the encounter helps us to follow the next, and perhaps most important commandment.

3. Listen.

Remember the last time you were unhappy with a business' policy or service, and you had to let them know? Remember when you were really listened to? And when you weren't? Being heard has a powerful defusing effect, and listening sometimes provides us with the information we need to help resolve the issue. Not being heard, on the other hand, can cause the situation to escalate, as I learned with the unheard library patron at Federal Way Regional. Keys to listening are: first, care about what the person is saying and feeling (i.e., empathize); and second, remove the distracting forces of internal dialog (e.g., rebuttal, over-relating.)

4. Get to the real question.

Remember the key to unlocking all reference questions. The person asking where the newspapers are, if probed, may tell you they're looking for a particular article from several months back. In an artful reference transaction, you will learn enough about the article to find it for the patron online, in full text, at your reference desk, like magic, before their eyes. Likewise, when we perceive a challenge to access, if we treat our patron as we would any reference customer, we might get to an underlying need we can help to resolve. The parent who wants us to limit his son to G-rated videos, for instance, may be seen as seeking guidance in selecting videos. The woman who slams her returned library book onto your counter—and declares that it is unfit for human consumption and should be removed from the shelves—can be seen as a patron in need of better reader advisory services.

5. Working with the public means sometimes having to say you're sorry.

I remember complaining to my local post office manager several years ago about a failed delivery. Round and round we went, him offering one excuse after another, and me restating my problem over and over—with no resolution. We finally reached an impasse that neither of us could acknowledge until finally he said to me, "Ma'am, there's nothing I can do and I don't know what you want from me." Then I leveled with him about what I was really after: an apology. "I think if you had simply said you were sorry that this had happened, and acknowledged that an error had been made, we wouldn't have had this long conversation," I told him. Unfortunately, we had passed the point of no return long before; I had pushed him into a corner as much as he had backed himself into one.

These two words, "I'm sorry," have wondrous power when we need to make something better for someone. Sometimes when I offer this suggestion in class, participants say, "But what if you haven't done anything wrong?" To which I respond, "it doesn't matter." Does lack of culpability stop us from saying these same words to the bereaved? Here are some suggestions for how these words can be used. "I'm sorry your child stumbled upon that website. I can understand how upsetting that would be." Or "I'm sorry you found a book that offended you so—I hope you'll let me try and turn the situation around for you and find a better match." Be honest about what you can't do, and come up quickly with an alternative that addresses the need.

In my class, I use the example of the parent who asks you to limit his son to G-rated videos. Everybody in class understands this is something we can't do. When asked to come up with an alternative, invariably I hear a form of this response: Tell the parents it's *their* responsibility. After participants vent—"It's not *my* job to raise their kids"—we remember our responsibility to provide service and ask again, "What *can* we do?" The ideas generally come flowing. For example:

- I can't limit your son to G-rated videos, as only parents have that right with their own children, but I can show you a great website our library links to, featuring videos recommended for children.
- We have a paperback guide to children's videos over here in reference.
- Can I show you where the Motion Picture Association rating generally appears on the video cover, so that your child will know what to look for?
- You might have your son watch for the "J" on the spine—that means that the video has come from the children's budget and was therefore selected by our librarians for children.
- We have a wonderful children's librarian whom I'd like you to meet. While she can't place restrictions on your child's reading or viewing, she can help find a good, developmentally appropriate match for your child's interests.

6. Add value.

As a child, I wrote to Campbell Soup Company, complaining that they didn't put enough mushrooms in their cream of mushroom soup. What did I get in response? Some coupons for free cans of soup. While every logical bone in my body argued against its being good policy to offer more of something that someone has just derided, I couldn't argue with its effectiveness. Did I redeem the coupons? Of course, I did, and for more of my favorite kind—cream of mushroom. A few coupons with a value of less than a dollar (and a letter of apology), easily regained my loyalty. In the



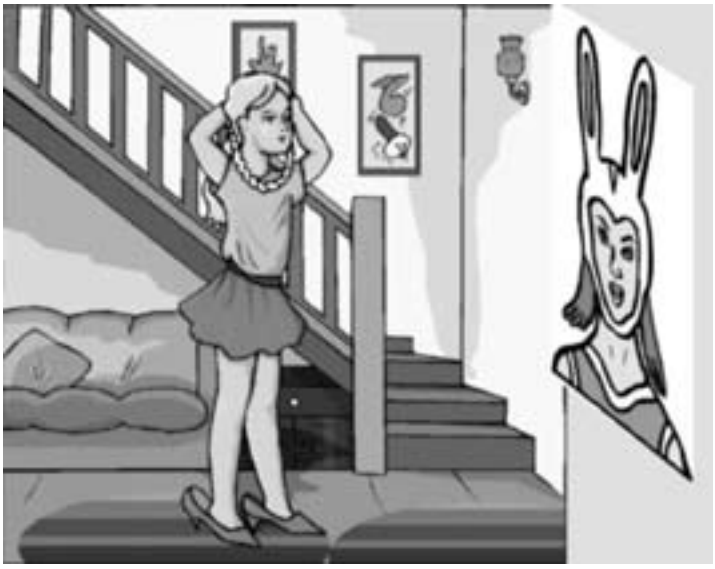
ensuing several years of my childhood, I helped subsidize my parents' grocery bill by writing any company whose products I found to be substandard, giving them that same opportunity to regain my loyalty.

The contemporary catch phrase for Campbell Soup's strategy to regain my loyalty is "added value." In the public library, we're providing a free service (if you don't count taxes), and so it's a little more difficult to turn an unhappy patron around by offering them something for free. But there *are* things we can do. For instance:

- For the woman who complains that the young man next to her is looking at offensive websites—offer her a free hour on the computer—at a different station, of course.
- For the patron who complains about offensive language in a book, offer to spend more time with her so that you can recommend something better suited to her taste, or offer to check with your consultants (i.e., colleagues) on your library listserv for further titles. And when she goes to check out the recommended title, waive a big chunk off her latest overdue fine and tell her you're doing it because you want her to remember that the library is a friendly place and that you want to continue to have the opportunity to make her library experience positive.

7. Offer policy, procedure, clarifications.

Note how far down we are into our list before bringing up policy again. On hearing a challenge, to pull out our policy or complaint form is most often counterproductive and unnecessary—*if* we have taken the time to listen, identify our patron's needs and concerns, offer solutions, and treat patrons as valued customers. Sometimes, however, a patron will express clearly that he or she wants to prevent others from gaining access to a book, magazine, videotape or unfiltered Internet. In this case, consider it as what one of my students called "a teachable moment." After acknowledging the patron's concern, and thanking her for bringing it to your attention, be clear about the policy, then ask if she'd like to hear why the library has a policy of free access. Be prepared with words you're comfortable using to help explain the policy. One of my students at Kitsap came up with my favorite summation of open-access philosophy: Because the library belongs to everybody, everybody has access to what's on its shelves.



8. Remember why full access is important.

I once heard Mike Wessells, regional library manager of the Timberland Regional Library in Hoquiam (and a thoughtful and renowned advocate for intellectual freedom), suggest to a group of librarians that we all remember our stories—stories of people whose lives have changed for the better because of our libraries' commitment to full access. I have my own story—probably not what Mr. Wessells had in mind, but it reminds me of why we don't want to allow some people to make decisions that will affect others' rights to access. I sometimes tell this story to my classes. First please recall the incident at Federal Way Regional, and how some citizens felt strongly that the library should limit access to *Playboy*. They wanted to keep it behind the shelves where children would not have ready access.

