Strange Things in Strange Places

Inside this Issue

Hitting the Road Update—SPL’s Books on Bikes is Green Lit to Expand Services ........  5
Customer Service Lessons from the Happiest Place on Earth: Disneyland ......................17
Bigfoot Sightings at the Library! .......................................................................................30
Advocacy in Action

by Jennifer Wiseman

On January 24, nearly one hundred library supporters from all corners of the state and all types of libraries descended on Olympia to participate in the Washington’s annual Library Legislative Day.

During this year’s short legislative session, two key issues have emerged for legislators: (1) the transportation issue and an increase of the gas tax and (2) a State Supreme Court order that the State live up to its constitutional requirement to make public education the state’s “paramount duty.”

As legislators tackled these important issues, participants from both the Washington Library Association (WLA) and Washington Library Media Association (WLMA) highlighted a few key library issues, encouraging legislators to:

- Support Senate Bill 6105, which brings the current statutory definition of a school library program into the twenty-first century and better describes what should be happening in school libraries in today’s world.
- Support a capital budget request for pre-design of a library archives facility.
- Think of libraries as a resource.

After delivering informational packets to every legislator’s office, attendees headed over to the chambers for a brief conversation with their representatives, accomplished by sending in a note through the sergeant at arms. Attendees enjoyed observing the Senate and House in action, as well as the receptiveness of legislators to visit with their constituents, with or without an appointment.

During these informal conversations with representatives, participants highlighted the myriad of services and resources that libraries provide, demonstrating that libraries are part of the solution, not part of the problem. In addition, legislators were encouraged to demonstrate their support for libraries by signing the ALA Declaration for the Right to Libraries. Many arrived on the third floor mezzanine of the legislative building to sign the declaration and receive an “I support libraries” sticker. Senator Rosemary McAuliffe (First District) even asked to keep the large declaration poster and carried it back into caucus!

Ultimately, engaging our legislators raised awareness about libraries, but our advocacy efforts should not stop because Library Legislative Day is over, nor should they when the session is over.

Helping legislators understand library issues begins with updating their mental pictures of libraries. Not every elected official is a frequent library user. It makes sense to invite legislators into libraries to show them what we do and to give them a snapshot of today’s libraries. Here are some tips when working to make connections with your legislators:

- Summer is the least busy time for state legislators.
- Consider asking your legislator to lead a story time, participate in a summer reading program or an early learning activity, visit an outreach site with staff, etc.
- Extend invitations through legislative staff, so you know the date and time gets recorded.
- Give an opportunity for your legislator to speak, if possible; such as at a meeting or community gathering.
- Show off services or programs your library is particularly proud of or good at, and give a tour of the facility.
- Be sure to follow up after the visit with a thank you card, including pictures if any were taken.

You must develop relationships with legislators and their staff members long before you turn to them for an understanding of your point of view. Establishing and maintaining ongoing working relationships with our legislators and their staff is not difficult, but it is vital to having the greatest impact when participating in advocacy about our libraries.

Senator Kevin Ranker (Fortieth District)  Senator Rosemary McAuliffe (First District)

Jennifer Wiseman is the project manager for public services at King County Library System and president of WLA.
**Alki**
The Washington Library Association Journal

23607 Highway 99, Suite 2-C  
Edmonds, WA 98026  
(425) 967-0739  
Email: info@wla.org  
Web: www.wla.org

**Alki Editorial Committee**  
Joyce Hansen, *Alki* Editor  
Diane Cowles, Committee Chair  
Stephen Bailey  
Sheri Boggs  
Theresa Kappus  
Emily Keller  
Brent Mills  
Tami Robinson  
Anna Shelton  
Tony Wilson

WLA Executive Director  
Dana Murphy-Love

WLA Assistant Director  
Kelsi Graffis

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

Alki (ISSN: 8756-4173) is published online three times per year in March, July, and November.

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.

Direct your submission queries to:  
Joyce Hansen  
Email: alkieditor@wla.org

---

**Table of Contents**

**Up Front**  
Advocacy in Action  
*By Jennifer Wiseman* ................................................................. 2

**From the Editor** ........................................................................... 4

**Strange Things in Strange Places**

Hitting the Road Update—SPL’s Books on Bikes is Green Lit to Expand Services ............................................................................ 5  
*By Jared Mills*

Highlights from the 2013 Miskatonic Library Association Conference .. 8  
*By Tony Wilson*

Librarians Journey to Germany: Explore Library in Castle, Very Old Cities and the Delightful Differences between Countries ........................................ 10  
*By Rosemary Clawson*

Unanticipated Fortuitous Information Discoveries: Serendipity in Research ......................................................................................... 13  
*By Tami Echavarria Robinson*

Customer Service Lessons from the Happiest Place on Earth: Disneyland .. 17  
*By Darcy Brikey*

A WALE of Time in Chelan: A WALE First Timer Wraps Up ................. 18  
*By Mary Fran Ryan*

Landing a Volunteer Gig at the Seattle Municipal Archives: Accessing the Past Gives a Glimpse of the Future ........................................... 19  
*By Jesten Ray*

Information Research Abroad in Ghana: Thinking Globally to Inform Local Solutions ............................................................................. 22  
*By Brent Mills*

**Articles**

Solinus Society 2014: Call for Papers .................................................. 24  
*By Kirsten Edwards*

WLA Communiqué  
People and Places ........................................................................ 26

Learning Curve  
Be Curious! Self-Directed Learning for Staff ........................................ 28  
*By Jeanne Fondrie*

Solinus  
A Taxonomy of Children’s Cries ......................................................... 29  
*By Cameron Johnson*

I’d Rather Be Reading  
Bigfoot Sightings at the Library! ..................................................... 30  
*By David Wright*
From the Editor

by Joyce Hansen

This edition we offer stories of Strange Things in Strange Places (experiences in unexpected places), and I contend it is often the incongruity of two or more things—ideas, items, people or places, etc.—that can make them funny, unusual or strange. An apron doesn't belong tied snugly around the waist of a dragon—enter belly laughs. (Well, if you're in kindergarten that kind of humor kills.)