During my childhood, my father subscribed to *Playboy*. My siblings and I thought nothing more of *Playboy* than we did of *The New Yorker*, *The Nation*, the *Christian Science Monitor*, or any of the other dozens of magazines and newspapers that filled our mailbox. Since he didn't hide it from us, I didn't realize *Playboy* was contraband—that is, until I was eight or nine and my two closest friends discovered some old issues among some stacks of magazines in our upstairs hallway. I realized immediately from their reaction the magazine's value as a serious attention-getting device.

While my parents, my friends' parents, and several other members of our local ACLU met in the large entrance hall below to stew over various recent affronts to civil liberties (it was the '60s), my girlfriends and I costumed ourselves as miniature Playboy bunnies: swimsuits, headbands with construction paper ears, wadded Kleenex tails stapled to our derrieres, and too-big spiked heel shoes stolen from my mother's closet. We wobbled downstairs to parade before our parents and friends, magazines in tow, and after receiving the attention and laughter we sought, my father shooed us upstairs. Then, in my bedroom, we pulled out paper and art supplies and created the premier edition of *Junior Playboy Bunny* magazine. My first true ambition after schoolteacher, and long before librarian, was to become a Playboy bunny.

My friends and I, who met regularly thanks to our parents' active involvement in politics and partying, managed to produce three issues before summer, when we folded the enterprise in favor of swimming, bicycling, and slumber parties in backyard tents. Our issues reflected the many hours we spent writing and drawing. Toni wrote reviews of her favorite television shows, movie stars, and musicians. I wrote cartoons and short stories. Laila joined us for drawing and posing—our modesty compelled us to wear swimsuits—and mostly sat quietly and listened while Toni and I schemed and fantasized about becoming the youngest media magnates ever.

I don't think it's a coincidence that Toni went on to a lucrative career in show business—first as a young woman working for *American Bandstand*, and then later for a well-known Hollywood television producer. I don't think it's a coincidence that when I was in college and my father died, I spent a year taking only electives—life drawing and writing courses—to help overcome my grief. It's probably not a coincidence that my quiet friend Laila went on to become a psychotherapist, as she has always been a patient listener. And in retrospect, I know it's not a coincidence that when a group of well-meaning citizens protested our library's free and open access policy, I felt an odd churning of anger and personal hurt. After all, what did their statements imply about my parents and their abilities to discern what was healthy and appropriate for me?

Once, during the heat of the debate at Federal Way Regional Library, I made a disparaging remark to my manager about the woman who led the campaign to change our policy of free access. My manager set me straight, pointing out that this woman was a longtime patron, advocate, and supporter for libraries, and that she was speaking up for what she believed was right. And isn't that the beautiful paradox of any debate over free speech and free access? As long as speech is completely free, we can continue to debate over how much we really want that freedom.

"...my favorite summation of open-access philosophy: Because the library belongs to everybody, everybody has access to what's on its shelves."

INSTRUCTIONS TO CONTRIBUTORS

Alki: The Washington Library Association Journal is published three times per year (March, July, and December). Each issue centers on a theme selected by the *Alki* Editorial Board. ***Themes*** of upcoming issues are announced on the WLA website and in the editor's columns. Articles should be in-depth examinations of issues of importance to Washington libraries. All works should be original. Unsolicited contributions and off-theme articles are encouraged but will be published based on the needs of specific issues. Submissions are edited. The editor and the *Alki* board make the final decision on any submitted material. ***Deadlines*** for submission are January 15 for the March issue, May 15 for the July issue, and October 15 for the December issue. We prefer article text be submitted as digital files in .doc or .rtf format. Also, we prefer that artwork be well-composed glossy black and white 35mm prints. However, we can accept some alternatives: ASCII text transmitted as an email message, in email attachments, or on a PC-formatted 3.5-inch diskette, Zip disk, or CD-ROM; and artwork transmitted as .tiff or .jpeg files of adequate resolution. Please include informative captions with artwork. We recommend that you contact the editor before submitting artwork. Artwork will be returned on request; otherwise it will not be returned. ***Typical article lengths*** range from one to three *Alki* pages, including artwork. A three-page article with no artwork contains about 2800 words. News items about personnel changes, professional organizations, awards, grants, elections, facility moves or construction are included in the "Communiqué" column as space permits. ***Columns*** are regular features about library service or operations. Columns are typically pre-assigned to a designated person. Anyone interested in submitting material for a specific column should contact the editor. *Alki* retains electronic representation and distribution rights to its contents. *Alki* reserves the right to re-use text, photos, and artwork in subsequent issues, with notification to the submitters, if possible. Otherwise, all rights revert to the authors.

PAT STAINBROOK

Between Cradle and Kindergarten

The field of preschool literacy is presently the focus of much attention both in Washington state and nationally. At the 2003 WLA conference, current theoretical approaches and practical applications of emergent literacy operating within the state were presented in a program sponsored by the CAYAS (Children's and Young Adult Services) and OLE (Outreach and Literacy for Everyone) interest groups.

The PLA/ALSC (Public Library Association/ Association for Library Service to Children) Preschool Literacy Initiative (PLI)—also called the Emergent Literacy Project—is a pilot project that strives to put a little science into the art of what libraries have historically done so well, namely, using storytimes to foster a love of reading. Elaine Meyers, co-chair of the project, opened the session and gave an overview of the project. She was followed by Debra Appleton-Williams and Ed Yonamine from the state's Office of the Superintendent of Public Instruction (OSPI) who described OSPI's early childhood programs.





Left and below: *Project co-chair Elaine Meyers said that children of all income levels typically enter first grade with less exposure to language than they really need in order to be ready for school.*

To build emergent literacy skills—what children know about reading and writing before they can actually read or write—children need more exposure to language than typical attendance at storytimes gives them. One study found that typical middle-class children enter first grade with between 1,000 and 1,700 hours of one-on-one picture book reading behind them. This one-on-one reading time sinks to an average of twenty-five hours for lower-income families.

Preschool Literacy Initiative

The Emergent Literacy Project models how parents and caregivers can foster literacy in their children. Libraries are the natural partners in this effort. Librarians have access to books and the Internet, a well-trained staff (one that is always learning!), and the ability to offer programs and information to a wide spectrum of people. Currently, fourteen libraries around the country are using the PLI program to achieve exceptional, quantifiable results.

The National Institute of Child Health (NICH) partnered with PLA/ALSC to design informative materials appropriate for each of three developmental segments: *pre-talkers* (birth to 2 years), *talkers* (2-3 years), and *pre-readers* (4-5 years). Customizable materials are freely available from the PLA website, including program scripts, handouts, and pamphlets. The handouts for parents are concise and engaging. For instance, the handout for pre-talkers tells how to encourage vocabulary growth by talking to your baby right from the start. It also gives tips on how to share books with a baby, and tells how to develop a child's interest in and enjoyment of books. All the materials are based on research findings and tested with low-income parents. Quantitative and qualitative data were gathered from the libraries that participated in the initial program.

Recent research in the field of emergent literacy has led to the identification of best practices that help parents, caregivers, and teachers to prepare preschool children for reading. Storytimes that incorporate these practices are only subtly different, and no less entertaining, than traditional storytimes. For example, the presenter might include short instructional phrases like, "Toddlers are learning about nine new words a day. Books are a wonderful source for this growing vocabulary," or might model a specific technique such as dialogic reading (asking questions during the reading of a story to gently lead the child into becoming the storyteller).

Pat Stainbrook is a graduate student in Library and Information Science at the University of Washington Information School. Photos by Rose Ferri.

Both King County Library System and Pierce County Library System are Emergent Literacy Project demonstration sites. "Opening Doors to Early Learning" was begun in Pierce County using a 2001 Washington state Early Learning Initiative grant [See *Alki,* July 2002—Ed.]. Early Learning Librarian Judy Gann teams with a public health nurse from the Tacoma-Pierce County Health Department to present training to parent groups and educators on brain and language development, early learning, and the importance of reading to babies and young children. The audiences include Maternal Outpatient Management and Support program (MOMS) parents; teen parents; Early Head Start, Head Start, and Early Childhood Education Assistance Program (ECEAP) parents; child care providers; Women, Infants, and Children (WIC) parents; public health nurses; and library staff. As part of the grant, the Washington State Library printed and distributed *Read to Your Baby*, a booklet that the Pierce County team designed. Over 10,000 copies have been distributed at trainings and conferences and to new mothers at local hospitals. The booklet is available in Spanish, Russian, Japanese, Chinese, and Korean. Recently, Pierce County also received a grant from the Greater Tacoma Foundation's Fund for Women and Girls to distribute board books to those who attend the trainings. These programs have proven so important to the community that the library system and the health department together took on the funding of the program when the state grant expired.

Below: *Over 10,000 copies of this twelve-page booklet designed by a Pierce County team have been distributed as part of the "Opening Doors to Early Learning" program.*
Right: *Debra Appleton-Williams urged libraries to promote public understanding of literacy development.*





A recent offshoot of this program is an onsite storytime training program for child care centers called "Opening Doors to Storytime." From six to eight centers register for each three-month session. Once a month, staff present a storytime followed by onsite training for child care providers in how to conduct storytimes. "The response to the training has been incredible! We've doubled the number of centers participating and tripled the number of staff receiving training since last fall," Gann reports. Pierce County also offers "Ready for Books," a monthly book delivery service in which family child care centers receive tote bags of books delivered to libraries nearest the child care centers.

The PLA/ALSC initiative is in its second year, with expanded materials and paid participation, and more stringent evaluation, training, and expectations. Next steps include task force recommendations for training and print materials, Spanish-language materials, a commitment to research, and the incorporation of learning and evaluation.

Family Literacy & School Readiness Programs

The mission of Washington state's Office of the Superintendent of Public Instruction includes a continuum of teaching, learning, and family involvement and support from birth to 21, so that all children are equally ready to be successful on entering school. Debra Appleton-Williams of OSPI emphasized that libraries can support these goals by promoting public understanding of the importance of early learning and literacy development, and by ensuring equal access to resources, programs, and information. She reported that, in this state, as across the nation, the readiness gap is real, with 40 percent of kindergarteners not fully prepared for school and, more disturbingly, those behind at the beginning being unlikely to ever catch up. Students in school districts with a high percentage of children eligible for free or reduced-price lunch generally perform less well than other students, and gaps in achievement grow as children continue in school. On the other hand, children whose environments are conducive to early learning make dramatic gains.

Ed Yonamine of OSPI highlighted ECEAP, a program that strives to build a statewide system of educational services to support healthy intellectual development in economically disadvantaged children. The program provides services through local contractors like school districts, nonprofit agencies, and tribal organizations. ECEAP emphasizes the role of the parent as the child's first teacher and encourages parents to teach through use of their everyday life experiences. Yonamine suggesterd that libraries can support the goals of ECEAP by developing appropriate ECEAP storytimes. Summer reading programs are important in helping bridge the three-month gap between the end of the ECEAP year and the start of school. Libraries can welcome non-English speakers, perhaps through programs familiarizing immigrant families with the often bewildering process of applying for a library card and borrowing books. Also, library volunteers can visit ECEAP classrooms.

There are many opportunities for libraries to foster emergent literacy. What can *your* library do? You *can* make a difference.





Photo by Mary Wise.





Photo by Mary Wise.

2003 WLA Awards

The cumulative impact of tax revolt initiatives and an economic recession have spelled tough times for libraries statewide in 2002. Such times make extraordinary demands on library boards, administrators, and staffs, and on our library friends' groups, those selfless people that provide vital community support for our libraries. Each year WLA recognizes the exemplary performance of individuals and groups that have distinguished themselves in support of libraries.



Thelma Kruse was presented the WLA Merit Award for Advances in Library Services. Kruse, recently retired as director of **Timberland Regional Library**, leaves a legacy of creatively serving the unserved in her region. For example, under Kruse's directorship the old North Mason Library was cut into thirds, barged to Hoodsport, and remodeled into a larger library.

HistoryLink Expands Statewide

The popular and award-winning HistoryLink encyclopedia of Seattle and King County history has launched a new, dedicated database for Washington state history at the same URL, www.HistoryLink.org. HistoryLink, a not-for-profit corporation, welcomes content, participation, and support from local libraries, schools, and historical organizations. To learn more, visit the site or contact the executive director, Walt Crowley, at this address:
History Ink/HistoryLink
1425 - 4th Ave., Ste. 710
Seattle, WA 98101
Phone: (206)447-8140
Fax: (206)447-8176
Email: Admin@HistoryLink.org



Diane Thompson, deputy director of **Pierce County Library System**, received the WLA Merit Award for Outstanding Performance in a Special Area. She is honored for some thirty-four years of developing library service in a rapidly changing environment. With no prior experience, she successfully led the $26 million bond program to significantly expand her library system. Many Washington libraries designing new buildings or systems now consult with Diane.

Poster Contest Winner

Laurel le Noble is the winner of the WLA 2003 poster contest. Her design was selected by the WLA Board at the February 2003 board meeting. The poster will be mailed to libraries throughout the state to promote and market the association. Congratulations Laurel!

A graphic designer with twenty-three years of experience, Laurel le Noble is currently the graphics manager for the **Washington State University Cooperative Extension Energy Program.** Laurel has a B.A. in graphic design from Central Washington University.

Laurel has developed websites and printed marketing materials for departments of the United States De-



Cindy Wigen of **Whitman County Library** received the WALE Employee of the Year Award for her many efforts, notably for the creation of the Parent Resource Center at the Whitman County Library. Wigen wrote a successful grant to support this program, now seen as a valuable resource for parents and caregivers.





Communiqué photos by Rose Ferri unless otherwise indicated.

partment of Energy, including the Federal Energy Management Program and the Western Area Power Administration. She has also worked as a graphic designer for *The Olympian* newspaper. Competing with hundreds of contest entrants from all over the world, Laurel received the Best Poster Award for Graphic Design at the International 2002 Indoor Air Quality Conference in Monterey, California.

Translating technical energy topics into simple, visually appealing imagery is one of the biggest challenges in her current job. Laurel owns her own freelance business in Tenino (Champion Arts and Graphics), and teaches graphics classes part-time at South Puget Sound Community College.



***Left:** WLA poster--"Continuing education, Enrich lives, Library services, Enhance skills"-- includes the association's mission statement and its new logo. For more information about the poster, visit* **www.wla.org/postercontest/**.



Jan Ames, recently-retired director of the **Washington Talking Book and Braille Library**, received one of the two WLA Emeritus Awards. During her thirty-three-year career, Ames has ceaselessly advocated for excellent library services tailored to people with a variety of difficulties reading regular print. The library's wide range of services and media and its pool of 400 volunteers are a tribute to Ames' leadership.