Another for instance: the photo demonstrates these Seattle Parks Department employees, circa 1965, knew where to find laughs—a man in a tutu prominently displaying hairy legs. Very hilarious. In the same vein, Ridiculous Library of Congress subject headings—a game I first played in library school—brings together wacky terms sanctioned by the LOC. Again, this leads to the unexpected, which can make the ripe for memorable experiences. First, start with a big red subject heading book or the equivalent therein, and begin hunting. I've listed a few below:

- Forest fires, citizen participation
- Umbrella repairers
- Quitch - grass
- Beanosaurs (Trademark)
- Manned maneuvering units
- Prune industry
- Cockroaches in Literature
- Quails as pets
- Metabolism in Architecture
- Sock fetishism
- Sit-down dancing
- Unemployed, Writings of the
- Pinstriping of motor vehicles
- Animal carcasses in art
- Chocolate Congresses
- Martians in mass media
- Long Suffering - See Meekness
- Hurricane modification
- Trading with the enemy
- Bouncers - Great Britain
- Incubi

This edition brings stories of Strange Things in Strange Places (experiences in unexpected places), and we've got a slew of them. Teen librarian Jesten Ray (p. 29) recounts her recent time volunteering at the Seattle Municipal Archives and how it helped her discover something—she still likes cataloging after years out of library school, information to tuck away for future career endeavors. Without Seattle Municipal Archives, we wouldn’t have located so easily the supremo photos that run with Ray’s piece. For this issue’s cover, we also came across a sublime photo of the Seattle Public Library Central Branch under construction, circa 2003. Thanks, SMA! Congrats, SPL, on ten years in May in this Rem Koolhaas-designed building. Former King County teen librarian Rosemary Clawson (p. 10) walks us through her outstanding two-week trip to Germany, and it wasn’t just the superb libraries and the overflow of Gutenberg info that makes it a country to be experienced first-hand. Tony Wilson (p. 8) takes us on the best parts of an entertaining and rather unusual library conference he attended somewhere between the United States and Alberta. Brent Mills (p. 22) explains how time studying in Ghana revamped the way he thinks about information accessibility and use.

Finally, welcome Sheri Boggs, newest member of the Alki editorial committee. Boggs, a Spokane County Library youth collection development librarian, also blogs for the library. She and I worked on the University of Washington Silverfish at the Information School together. We’re fortunate to have her. Welcome aboard, Sheri. 

“These Seattle Parks Department employees, circa 1965, knew where to find laughs—a man in a tutu prominently displaying hairy legs. Very hilarious.”

Joyce Hansen subs for Seattle Public Library and Everett Public Library, and believes in Sasquatch, Bride of Bigfoot and Long Suffering - See Meekness.

Thanks to the Seattle Municipal Archives for this photo of Seattle Parks Department employees, 1965.
Hitting the Road Update: SPL’s Books on Bikes is Green Lit to Expand Services

by Jared Mills

What started out as a simple conversation between myself and fellow librarian, Linda Johns, of marrying two things Seattle loves—reading and cycling, soon became something truly extraordinary. So extraordinary that it captured the minds and imaginations of patrons and librarians around the country. The basic concept behind Books on Bikes is fairly simple: teams of two library staff bike to events and make an impact by immediately connecting people to library services. What we didn’t anticipate was just how joyous Seattle communities would be to see the library outside of our physical spaces and embedded in our communities in such a new and vibrant way.

The Books on Bikes project came out of an internal innovation campaign that produced an abundance of great ideas, each one highlighting how there is no dearth of great ideas and talent in today’s libraries, just the time and money to make them reality. The project team was assembled in March 2013 with the intention of doing our first outreach event in May, which did not leave us a lot of time in which to get the project off the ground. We worked with a local bike accessory specialist, Haulin’ Colin, to create our custom book trailer that would allow us to transport everything we would need to offer full library services. Word quickly spread from a few blurry pictures of the mysterious “book bike” posted on Twitter during our safety training runs downtown, and by the time of our first official unveiling at an event with the mayor of Seattle, we had created quite a bit of buzz. Seattle has such a rich bike culture and a history of using, supporting and loving its libraries that the marriage of the two made quite a few members of the public literally squeal with delight as they saw the bright orange trailer pull into an event. Soon we had an explosion of community, city and national groups clambering to have Books on Bikes show up at one of their events.

While we were initially only piloted to do ten events for the summer, it was still great to make connections with these groups and link them to another service for outreach or keep a fortuitous rolodex of future events. At the end of February we were given the green light to expand Books on Bikes services. This includes funds to create two more trailers to support efforts to support underserved communities and promote early learning, specifically for our Summer of Learning programs that will bring STEM-related (Science, Technology, Engineering and Math) programming to youth around Seattle during June, July and August.

“At the end of February we were given the green light to expand Books on Bikes services. This includes funds to create two more trailers to support efforts to support underserved communities and promote early learning, specifically for our Summer of Learning programs that will bring STEM-related (Science, Technology, Engineering and Math) programming to youth around Seattle during June, July and August.”

Jared Mills is a supervising librarian at The Seattle Public Library and genre reading enthusiast.

Continued on page 6
At The Seattle Public Library we are lucky to have a first-class team of librarians and paraprofessionals that do outreach and facilitate our mobile services, which include things like our bookmobiles. But Books on Bikes does something distinctly different. The Books on Bikes team was created to bring the library to where people are, wherever that may be. When the myriad library services we offer were joined with the agile mobile book trailer, we were able to bring full library services to parks, farmer’s markets, festivals, schools and many other community events where our traditional outreach efforts weren’t quite reaching. Reaching where we knew we could make a difference: by signing individuals up for library cards, suggesting books and music, teaching people how to access library eBooks and checking out popular trade paperbacks. We wanted to innovate how we think about the library, our communities, our physical spaces and, as our T-shirts exclaimed, how to become “Your Library Without Limits.”

But what does it mean to have a library without limits? In the context of our program, it meant to bring library resources to where people are by providing library services at high profile community events. It meant providing story time to underserved youth populations that don’t have the advantage of caregivers that can bring them to our summer reading and story time offerings. Rethinking outreach and engagement with our communities is about looking for opportunities to let community stakeholders have a say in where and how we offer services. It’s about offering Spanish language story time and materials at Fiestas Patrias and stocking books by queer authors for Pride Fest. Eliminating as many barriers as possible, whether language, cultural or physical, is the first step for innovating the way we reach our communities.

Since Books on Bikes was a pilot project we intentionally cast our net wide as to the types of events and locations we were going to target. We found that the more localized events provided not only the most interactions, but also the most meaningful. Events like farmer’s markets and neighborhood-sponsored events may have smaller numbers than a city-wide event, but we found folks are more likely to engage and connect with individual services. Localizing services and outreach is an important way of connecting to disenfranchised groups that can be overlooked by traditional marketing methods. I believe the access to libraries and information is a social justice issue, so I am always mindful when doing outreach to connect to traditionally marginalized groups in a spirit of collaboration and flattening of the inherent power imbalances that can hinder connecting to individuals. The localized method of doing outreach can often result in new and unexpected areas to explore and giving a voice to communities as to when and where we provide services.

Continued on page 7
Another lesson learned from the Books on Bikes project is the power of auxiliary innovation. Often when librarians try to innovate within an organization they find that there are infrastructure problems—sometimes technology, administrative or staffing—that prevent true innovation. However, we used this project as a way to turn road blocks into launch pads. When faced with the problem of checking out materials and issuing new library cards, we worked with our Information Technology department to create a mobile app that would allow outreach librarians to perform circulation procedures using an iPad and a portable wi-fi. We were able to show a new model for providing on-site library services to outreach events that eliminated the need for librarians to use clunky laptops and related equipment. When presented with difficulty of getting high-interest books with long holds lines for outreach purposes, we created our own Books on Bikes outreach collection that generically catalogued so it was possible to track, but not a burden on our technical services. These auxiliary innovations have already been used by non-Books on Bikes staff doing outreach with great success.

There were also some hidden bonuses to Books on Bikes project that have provided immensely valuable returns. We have found that by offering library services on the go and by drawing attention to the library and its services, the library has positioned itself as a civic focal point and resource hub for neighborhoods and communities, especially those that are traditionally underserved. During events, library staff suggest books, sign people up for library cards, teach about resources and connecting our community members to individual services that matter to them. Many we encountered didn’t know about the multitude of services twenty-first century libraries offer such as digital downloads, eBooks, expert book advice and job resource centers. Most libraries acknowledge that they don’t do enough to get the word out about all of the wonderful things we are doing, but Books on Bikes goes one step further by proselytizing the very services we are providing, often to patrons that don’t think they have a reason to walk in our doors.

I have heard from libraries across the country and as far away as the UK, Australia and Japan looking for guidance on how to start their own Books on Bikes to serve their community. It has resonated with so many people because it is such an agile and targeted way to do outreach that doesn’t require a fleet of shiny new vehicles, but is something more engaging than a tablecloth and some bookmarks. Rethinking library services means getting outside of our comfort zones and that sometimes means getting outside of our buildings. So while Books on Bikes isn’t for every library or community, the lessons learned and values espoused are universal. Today’s modern libraries have something to offer everyone in every walk of life, but we have to be willing to meet people where they are. The Books on Bikes project taught us that we could also have a lot of fun getting there.
The Miskatonic Library Association Conference had an exciting 2013. The theme was “Expect the Unexpected,” and the planning committee had done a survey to find out what people expected and tried to avoid doing what was listed in the results. Nevertheless, there were presentations, poster sessions, tours, speeches, and cocktails at the conference held December 5-7. I was surprised by the number of printed handouts at a twenty-first century conference. Amy, from the planning committee, said that the handouts reduced the energy consumption at the server farm and provided some protection from NSA surveillance. I suspected the surveillance issue was a tacit nod to a group of unregistered feral librarians who had taken up residence in the area and left small stacks of handouts near the coffee service and at the end of hallways.

Keynote

The keynote speech was given by Alice Widge, the recently appointed director of the Western Miskatonic Regional Library serving a region between the United States and Alberta. Miss Widge is a petite, dynamic, and fascinating woman. She had been hired just out of library school by the Library of Congress and sent to central Africa. Living for three years in the jungle canopy, runners brought her streams of books and documents to fill a shipping container and send back home.3

Miss Widge described changes she was instituting at the Regional Public Library. “Truth,” she asserted, “is a human construct. Logic, like mathematics, is very useful, but, ultimately, tautological. In redirecting the library toward truth in a world made up only of stories, we are eliminating handfuls of policy which has served only as a catalog of past misbehavior.” She said they had also eliminated such staff workshops as “Keeping Young People from Finding Out” and “Getting Old People Out of the Way.”

On the issue of young people, she did admit that “people don’t want children to know what they need to know. They want their kids to know what they ought to need to know.” 4 Ultimately, she said, “information does matter—in the sense that it is the organizing principle without which matter simply cannot exist...without information, matter withers away.” 5

It follows that the range of information we disseminate goes beyond mere deduction. People need to approach reality as directly as possible. Consider the following dialogue: 6

Q: All bears are white where there is always snow. In Novaya Zemlya there is always snow. What color are the bears there?
A: I have seen only black bears, and I do not talk about what I have not seen.
Q: But what do my words imply?
A: If a person has not been there, he cannot say anything on the basis of words. If a man was sixty or eighty and had been there and told me about it, he could be believed. Miss Widge insists that the library’s main function is, with a good deal of retrospective preservation, the fostering of current storytelling. She quoted a popular author as follows: 7

“Storytelling could be called the cultural background of human survival. There’s a reason conquering armies often burn the books and libraries of their enemies. Extinguishing a people’s stories is a way of erasing their future.”