Photo by Ed Vidinghof.

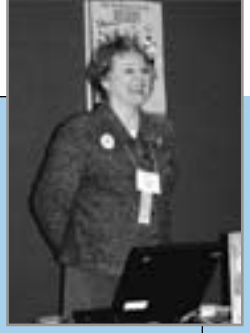
Anne Haley, former director of the **Yakima Valley Regional Library**, received the second WLA Emeritus Award. Haley's vision, energy, and commitment enabled Yakima Valley Regional Library to make tremendous leaps forward in service to Yakima County residents. Haley has served the association for many years as speaker, on committees, and as association president. As chair of the Washington State Library Commission she led the fight in 2002 to save the state library.



Janelle Williams, trustee at **Timberland Regional Library**, received the WLFFTA Trustee Award #1 for her staunch support of First Amendment freedoms. "The library is for information and open access for everybody," Williams told an audience in a contentious board meeting. "The question isn't 'why am I supporting it?' The question is 'why aren't all of you supporting it?' It's the First Amendment. It's not 'first' by accident. It's first because without it there isn't any need for the others."








Catherine Lord received a certificate for her advocacy for and commitment to intellectual freedom. Catherine freely shares her skills with libraries throughout Washington.

Lila Erickson received a certificate for her role as treasurer for the joint 2002 WLA/OLA Conference in Portland. Lila's exceptional determination and attention to detail helped make a success of this difficult conference.

Kristy Coomes was awarded a certificate for her energy and dedication in co-chairing annual conference committees in both 2002 and 2003, and for her development of the association's conference manual.

Regan Robinson (shown at center of photo below) received a certificate for her strong leadership in defending from closure the Stevens County Rural Library District. Her persistence in the face of determined opposition has inspired the library profession statewide, regionally, and nationally.





Profile: Shireen Deboo, 2003 WLA Scholarship Winner

Shireen Deboo, a graduate student in the Master of Library and Information Science program at the University of Washington, is the recipient of the 2003 WLA Scholarship. Shireen impressed the Scholarship Committee with her



The **Spokane County Public Library Board of Trustees** and the **Spokane County Library District Board** earned the WLFFTA Trustee Award #2 for their reinstatement of a reciprocal borrowing agreement between their libraries. The action has made library service more convenient for many patrons in the greater Spokane area and has facilitated programming partnerships such as "Spokane Is Reading." Colleen Brandon and E. David Sani accepted the award for the boards.



The **Friends of Lynden Library** were presented with the WLFFTA Trustee/Friend Award #1 for their success in convincing the community and its leaders to construct a greatly expanded new library building for Lynden. The $1.65 million building will offer expanded collections and will be a locus for reference services. Pictured above, left to right: Branch Manager Lizz Roberts, and Friends Fran Protzeller, Thelma Groh, and Serena Haugen.



The **Friends of Stevens County Library** received the WLFFTA Trustee/Friend Award #2 for their part in turning back efforts to close Stevens County Rural Library District. The group organized a letter-writing campaign to area newspapers, ran advertisements on radio, lobbied local officials, and conducted a successful postcard campaign to registered voters. The resulting 2-1 electoral defeat of the closure effort was largely due to the efforts of the Friends. Linda Derosier and Lorinda Travis accepted the award for the Friends group.








Photo by Mary Wise.

Photos left and above by Mary Wise.

knowledge of WLA and its role, and with her commitment to the library as an integral part of the community.

After receiving a bachelor's degree (with several honors) in sociology from Brandeis University in Waltham, Massachusetts, Shireen headed to Seattle nine years ago as a VISTA volunteer. In this capacity, she worked for the Low Income Housing Institute, a private non-profit developer that owns and operates low-income housing throughout the Puget Sound region. A year later, she became a program associate with the Washington Community Development Loan Fund, which aims to aid sustainable community development through developing affordable housing, community facilities, and commercial real estate. Other positions included planning consultant for the City of Covington and programs coordinator for the King County Housing Authority Resident Services. Currently, she is project manager for the City of Seattle's Neighborhood Matching Fund, which helps fund neighborhood-initiated projects. Shireen views her entry into the library and information science profession as a natural extension of her strong background in community services.

In addition to working and attending school, Shireen serves as a student intern in the King County Library System. At this point in her education, Shireen is enjoying all of her classes, from construction of indexing languages to public library services for youth. She enjoys working with people but also thrives on studying the organization of information.

Shireen is especially interested in the role libraries play in lifelong learning. She has not yet decided what direction to pursue, and will take advantage of the numerous class offerings, her internship, and perhaps some directed fieldwork to inform her choice. Shireen attended the 2003 WLA Conference, benefiting from the programs presented there. She looks forward to serving as the intern on the *Alki* Editorial Committee.



Nancy Stewart was presented with the CAYAS Award for Visionary Library Service to Youth. In her many performances in public libraries, Stewart always emphasizes books and reading. She shows her support for libraries by freely giving advice, time, and materials. She also offers library and conference workshops on using music with young children. She composed a tribute to children's librarians, "At the Children's Corner of the Library," which she sang at the awards banquet.



Walt Kloefkorn, trustee of the **Stevens County Rural Library District**, received the Lifetime Membership Award Honorary Membership for his tireless efforts to establish and maintain a library in Stevens County. Walt helped organize the effort that established Stevens County Library in 1996, and played a key role in defending the library when it was threatened in 2002. When he is not defending libraries, Kloefkorn is a poultry farmer.



Dean Mike Eisenberg of the Information School at the **University of Washington** received the President's Award for his vision, leadership, and energy in promoting libraries and librarians. Eisenberg has transformed and expanded the Information School, has introduced a distance learning program, and has worked toward establishing the Cleary Endowed Chair for Children's and Youth Services. Eisenberg has also energetically worked to link libraries, schools, and associations locally, statewide, regionally, and nationally. He was the keynote speaker at the Washington State Library's summit for visioning the library's future. He is currently a member of the Library Council of Washington and has committed to working with PNLA to make its leadership institute a reality.

BRIAN SONEDA

Bienvenido to the Library!

Ask library employees to figure out ways to better serve segments of the public who are already relatively well served by the library, and they will try their level best to do so. Ask them to tackle the goal of better service to an obviously *under*-served segment of the public, and they get downright excited. They love the challenge, and they love the chance to do what most of them got into the library business for in the first place.

A good-sized crowd of excited people turned out for "Bienvenido to the Library! Paths to Effective Library Service to the Spanish Speaking Community," a Wednesday pre-conference co-sponsored by the OLE (Outreach and Literacy for Everyone) and SRRT (Social Responsibilities Roundtable) interest groups and the new Northwest REFORMA chapter (REFORMA is a national ALA affiliate devoted to improving information services to the Spanish-speaking and Latinos in the United States). Attendees, many from libraries just beginning to take steps to better serve their growing Spanish-speaking populations, benefited from the knowledge of presenters already deeply involved in serving this community.

Darlene Weber, interim president of the Northwest REFORMA chapter, welcomed attendees and introduced the program with some background material that included statistics illustrating how far Latino students lag behind Anglo students in degree attainment, a gap that grows ever larger the more advanced the degree. Stressing the value of education is clearly a key to closing that gap, and libraries are of course a major player in education.