“Thus, we preserve,” she said. “But we are always dealing with the living present and that is what we really serve. We have Britannica and plenty of other vetted sources, but we are not in the business of providing just safe, predigested, and out-of-date and out-of-context solutions. We embrace Wikipedia and the social media. That is where our present is being written. As the poet asserted, “our job is to dilate the present.”

Tours and Socializing

After the keynote we had time to tour the Objective Correlative Gift Shop and then make our way to the Edward Snowden Appreciation Cocktail Hour. I was not up early enough to attend the Cataloger’s Rodeo, but congratulated the winner in the hallway when I saw her ribbons.

Touring the ASDIC® Technical Institute

On first glance, the ASDIC library seemed to have no stacks. Rather, one saw a large reading room and a surround of smaller meeting places. Between many of the smaller rooms there were very small reading nooks with a view of the fish pond. These last, explained director Larry Zabel, were a sop to those existential loners who still felt that the best learning environment is a student alone with a book.

Books, however, were in short supply at ASDIC. Zabel explained that nearly the entire collection was electronic. There were sections of the walls that appeared to be electronic photos of the spines of books. You
could, however, swipe them with a finger to scroll through the entire collection by call number. If you tapped on a single title, a representation of the book would open up, starting with the cover. You could then browse, I suppose, the whole book while standing there—a great way to verify your quotations, Zabel pointed out. Alternatively, however, you could have the book delivered electronically to the surface of any of the reading room or conference room tables. From those work surfaces you could read, annotate, copy, and paste to your own work space. You could also enlarge the print to enhance group discussion of the materials right where you and your friends were sitting.

“Do you have to be in the library to study?” I asked. “No,” said Zabel, “along with all the usual email options, we are starting to make extensive use of the ‘Library Box.’”

The Library Box is cheap and easily constructed. With the Library Box students can load almost unlimited material, books, articles, reserve reading, photos, movie clips, etc., to a USB thumb drive, stick that in the Library Box and deliver it via WiFi to any nearby phone, tablet, or laptop without using the internet. An anonymous file server, readily available to student groups, greatly expands their ability to study together without restriction or censorship.

The Library Box allows us to make the most of our recent attention to two numbers that have become important in class planning. The first is the Dunbar number, which predicts the maximum sizes for stable social relations within groups. The maximum is usually listed as 150, and we keep our department enrollments close to that limit. Refinements lead to establishing groups of five, fifteen, and thirty-five for various projects. For research-driven contacts, we also look at a takeoff on Dunbar, proposed as Scoble’s Number, having to do with the number of less than social contacts that are still useful due to common, possibly very narrow, interests.

The other set of numbers that is very useful in helping students use the Library Box are those of the Ebbinghaus Curve, also known as the Forgetting Curve. Simplified, the curve suggests that people lose half of learned facts in an hour, two thirds in a day, and eighty percent in a month. The corrective to the Ebbinghaus number is timed re-

The Ebbinghaus Curve AKA the Forgetting Curve

Zabel suggests further that the library is adjusting to the reality of social media. Among the digitally connected, he says, there is a “vast community of networked people...restless and hungry for complex problems.” “We find,” he suggests, “that the kind of ‘ambient awareness’ we feel face to face can be emulated by frequent texting, the kind of content-minimal exchanges that texters get teased about.”

“When groups of people...keep in lightweight online contact it gives us social proprioception: a group’s sense of itself.” Dunbar himself suggests that “language evolved to allow us to socially ‘groom’ one another like primates do physically.”

Our technology, he hopes, will allow us to scale research and feedback to an appropriate level. Two thousand responses to a news story is not an appropriate scale. “We can find or modulate a scale that is effective for our students’ progress.”

I remembered seeing Zabel at the Edward Snowden
Many Happy Librarians Later: Zeitgeist of Germany Trip is Wonder and Appreciation
by Rosemary Clawson

For me, life doesn’t get much better than when I can combine two of my favorite things: travel and libraries. The two weeks spent in Germany last summer with a group of library professionals, archivists and students was so enormously memorable and rewarding that I plan on participating in similar adventures in the years ahead.

The Librarians’ Tour of Germany, sponsored by the University of Wisconsin at Madison School of Library & Information Studies (SLIS), began in Mainz, located on the river Rhine where it converges with the Main River. Mainz, one of the great historical cities of Germany, was a fortified city founded as a military post by the Romans in the late first century BC. It was severely damaged during World War Two, and mostly restored and rebuilt after 1945. Despite repeated military actions in this region, there is an incredible number, i.e., more than five miles, of documents and collections stored in the Mainz City Archive. Medieval parchment documents dating back to 1106, files and official books from the time of the Elector Princes, municipal naturalization records from 1648 and much more are part of this phenomenal archive that is particularly useful to genealogists and researchers. The group was continually awed as archivist Ramona Weisenberger showed us some of the beautifully illustrated medieval parchment maps and other old city books and documents in the archive, the city’s memory.

Mainz was also the birthplace of Johannes Gutenberg and the site where he manufactured the first books printed using movable type in the early 1450s. On a walking tour of famous Gutenberg landmarks in the city, we visited his birthplace and the site of his first printing house. See Tracing Gutenberg’s Footsteps for detailed description.

Our tour of the Gutenberg Museum included viewing the 42-line Gutenberg Bible (B42) and a replica of Gutenberg’s printing press. We explored the permanent exhibits and special displays that include many printed books from the fifteenth century and later. The Gutenberg Museum is one of the oldest museums of printing in the world and well worth an afternoon visit.

On the third day in Mainz, the group clambered aboard a busy city bus to travel to the United States Army Europe library, located outside Wiesbaden. After passing through the military police (MP) security checkpoint, we were warmly welcomed by the American library staff who showed us the library facility and its various collections. We learned that the military personnel on this base particularly enjoy borrowing DVDs, and as a result, the library regularly seeks to enlarge its diverse DVD collection to meet demand. Interlibrary loan (ILL) is another extremely busy department in this popular library with an astonishing number of library items processed each day in a small, but highly organized ILL workroom.

We left Mainz via regional train and, once in Stuttgart, were cordially greeted by Professor Sebastian Mundt from the Hochschule der Medien (library school). The library school was within walking distance of the hotel, a big plus. After Mundt briefly explained the history of the school and the 2001 merger of the former University for Print and Media (HDM) and the University for Library Studies and Information Technology (HBI), we discussed current issues in the profession. That evening our group joined the professor and several German library school students at the Techhaus am Weissenburgpark for dinner and lively conversation.

While in Stuttgart we also met with Dr. Christian Herrmann from the Baden-Würtemberg State Library’s rare books department for a fascinating lecture enhanced by a remarkable assortment of rare books, all shapes and sizes. This library’s valuable collection includes medieval manuscripts, old and rare prints, maps and graphics, one of the largest Bible collections in the world, a Gutenberg Bible, and the only complete copy of William Tyndale’s English Bible.

Offering cultural and educational events that are an integral part of the university town of Tübingen, the German-American Institute, originally The America House, was founded more than sixty years at the beginning of the American occupation of Germany. It was part of the Marshall Plan to provide Germans with all things American. During a round table discussion, the d.a.i director, Ute Bechdolf and her staff, shared the institute’s history and regional impact using film, photographs, brochures and literature. The multi-level d.a.i building includes a small library offering all ages materials. Popular items include DVDs and language learning collections. We spent the rest of the day in Tübingen, where we explored the Altstadt (Old Town). Unlike Stuttgart, which suffered massive destruction during World War Two, Tübingen, located on the banks of the Ammer and Neckar Rivers, was untouched. Visitors can stroll the narrow lanes graced with half-timber houses dating back to the Middle Ages.

The following morning we boarded the ICE (Inter-City-Express) for vibrant, sophisticated Munich, home of the famous Glockenspiel, Hof-
The story of Jella Lepman, founder of the International Youth Library.

The International Youth Library housed in the Blutenburg Castle in Munich since 1983.

Continued from page 10

braühaus, Englischer Garten, Schloss Nymphenburg, and BMW World, to name a few. After checking into the hotel we were off to the International Youth Library, the largest library for international children’s and youth literature in the world. Jella Lepman, a German Jewish woman, observed a severe shortage of books for children after World War Two, and with the aid of the United States Army, traveled around Germany collecting books. This became the International Youth Library. Founded by Lepman, it opened in 1949. Since 1983, it has been housed in the magnificent Blutenburg Castle, a medieval site dating from the fifteenth century. An underground cellar provides extensive storage beneath the castle courtyard for the archive, a collection of a half-million items. Language specialists are responsible for contacting publishers, assessing incoming books, offering recommendations, and organizing exhibitions. A variety of exhibitions, including original works of illustrators, are designed for both adults and children. The estates of Michael Ende, Heinrich-Maria Denneborg, Erich Kästner, and James Krüss are part of the permanent exhibitions.

A day trip to Nuremberg included sightseeing and a visit to the German Games Archive. The games archive resides in the Pellerhaus, a historic building that was extensively damaged in World War Two. Curator Stefanie Kuschill described the unique collection of parlor games from the twentieth century before showing us a few of the thirty thousand games that have been collected since the establishment of the archive in 1985. The primary focus of the collection is board and table games, but other types of games are represented as well. The German Games Archive regularly sponsors events and actively promotes game playing in families and society. Because Nuremberg was the Nazi Party’s permanent convention and rally site, it was a prime target during World War Two and was heavily destroyed. Now successfully restored, noteworthy sights for visitors include the Albrecht Dürer-Haus, the German National Museum and the Nazi Party Rally Grounds Documentation Center. Several group members concluded the evening by dining at the Bratwurst-Häusle (Bratwurst House), famous for the original Nürnberger Rostbratwurst. A Starbucks in town aided and comforted those yearning for the familiar!

Our final stop for the Librarians’ Tour of Germany was the Bavarian State Library (Bayerische Staatsbibliothek), one of the largest and most important libraries in Europe. We were greeted by Sarah Schmidt, public relations officer for the library. The library has a rich history beginning in 1558 when Duke Albrecht V founded the Munich court library. With a book collection of international renown, this enormous institution is the central state library and repository library and plays a major role in all Bavaria-wide planning and coordination activities in the library system. Intriguingly, the collections of the Bavarian State Library are by and large kept in closed repositories, many of which are located outside Munich. Only the collections of the reference libraries in the reading rooms can be used immediately. During the Second World War, the building was eighty-five percent destroyed and about one fifth of the holdings were burned. All user services were discontinued in 1944. After the war, reconstruction began and was completed in 1970. According to the library, its “unique collection contains extremely precious manuscripts, rare printed books and comprehensive special collections from thousands of years of cultural heritage.” It is an astounding library. I recommend attending a library event or exhibition.

During free time, we divided into smaller groups to explore beautiful cathedrals, museums, lovely gardens, royal estates, and mouthwatering Bavarian cuisine. We also sipped wine in the Mainz wine bars and drank beer in a Munich Biergarten.