Two separate panels presented this four-hour session. The first panel consisted of Elena Perez of Yakima Valley Regional Library; Celina Garza of the Yakima Valley Farm Workers Clinic; Catherine Steele of Santa Cruz Public Library in California; and Theresa Gemmer of Everett Public Library who, with Bonnie Gerken of Sno-Isle Regional Library, co-chairs OLE. The second panel consisted of Darlene Weber of Sno-Isle Regional Library; and Ken Ayala Gollersrud and Ana Alvarez, both of whom work at Seattle Public Library.

Brian Soneda is Assistant Director, Public Services, at Mid-Columbia Library.





***Top:** Contents of theme box from Yakima Valley Regional Library for use in bilingual and Spanish-language storytimes and activity programs. Photo by Brian Soneda. **Bottom:** REFORMISTAS at the meet and greet. Elena Perez; unidentified person; Jose Garcia, Mid-Columbia Library; and Darlene Weber. Photo by Ken Gollersrud.*

The workshop had much nuts-and-bolts value, and included numerous handouts, some very interesting book recommendations, and a full Spanish-language "theme box" on display from Yakima Valley Regional Library. But it was the obvious passion of the presenters that was truly moving. This passion is not necessarily the "jump up on the table and emote" kind of passion. Rather, it is the kind that would lead Gollersrud and Weber (a children's librarian whose Spanish is, by her own admission, not the best) to spend much time and effort on building the fledgling Northwest REFORMA chapter.

Elena Perez also demonstrates this passion. Elena saw an ad for a grant-funded bilingual storytelling position in her local newspaper and thought, "Oh, my God, this is *me*!" That temporary, one-year appointment has evolved into a regular job working on bilingual outreach for the Yakima Valley Regional Library, telling stories and working enthusiastically on outreach to the Spanish-speaking community in many and various ways. While Perez did not actually do this, at least while I was in the room, I can see her jumping on a table if it would get people to include libraries in their lives.

Celina Garza does not work for a library but found that her work with parenting classes for young parents at the Yakima Valley Farm Workers Clinic increasingly involved working with their toddler and preschool-age children. The storytimes and book giveaways she does with kids demonstrate to their parents in a tangible way,

(Continued on page 30)

BONNIE TAYLOR

Open Government Laws: Ignoring Them Is Costly Mistake

Are the trustees at your library conducting the public's business in secret? If your board fails to abide by Washington's open government laws, your patrons could *think* so, and that in itself could be devastating. Legal costs can be high for libraries that violate the state's Open Public Meetings Act (RCW 42.30), and the damage to public trust can be long-lasting.

In a time when public libraries need every bit of community support they can get, a controversy over open meetings or access to records could be a public relations nightmare. Yet violations of these laws occur regularly, warns Chip Holcomb, senior counsel at the Washington state attorney general's office. Holcomb was the speaker for the program "Why Comply?" sponsored by the Grassroots! interest group at the 2003 WLA annual conference.

One's motives in violating the state's Open Public Meetings Act count for nothing, Holcomb said. Although ignorance of the law, and not ill intent, is often what gets public officials into trouble, ignorance holds no weight with disgruntled citizens, the media, or the courts. Public officials with an attitude of resistance to open government laws "need to get over it," he advised. "The courts could not care less about bad attitudes" when it comes to the public's right to obtain information about their government.

Many trustees and librarians attending the program were astonished to learn that Washington law is widely interpreted to mean that public notice is required not only for meetings, but also for study committees, retreats, workshops, or similar sessions during which library issues are discussed.

The law has gray areas that seem to offer public bodies like library boards latitude in reporting their activities. For instance, on first reading, one provision—consequences of noncompliance—seems clear: The open meetings law states that actions taken at a meeting that fail to comply with its provisions "shall be null and void." But is that what happens? Not often. Because the law is only enforced by courts when a suit is brought, most infringements are never addressed. Therein lies the danger. If a public body gets sloppy about following the law, it could suddenly and unexpectedly find itself at the center of a whirlwind of public accusations and damaged reputations.



***Right:** Holcomb said members of public boards who resist open government laws just need to "get over it," as the courts usually rule in favor of the public's right to obtain information about their government.*

It is precisely the law's lack of clarity—those gray areas—that generated the most expressions of concern from the program audience. Trustees and librarians alike, who daily stand up for intellectual freedom and the public's right to information, wondered aloud why the open government laws—passed more than thirty years ago—had not been clarified and simplified to help public agencies better serve the public. Holcomb commented that it is quite easy for such bodies to give notice of meetings, and they should do so simply to avoid problems.

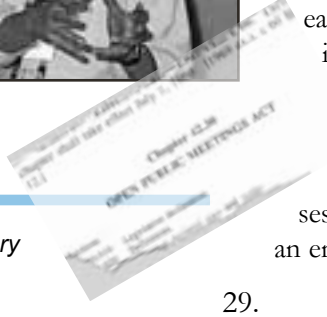
So here is what current law says public officials, including library trustees, must and must not do:

1. Meetings: For regular board and standing committee meetings, a schedule must be adopted by ordinance, resolution, or bylaw and be provided to the public. Holcomb said notice should be given through the local newspaper at least annually. The law states, "If at any time any regular meeting falls on a holiday, such regular meeting shall be held on the next business day."

For all special meetings, board members and media representatives that have filed a request for notice must be informed at least twenty-four hours in advance—in writing. Although the law does not require the agenda to be included in the notice, in Holcomb's opinion it should be.

There are no public notice requirements for an emergency meeting necessitated by fire, flood, or earthquake, for collective bargaining, or for discussing labor contracts.

2. Executive sessions: An executive session may take place only at a public meeting for which proper notice has been given. Executive sessions can be called to evaluate a complaint against an employee, to discuss pending real estate deals, and



Bonnie Taylor is a Trustee of the Mid-Columbia Library System. Photo by Rose Ferri.

to meet with legal counsel on enforcement actions or for potential litigation. "To go into executive session, a board cannot just announce it is for personnel reasons. You must be specific," he cautioned.

3. Visitors: Holcomb said the open government law does not give citizens carte blanche to make demands of state agencies. Members of the community have no legal right to speak at meetings. The law only gives them the right to attend and monitor government, he explained. Nor does the law give the board the right to force visitors to sign in at meetings. Sign-ups can be required by the board only if citizens want to address the board, and only if the board allows them to do so. Otherwise, visitors should not be asked their names.

The law does *not* require that regular or special meetings be held at times or places convenient for the public. Holcomb said that the law also does not require a board to meet in a place that accommodates a large number of people, and that any size meeting can be moved if the audience is unruly. So long as they are not disruptive, citizens may videotape public meetings.

4. Rule of majority: For a five-member board, Holcomb said two members might safely talk to each other outside a regular meeting without breaking state law. But when a majority gets together, that can be deemed to be a public meeting for which proper notice must be given. This rule of majority causes particular problems for three-member boards, such as usually found at the county commissioner level in Washington's non-charter counties. Every time two members of a three-member board talk outside a public meeting, they could be breaking the law. Even communicating by a single email to a majority of board members or holding a teleconference could be considered an illegal meeting by the courts. As a rule, if library trustees email or call each other, they should do so one to one.

5. Meeting records: Holcomb said that libraries must reply within five business days to all requests for inspection of records, whether made in person or by mail. However, search fees are not allowed; and copying charges may not exceed the actual cost, nor exceed fifteen cents a page, unless the library adopts rules justifying a higher fee.