Joining others on a professionally focused international trip, and meeting and interacting with our German colleagues was a priceless experience. Our Librarians’ Tour of Germany group included academic, public and special librarians, archivists, library school students and administrators. Our German counterparts were enthusiastic, knowledgeable and realistic professionals who were as eager to learn from us as we were to hear from them. And what can surpass sharing and listening to outstanding stories?

Update your passport, and consider joining tour leader Meredith Lowe on a future Librarians’ Tour trip. This year librarians, library students and any others interested in professionally focused international tours will visit Scotland, leaving the United States June 26. Contact Lowe for information on either
The International Youth Library housed in the Blutenburg Castle in Munich since 1983.

German Games Archive, Pellarhaus, Nuremberg

And no, medieval book owners did not want their books to “walk away” either! At the Baden Württemberg State Library. *Photo credit: Christine Doan*

Cocktail Hour and asking about his views. He pointed out that the use of the Library Box for anonymous file serving was a positive step.

He also suggested that surveillance (authorities watching from above) could be countered by “sousveillance”¹⁷ or watching from below, which, incidentally, upsets authority no end. “We are pretty effective at enhancing sousveillance action as part of our mission,” he said.

There was a lot more at the conference that I was spread too thin to cover, but I enjoyed every minute and hope the funding holds up to let me return next year.

**Notes**

1. For our purposes, the Miskatonic region is a damp area between the United States and Alberta. On television it is sometimes enigmatically termed a region where certain fungal infections are common.


3. Her predecessor had failed to fill the container and had died in a miserable, dark hut on the ground. His last words were, “The books! The books!”


5. Ibid., p. 163.


9. ASDIC was named after an early British sonar-like system for combating submarines.

10. The Library Box is described in Make magazine, v. 37, pp. 74-75. Instructions for building one are at makezine.com/librarybox. The project has a web site at http://librarybox.us/


15. Ibid., p. 214

16. Ibid., p. 222

17. Ibid., p. 266
Unanticipated Fortuitous Information Discoveries:
Serendipity in Research

by Tami Echavarria Robinson

The human mind is inquisitive, asking questions and seeking understanding. Some are inclined to perform deliberate, intentional information seeking and are not easily distracted. Others are more easily distracted by whatever comes along that catches their attention. This is common on the internet and especially among inexperienced researchers whose attention span becomes fragmented easily. School trains students’ minds to perform intentional focused research topically through the use of intentionally designed learning exercises and assignments. Experienced researchers search intentionally, but also employ a type of information seeking that requires discernment and is less predictable. It is known in literature by several terms such as incidental information acquisition, information encountering, accidental discovery or opportunistic discovery, or simply as serendipity.

An eighteenth century British writer, Horace Walpole, is credited with coining the word serendipity. He encountered a Persian fairy tale entitled The Three Princes of Serendip in which these smart royal highnesses made unanticipated discoveries by accident and sagacity. Serendip is an old place name for the island today known as Sri Lanka, before it was called Ceylon.1 “Serendipity can be about finding something of value while seeking something entirely different or it can be about finding a sought-after object in a place or a manner where it was not at all expected.” The word is always about discovery and always about what Walpole called “happy accident.”2 Subsequent researchers have added to the simple definition certain qualities that must be present for a fortuitous information discovery to be called serendipitous.

The person making the discovery has a prepared mind that is ready to make serendipitous connections, an implicit awareness of a need or opportunity for making the connections and a lack of time pressure that might otherwise hinder the making of these connections... and the potential presence of a catalyst or stimulus. Sometimes it may not be possible to identify the catalyst or stimulus for a serendipitous outcome; it may be possible for something to click in one’s mind and a serendipitous connection to be made without a conscious awareness of how the connection came about... It is necessary to recognize the potential positive value of a serendipitous event in order for it to be classed as truly serendipitous. It may also be possible for someone not to realize the value of a serendipitous event until later.3 (Makri and Blandford, 2011)

This point of the temporal aspects of serendipity is important. The person experiencing serendipity needs a lack of time pressure for the awareness of the connections to occur in his/her mind. Harvard University Professor Jennifer L. Roberts extols the power of patience in our hurried, harried society. She calls it deceleration and immersive attention that is cultivated by the deliberate engagement of delay and patience. She describes “deceleration as a productive process, a form of skilled apprehension...that is essential for understanding and interpretation.”4 Often there is a delay in comprehending the value of a research finding which usually comes about when one is tranquil. During such a time of tranquility, a random juxtaposition of ideas, whereby loose pieces of information may incubate for a period of time in the mind, are brought together by the demands of some external event which serves as the catalyst or stimulus.5 The result is a serendipitous connection.

The process of information seeking begins early in life, and by the time children are in school, more formal learning ensues. Children in school learn intentional information seeking in response to assignments given by their teachers. Studies reveal that the way children approach their assignments in elementary school indicates how they approach assignments later in their education.6 Children gradually construct meaning through use of the artefacts (books, computers, pictures) of the school library, a process that changes continually as their work proceeds. “The pattern of conduct is established in the classroom under the influence of the teacher and reproduced in and through the school library.”7 Student patterns of information seeking and use remain substantially unchanged during high school, according to studies.8 Differences in students’ experience of information seeking and use influenced both how they searched for, and used, information and what they learned about content.9 This searching pattern of students has been studied at all levels of education and the pattern continues through higher education. Several studies indicate that...
college and university students approach research in ways that do not differ substantially from those of high school students. However, research studies suggest that serendipity, in addition to intentional information seeking, is widely experienced among PhD researchers, especially interdisciplinary academic researchers, and “the value of this phenomenon to an individual or an organization can be equated with the impact of serendipitous breakthroughs in science and medicine.”

Traditionally library research took place in a print environment, but now takes place also in an electronic environment, using computers and the Internet at all levels of education. “There are few indications that new technology, in itself, supports students’ learning or enhancement of knowledge.” Older learners familiar with finding information in a print environment may favor books and print articles, whereas younger learners who are digital natives, born in the digital age and comfortable with digital technology from an early age, may prefer the Internet and be uncomfortable and less familiar with print research. The truth of the matter is “a variety of techniques can be used to find information, that each have advantages and disadvantages, and that no one of them can be counted on to do the entire job of in-depth research. What is required is usually a mixture of approaches so that the various trade-offs can balance and compensate for each other.”

The most efficient way to do library research is to match your retrieval technique to the library’s storage technique, for in this way you will be exploiting the internal structure of the system...While most researchers have had, at one time or another, experiences of serendipitous discovery in a library, many of them regard such experiences as more due to luck than to the system. But it actually is the system that is working in such cases -- and if you are aware of this, you can exploit that system consciously and deliberately rather than haphazardly...The word “serendipity” is misleading because in its normal sense it does not imply the existence of the highly structured categorization of materials that lies behind its use in a library context. One of the major advantages of a classified arrangement of materials...is that it enables you to simply recognize relevant works that you could not specify in advance. The segregation of books into defined categories also enables you to see whatever words you spot within the boundaries of the given subject concept. Such allows for—indeed positively encourages and enables—discovery by serendipity or recognition. The value of such discovery may be incalculable for any given search.

This value lies in how serendipity works. “There are not only the circumstances of serendipity, but also the mind that is bringing them together...It is not the observation or bit of information per se that makes knowledge, but the mind that sees the significance and makes the connection.” It is common practice in the sciences for researchers to prepare their minds to be open and questioning, a mindset necessary for serendipitous discovery. In the quest for discovery, scientists commonly employ conventional scientific methods in a dynamic interplay with fortuitous chance, cultivating an aptitude for the recognition of serendipity. This preparation of mind that allows subsequent recognition of the serendipitous when it is encountered, is the genesis of creativity. “In science serendipity is an essential tool to aid the process of discovery.” Foster and Ford suggest the importance of serendipity across disciplines for its role in connection building, discovery and creativity.

A relaxed mode of leisurely searching the Internet may encourage serendipity in the digital environment. Serendipitous encounters take place in the context of browsing or searching. In “a digital information space people immerse themselves in the items that interest them, meandering from topic to topic while concurrently recognizing interesting and informative information en route.” Digital resources such as the Internet or databases stimulate curiosity, encouraging exploration so that the user may make opportune discoveries. Whether browsing in an unfocused opportunistic wandering on the Internet, or in the context of deliberately searching for specific information, the internet encourages browsing as a method of selecting relevant information, which in turn opens opportunities for encountering unexpected information. Serendipity occurs in the concurrence in time or space of different ideas or information that stimulates the cognitive processes and elicits a discerning or sagacious response. Sagacity catches the user’s attention and is deeply influenced by the user’s background knowledge, so that if the user’s mind is prepared, an insight may occur. “And so, digital browsing, then not only provides serendipity, but enhances it.”

In assessing the dimensions of a library that may affect possibilities for serendipity to occur, Lennart Björneborn considered the library as an integrative interface comprising information sources, whether human, physical or digital, as an integrated whole of supplementary and supportive parts. “When users move through an information space they may thus change direction and behavior several times as their information needs and interests may develop or get triggered depending on options and affordances encountered on their way through an information space.” In relaxed settings, examination of encountered information may be more likely. People have simultaneous information needs and interests, some of which they may consciously pursue while others may not even be present in their conscious awareness. Often they look for information and alternatives in uncertain ways in a complex information environment, rather than searching for specific terms. While some of those search behaviors may be unproductive, “incidental information acquisition is an outcome, a moment of successful retrieval, while browsing” or may be “encountered through purposeful searching about another topic.”

If useful information is encountered in serendipitous discovery or incidental acquisition, a person has a choice to pursue it, or not, and the urge to follow up on it may be suppressed. Some researchers do not wish to be distracted from the focus of their research, while others are more open to such revelations. Humans consciously and unconsciously choose which messages to react to, process and ultimately store. Incidental information acquisition must be recognized to be truly serendipitous. The more emotions an experience triggers, the more likely a person is to notice it. Mood may also influence if a person is willing to maximize the value...
from a serendipitous connection, or not. Interdisciplinary researchers commented that they “were more willing to exploit connections when they were in a good mood and feeling relaxed and unwilling when they were in a bad mood, stressed, tired or time-pressured.”24 “In the process of incidental discovery, attention switches from the task in which the individual currently is involved towards examination of the serendipitously retrieved…This brings the latent information need to the surface, while the foreground problem pulls back.”25 This switch in users’ attention, interrupts the original search to examine the encountered information, captures any useful information and returns to the original search related to the foreground problem.26 While experienced advanced researchers accommodate this serendipitous pattern of discovery, students often “tended to refocus or reformulate their original search after an information encounter, rather than continue” examining their search results of the original search.27 Certain psychological aspects may affect a person’s propensity for serendipitous discovery recognition. Temporary feelings of confidence and competence, relaxation and openness contribute to exploration, browsing, and serendipity. Positive emotions, which stabilize the human nervous system neurochemically, enhance creativity, flexibility and cognitive breadth. Stress and negative emotions, reduce flexibility and hinder explorative behavior.28