Personal information on public employees and elected officials can be kept confidential if disclosure would invade their right to privacy, although files containing evidence of employee misconduct such as police internal affairs files are considered public and excepted from this rule.

Summary

Put simply, library employees and their trustees must make every effort to abide by the state's open government laws. But there is also ample reason for the Washington Library Association to encourage legislators to take a serious look at clarifying exactly what the law demands and how it is implemented.





*Two panels made presentations at this preconference. **Top:** Ana Alvarez, Ken Ayala Gollersrud, Darlene Weber, and Theresa Gemmer. **Bottom:** Celina Garza, Elena Perez, Catherine Steele, and Theresa Gemmer. Photos courtesy of Ken Gollersrud.*

***Soneda** (Continued from page 28)*

"Your families are important to us," and garners credibility for her efforts. Garza originally had no connection with the public library, but "gradually grew that connection, and we now cooperate as much as we can with the library." Perez is an important contact at Yakima Valley Regional Library for Garza in her work. It sounded to those of us in attendance like a true win/win situation.

Like Garza's, Ana Alvarez's passion operates on a quieter level. She is a library associate in Seattle Public Library's Quick Information Department, and has no official "service to the Spanish-speaking" component to her job. Yet she spends significant work time on designing and presenting library computer classes for Spanish-speaking patrons, and on other projects aimed at making the library an "information icon in the Latino community." Alvarez gladly acknowledged that Seattle Public has been generous and smart in allotting her some time to work on these needed projects.

Something Ana Alvarez said stuck with me, for in a small but important way it was relevant not just to this pre-conference and not just to outreach to the Spanish-speaking, but also seemed like the key to being good at what all of us do. She said, "Find your little moments to connect. You never know which one will click." This one clicked for me.

ESTA ANDERSON

Amy Goldman Koss: Window into an Author's World

How refreshing it is to experience an author's talk that is not just a catalog of moments of inspiration and success! The Children's and Young Adult Services interest group (CAYAS) breakfast on 11 April 2003 offered WLA conference-goers a rare experience: a truly candid look at the inner workings of an author's mind and heart.



Intermediate novels by Amy Goldman Koss:

The Trouble with Zinny Weston, Dial Books, c1998
How I Saved Hanukkah, Dial Books, c1998
The Ashwater Experiment, Dial Books, c1999
The Girls, Dial Books, c2000
Smoke Screen (AG Fiction (American Girl)), Pleasant Company Publications, c2000
Stranger in Dadland, Dial Books, c2001
Strike Two, Dial Books, c2001
The Cheat, Dial Books, c2003

Her agent can be reached at: Dial Books for Young Readers, 375 Hudson Street, New York, NY 10014.

Koss shared many details of how, with the support of her husband and children, she discovered herself as a children's author. "It didn't occur to me that writing and drawing could be my *real* work until I married a guy who believed it was worth risking humiliation to try to do what we *wanted* to with our lives," says Koss ("Amy Goldman Koss"). She began her career by writing nonfiction books and picture books (which she also illustrated), winning the John Burroughs List Award for outstanding nature books for children in 1989.

Koss spoke with startling candor about living the life of a children's writer. She told us about the bright side and the darker side—her struggles with editing, revision, rejection, and writer's block. Currently at the halfway point of her newest novel, Koss revealed that she lives in a state of constant tension and uncertainty. She has already received an advance on the book, and has just remodeled her house to include a "real office" for herself, but somehow she cannot bring herself to finish the book. And yet, Koss's delightfully dry sense of humor kept the audience laughing with her all the way. One audience member quipped: "Have you ever considered becoming a stand-up comedian?"

When her editor at Dial Books suggested that she try writing intermediate novels, Koss found a whole new world of characters that came alive for her: "I love it, especially when my characters become so real that I feel them crowding around my computer, scrutinizing what I say about them." During her conference speech, Koss told how her two children have been a constant source of ideas, although once she had to offer to pay her middle-school-age daughter for the right to use a thinly disguised event from her daughter's teenage turmoil in one of her novels.

To read one of Koss's novels is to truly feel the characters' self-discovery. In her first novel, *The Trouble with Zinny Weston*, she looked at a perilous friendship between two fifth-grade girls, a friendship complicated by conflicts and misunderstandings between their parents. Reviewers praised the novel, and one called it a perfect "friend/enemy drama." Because children this







Above: *Prize-winning children's author Amy Koss at the CAYAS breakfast. She spoke bluntly about her struggles and passions in writing and publishing: "I love it, especially when my characters become so real that I feel them crowding around my computer, scrutinizing what I say about them."* ***Right:*** *Koss signing books after her breakfast speech.*

Esta Anderson is a Children's Librarian at Everett Public Library.

age (especially girls) are so obsessed with friendship and loyalty, and so judgmental of those in their peer group who are "different," this type of novel will always have an eager audience. With the writing of this novel, Koss demonstrated her ability to speak with the voice of a preteen girl—a girl who is struggling with her ferocious loyalties, social anxieties, and the changes in her own emotions.

Koss's next novels also explored this theme with amazing depth. *How I Saved Hanukkah* portrayed a lone Jewish girl using her sense of humor and self-discovery to enjoy the holiday season in a unique way, when all of her friends are celebrating Christmas. In *The Ashwater Experiment,* Koss created another strong character, a middle-school-age girl, Hillary, who is capable of seeing through the politics of friendships and school role-playing. Hillary observes kids getting trapped by their own role-playing in all of the schools she has attended (her hippie parents have moved her eighteen times). The oddballs, popular crowd, clowns, and brainy kids seem the same at all the schools she has been to. But Hillary's sense of humor and ability to observe people bring her success in her new life.

Koss's most successful novel, *The Girls,* explored dissension and conflict within a clique of middle-school-age girls. The girls' voices alternate in each chapter, giving the novel a deeply personal, intimate tone. It seems as if the girls have been friends "forever," yet suddenly, petty conflict shakes the strong bonds. Candace decides that Maya should be out of the group and pressures the others with her strong will. In the classic role of tyrant leader, Candace manipulates Maya, Darcy, Brianna, and Rene by playing on each girl's vulnerability. The novel has a lot of vital messages for girls who are struggling with identity issues. Girls longing for popularity can see its dark side here and realize that a strong sense of self is vital. Best of all, the book dissects friendship, and defines what friendship is and what it can be. Girls caught up in the angst and turmoil of middle-school bonds can discover again that simple offers of trust and acceptance can be a welcome remedy. This book speaks clearly to the hearts of girls this age, and Koss mentioned that she still receives many letters from girls who have read the book and been deeply affected by it.

Koss followed this novel with several more insightful books, including her latest, *The Cheat,* which dives right into the sticky issues of group conformity, loyalty, and personal choices. When Sarah, an eighth-grader, gets a copy of the answers to the upcoming geography midterm, she and her classmates have to make choices about how they feel about cheating, friendship, and loyalty. No doubt this novel will also find a devoted audience among kids caught up in the dramas of middle school.

The success of Amy Koss's novels speaks to their emotional richness. In these novels, kids find a voice for what they cannot articulate but feel so intensely. We sense, too, that the author cares deeply about issues that affect children, and that she holds very high standards for her own writing as she strives to portray the depth of her characters' emotions. As we shared laughter with her at this conference presentation, we could tell that Amy Koss has a truly amazing talent for understanding our own complexity, our human weaknesses, and our deep social needs.

"Koss ... still receives many letters from girls who have read the book [The Girls] *and been deeply affected by it."*

Why Not Attend Two Preservation Workshops This Fall?

Mark your calendars! Two Washington Preservation Initiative workshops have been scheduled for this fall in Seattle and Spokane. The initiative is funded by IMLS / LSTA and sponsored by the Washington State Library. Registration is free to library staff members in Washington.

Disaster Planning, Response, and Recovery
Tom Clareson, OCLC Digital and Preservation Resources
9 September—Seattle—University of Washington
11 September—Spokane—Gonzaga University

Controlling Pests: Where Eating Is Not Permitted
Dr. Thomas Parker, President, Pest Control Services, Inc.
Conservation Center for Art and Historic Artifacts
7 October—Spokane—Gonzaga University
8 October—Seattle—University of Washington

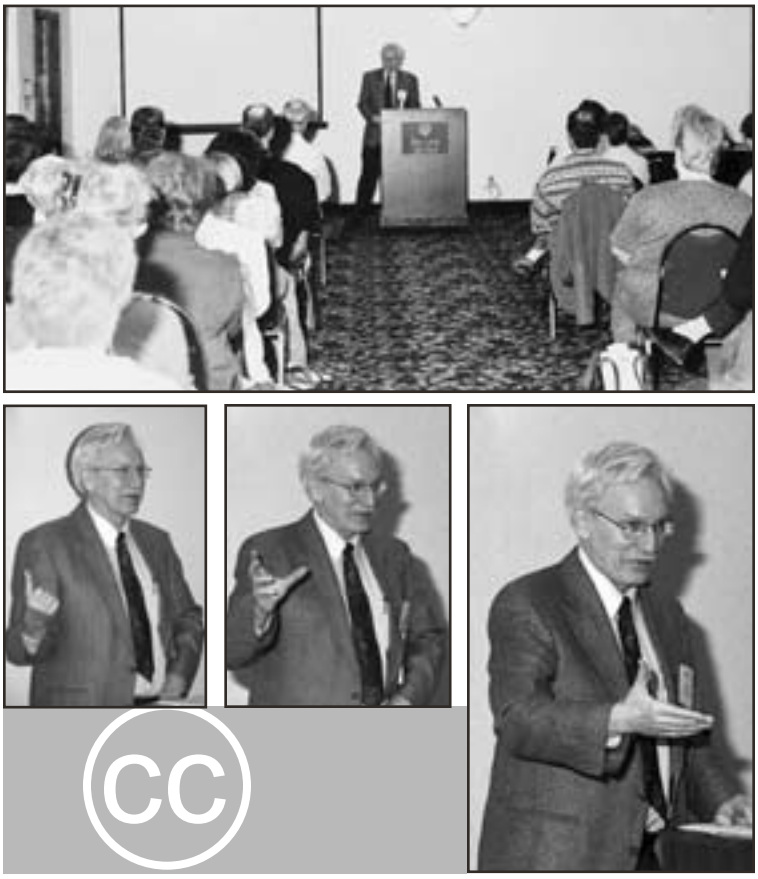
Workshops are identical at each location. For more information contact Gary Menges (menges@u.washington.edu) or Susan Barrett (sbarrett@secstate.wa.gov).

MARY WISE

Copyright Out of Whack: Why It Matters

Walt Crawford is probably best known for his online zine *Cites & Insights: Crawford at Large* (**cites.boisestate.edu**) and the "Crawford's Corner" columns. Though he introduced the session by saying he has no standing to speak to the issue of traditional library copyright, and claims moreover that he is no expert on the subject, Crawford has nevertheless written extensively about copyright in recent years. He said he got involved in copyright issues by accident, having had a large collection of vinyl LPs that he refused to lend or allow to be copied. His initial interest was in copy protection.

The name and content of his presentation grew out of two articles he wrote in 2002 for *EContent*, "Copyright Out of Whack, I: Perpetual Protection" and "Copyright Out of Whack, II: Control Run Amok." To explain what he means by "copyright out of whack," Crawford quickly sketched the following argument. The intent of Congress in establishing copyright law was to encourage "science and useful arts" by giving a temporary incentive to creators. A creator would earn royalties for a period of time, after which the creative work would go into the public domain and the creator would move on to create more new works. Recently, however, large corporations, particularly in the film and recording industries, have come to see copyright as a means to control the use of creations forever. They would like to abolish fair use and retain copyright in perpetuity. Though the intent of copyright is to balance the rights of creators and users, new copyright rules (and interpretations) enable creators—or, more commonly, intermediaries—to maintain gains indefinitely.



Above: *Walt Crawford at conference session. Crawford's* Cites & Insights *writings are registered with Creative Commons (an element of the Creative Commons mark is shown at lower left). Crawford's Creative Commons licenses give people the right to use his works so long as they give him credit for authorship and so long as they do not use the works for commercial purposes without his consent.*

Mary Wise is Catalog Librarian at Central Washington University Library.

Perpetual Copyright

At the time copyright law was established, copyright was limited to fourteen years, with one renewal for living authors. In 1909, this term was doubled so that, if renewed, the copyright could last fifty-six years. In 1976, Congress again extended copyright protection, this time to the life of the author plus fifty years. For works created for hire (for a corporation, for example), protection was to last seventy-five years. For example, under the terms of corporate copyright, Mickey Mouse should go into the public domain in 2004. However, the Sonny Bono Copyright Term Extension Act (CTEA) of 1998 added yet another twenty years to both personal and corporate copyright. Moreover, this act is retroactive, which means that right now, Mickey Mouse will not go into the public domain until 2024. Crawford speculated that when 2024 draws near, the Walt Disney Company will push Congress to lengthen the copyright term again, and that Congress is likely to acquiesce. This becomes, in effect, perpetual copyright, a major concern to libraries.

One example Crawford used to illustrate the consequences of perpetual copyright was the Dover edition of Kahlil Gibran's *The Prophet*, which Dover cannot republish because recent copyright legislation has snatched it back under copyright protection. Considering that Kahlil Gibran died in 1931, lengthened protection is unlikely to prove an incentive for Gibran

to create more works. Under certain conditions, copyright extensions can also prevent anyone from writing about or creating new images of characters from copyrighted material. Thus, it might be acceptable to use Alice (of Wonderland fame) in a new work, but probably not any characters from *The Magnificent Ambersons*. (A major exception to these restrictions is still made for parodies.)

Lengthened copyright protection can also mean that fragile materials will deteriorate for want of a copyright holder who cares to protect their condition. For example, decaying early films cannot be restored because the copyright holders cannot be found. Lengthened terms for copyright also prevent the public domain from growing. Perpetual copyright seems even more outrageous when one considers that a patent on any new invention is still valid for only twenty years!

Challenges

Fortunately, there have been attempts to overturn CTEA (for example, from Lawrence Lessig, and in the *Eldred v. Ashcroft* case). Also, people who want deliberately to share their intellectual works with the public can list themselves with Creative Commons (**www.creativecommons.org**), whose homepage states, "The Creative Commons is devoted to expanding the range of creative work available for others to build upon and share." The website's use of the (cc) mark means some rights have been reserved.

Crawford's own material in *Cites & Insights* is licensed under a "common deed" from Creative Commons under terms called "attribution" and "non-commercial." "Attribution" means "The licensor permits others to copy, distribute, display, and perform the work. In return, licensees must give the original author credit." "Non-commercial" means "The licensor permits others to copy, distribute, display, and perform the work. In return, licensees may not use the work for commercial purposes—unless they get the licensor's permission." Thus anything in *Cites & Insights* can be used without requesting permission, so long as it is not sold. These grassroots attempts to balance creators' rights with public access are especially important in view of recent developments.

Fair Use Threatened: DMCA, SSSCA, and CBDTPA

Congress passed the Digital Millennium Copyright Act (DMCA) in 1998. DMCA increased copyright holders' ability to fight piracy, but also opened up an opportunity to stretch the interpretation of copyright law. The Motion Picture Association of America (MPAA), The Recording Industry Association of America (RIAA), and The Association of American Publishers (AAP) all decided that perpetual copyright should take precedence over intellectual freedom. None intended to allow for fair use. In essence, these organizations would like to make it a crime to do anything to circumvent copyright.

DMCA is a particular danger to academic freedom. Recently, several colleges and universities were contacted by RIAA and threatened with legal action if they did not stop students' file sharing activities over campus networks (primarily of particular songs and performers). RIAA wants to sue students into submission at $150,000 per violation under the DMCA. Crawford said they would be better served by going after music pirates, who are actually selling copyrighted material and making a profit from it, than by picking away at students' file sharing.

Even now, there are attempts to continue to tighten copyright. The Security Systems Standards and Certification Act (SSSCA) was a bill introduced last fall. Had it become law, it would have required all interactive digital devices to incorporate a certified security device. This provision would have effectively meant the elimination of all general purpose PCs. After March hearings, the bill was dropped and the Consumer Broadband and Digital Television Promotion Act (CBDTPA) was introduced.

Citing the fair use provisions of the copyright law (17 U.S.C. § 106-107), Crawford showed what a startling contrast there is between what the law intends and what this legislation would permit. CBDTPA's emphasis is on compelling consumers to sign up for broadband, whose devices deliver content much faster over a network than a modem can, but whose devices also throttle access to digital content by permitting copyright owners greater control. In effect, CBDTPA would give the computing industry time to make hardware and software SSSCA-compliant. Big corporations, RIAA, MPAA, and AAP think this would be a good thing, while most technology companies are against it. The consensus is CBDTPA will go nowhere this year.

Parting Thoughts

Topics covered in the question and answer period following Crawford's talk included copyrighted CD-ROMs; the logistics of copying DVD movies; fair use, particularly with respect to digital images; the possibility of changing emphasis from protecting copying to protecting distribution; the Technology, Education and Copyright Harmonization (TEACH) Act, which spells out the conditions under which nonprofit educational institutions would be allowed to use copyrighted materials; the Eldred Act, designed to get copyrighted works with little commercial potential into the public domain; the Berman Act, which would limit the liability of copyright owners for protecting their works on peer-to-peer networks; and open source software. A handout that accompanied the session provided resources for further inquiry.

Attendees left the session thinking more about the potential abuses of copyright than they had before, and wondering what they could do to help maintain the balance between creators' rewards and the rights of users.

I'd Rather Be Reading . . .



NANCY PEARL

Thrilling Thrillers

There's almost nothing I love more than a great spy novel. Running a close second are books in the loosely described genre of suspense/thrillers. Both categories, unfortunately, have a lot of one-dimensional characters and indifferent writing, so the true gems are few and far between, and hence well valued. Here are some that meet my test for a good read: They are both well written and difficult to put down.

My favorite spy novels tend to be set during the Cold War, before spy novelists generally abandoned the East-West clash and moved on to terrorism, international arms sales, and drug running. My favorites include such well-known authors as John Le Carré (especially *Tinker, Tailor, Soldier, Spy,* featuring George Smiley, a book I tend to reread every year, even though I know who the Russian mole is) and Len Deighton (his first Bernard Sampson trilogy, *Berlin Game, Mexico Set,* and *London Match* is best—he trailed off badly in the later Sampson novels).

Some other, less-well-known but excellent spy stories are Charles McCarry's *The Tears of Autumn* (who was really behind the murder of JFK?) and *The Last Supper* (is there an upper echelon mole in the CIA?); *The Soul of Viktor Tronko* by David Quammen (a little-known and hard-to-find intricate gem—based on a real CIA case—about two Russian defectors each claiming the other is lying); *Spy Wednesday* by William Hood (retired CIA agent Alan Trosper is recalled to service when a potential defector offers information that may or may not be true); *The Endless Game* by Bryan Forbes (Alec Hillsden investigates the KGB torture and murder of a female British agent, Hillsden's former lover); Henry Bromell's *Little America* (a son's search for the truth about his CIA-officer father); and Robert Littell's magnum opus *The Company* (a chronicle of Cold War skirmishes among the CIA, the KGB, the Mossad, and MI5, set against world events from post-World War II Berlin through the Soviet crackdown in Hungary, the Bay of Pigs, Afghanistan, and the downfall of Gorbachev). Nobody succeeds better than Littell at weaving real events and real people—like James Angleton, Harry Truman, and Kim Philby—into a compelling fictional world.

I am also very fond of thrillers, whose frenetic energy and plot twists have me turning the pages with increased haste and rising anxiety levels as the story unspools. Be warned, however—these novels frequently have graphic (but rarely gratuitous) violence and strenuous bouts of sex. Among my recent favorites is Richard Morgan's hardboiled, very *noir*-ish mystery *Altered Carbon*, a roller coaster read set in the twenty-fifth century. Takeshi Kovacs, former Envoy (mercenary United Nations fighter), is sent to Earth from a far distant planet to investigate the murder—or the suicide—of a wealthy industrialist. Kovacs must discover which—a job that will test his instincts, threaten his life, and place his closest friends in peril. Morgan creates a realistic futuristic world where hotels pack lethal weapons, where the human essence is a digital pack containing all memories and personality (which can be downloaded into new bodies, which Morgan calls "sleeves"), and where life is dirt cheap. Also among my favorites are Paul Eddy's *Flint* and *Flint's Law*, both complicated page turners with a likeable main character and dastardly villains who traffic in treachery. They feature London Police Inspector Grace Flint, victim of a sting operation that goes terribly awry. Another great series is by Lee Child, whom I only recently discovered, and whose seven novels I gobbled down like popcorn. His most recent is *Persuader*, but my advice is to begin with his first, *Killing Floor*, and work forward. The main character is Jack Reacher, an ex-military policeman always on the road, who wanders into trouble wherever he goes. These are fast moving, high-octane thrillers, with appropriately chilling villains and a super-tough-guy-with-a-heart-of-gold hero. Reacher reminds me a bit of John D. MacDonald's Travis McGee.

An older thriller that I really love is Anthony Hyde's *The Red Fox*, originally published in 1985. Its deliciously atmospheric and complex plot concerns the key to an unsolved fifty-year-old mystery. It's a stretch to call Mark Costello's *Big If* a thriller, but hey, its main character is a secret service agent and its subject is terror. It's a terrific character-driven novel, post-modernly big in scope but intimate in its depictions of a group whose lives converge during a New Hampshire presidential primary.

Note to *Alki* readers: I would like to hear from others interested in contributing an "I'd Rather Be Reading" column. Washington state has many capable reader's advisors, and the more people who share their favorites via this column, the more we can all grow as readers. Please get in touch with me at nancy.pearl@spl.org or (206)386-4184 if you'd like to share some of your favorite books with library folks throughout the state.

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

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Tacoma Community College Library … Tacoma Public Library … Timberland Regional Library
Walla Walla Community College … Walla Walla Public Library … Walla Walla Rural Library District
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