“A chance encounter occurs at the point in human interaction with an information system when a human makes an accidental and often sagacious discovery...Like the role of serendipity in scientific breakthroughs and discoveries, these chance encounters may lead to an outcome not anticipated at the outset.”29 These encounters are common among researchers, according to the literature, thus PhD students involved in individual research were studied regarding the nature of their serendipitous experience. They experienced it as impactful, productive and beneficial, or as one participant said, “It is like a spark, and certain things change when you think about it further.”30 People vary in their receptivity to opportunistic information encounters. Some people prefer to stay focused on their primary objective and do not easily get distracted by opportunistic information, while some recognize that they occasionally or often bump into information. But some people seem to be prone towards serendipity and anxiously “felt the pressure of the abundance of information waiting to be encountered.”31 These “super-encounterers” find these frequent serendipitous research experiences to be satisfying, further enhancing their browsing activities. “The more that users find useful information by bumping into it while browsing, the more likely they are to pursue these same browsing patterns. This inclination in turn may result in more information-encountering experiences.”32 These unanticipated experiences seemed to shift super encounterers to different dimensions such as time frames, parallel problem and subject areas of their information needs, which they found rewarding. They welcomed more serendipitous information encounters for which previous “most memorable” ones provided positive reinforcement.33

Despite the overwhelming emphasis on digital materials, support for browsing in print collections persists. In this age of proliferating internet resources, the research techniques of general and focused browsing of print collections may get overlooked, but the fact remains that the vast bulk of humanity’s record does not exist in digitized form, nor do digital resources provide conceptual groupings or adequate overviews of all material relevant to a topic.34 The larger principles of browsing in print collections remain necessary to incorporate in thorough or exhaustive research along with digital resources. Serendipity awaits researchers in both print and digital domains. “We are physical beings who like to interact with physical materials and other physical beings in physical spaces...Only in the physical library is it possible for users to have direct face-to-face access to human information resources and tangible access to physical resources. This is an important difference between physical and digital library spaces. The physical library should thus be seen as an indispensable part of the whole library interface.”35

Browsing has not disappeared in the digital environment. It continues to be popular, despite advances in search functionality, because it is a simple and natural way of finding information, requires little training and practice, and is less intellectually demanding than its alternatives. Browsing offers many possibilities, among them looking for inspiration, new ideas, something interesting, and allowing for serendipity to occur. Browsing may lead to serendipitous information discovery precisely because it is likely to lead to the finding of unanticipated material.36 Browsing electronically is somewhat different from browsing in a print environment, for instance web surfing from site to site superficially, but may also be a more in-depth generally unstructured examination of a variety of material. Browsing is a common tactic for image retrieval, for example. “One aspect of browsing is particularly associated with serendipitous or accidental information access; the random, exploratory, passive scanning aspect, which is commonly associated with the use of information to stimulate innovation and creativity.”37

“By appreciating the importance of serendipity, individuals can learn to occasionally ‘expect the unexpected’—and when the unexpected happens, they can be mentally prepared to make an insightful connection and take actions to help maximize their chances of this connection resulting in a valuable outcome.”38 There always has been something serendipitous about research, its progression includes bumping into something that does not immediately seem to be the most promising, and which turns out to be just the right item that ultimately has the greatest impact on the research. Serendipity is manifested when the right person comes into contact with the right ideas under the right circumstances to recognize a connection that results in an insight. That delightful moment is when the person recognizes that there are options that could not have been anticipated or guessed in advance, but are ultimately rewarding. These accidental opportunistic discoveries of information satisfy the human mind’s inquisitiveness and hunger for understanding and wisdom. As a researcher, learning to consciously and deliberately exploit the internal retrieval system of libraries, both print and digital, enables the ability to recognize relevant works that could not have been specified in advance. Preparing one’s mind to recognize, grasp and relish the opportunistic discovery in research encourages and enables serendipity, enriching the research experience and outcomes.39
Notes

35. Björneborn, “Serendipity Dimensions.”
I’ve just returned from the mecca of family vacation destinations: Disneyland. I was hesitant for many years to take my kids. I’d heard about the long lines, and the cranky, wilted princesses throwing tantrums while queued up for the parking shuttles. When I considered the lines at the reference desk and the busy summer reading programs I’d covered in the past, I knew I’d already braved the worst of it. The trip was a breeze with that frame of mind. I can easily say that Disneyland exceeded my expectations, and I learned a few library-related things on my trip.

I learned about crowd control

Every time a sign warned us of a 60 minute wait, we were relieved that we never had to wait that long. There were people to chat with and things to look at so we never felt frustrated. Perhaps Disneyland staff have employed some psychological tactic, but those signs were always pleasantly misleading, which led to happy, smiling families stepping on to Pirates of the Caribbean. Disneyland employees have crowd control figured out, from stroller parking to slotting the perfect number of family members into seats. At the next big program, I’ll remember to keep it moving with a side program like a book display, activity such as pipe cleaner shapes, off the cuff haiku contests or singing fun songs. Perhaps this is the year our Friends group will send me to a class to learn the art of balloon animals.

I learned about pride in your work environment

Everything was clean, including the heavily used restrooms. We all know that public libraries don’t always have this badge of distinction. There are multiple parades a day in Disneyland and they even had snow during the holidays—paper snow. We watched employees tirelessly sweep paper snow out of the bushes at least three times in a four-hour period. When I returned to work, picking up stray golf pencils or check out receipts from the floor seemed like the easier job.

I learned about calm and poise in the face of crankiness or pending disaster

During a princess-themed lunch, my daughter had the opportunity to meet Ariel, Belle, Snow White and Sleeping Beauty. I was tired of taking photos so I handed the camera over to my husband. When the camera jammed up, a curse word escaped his lips. My son and I gasped. He swore in front of a princess! But to her regal credit, the smile on her princess face never wavered, and she waited for the picture. I resolve to try that steely princess fortitude during my next interaction with an unhappy patron or overflowing toilet. I may or may not wear a tiara.

I learned that the rest of the world still values libraries

While waiting in lines for the more popular rides, I’d strike up conversations with the people in line. Often after they learned I was a librarian, they asked for book recommendations and told me how often they visited their libraries. One woman plugged titles into her phone as quickly as I could rattle them off, then asked if I had restaurant recommendations. Another man asked me about downloading eBooks. Even though the field of librarianship acknowledges the constant shifting and absorption of social and technology needs, my title of librarian is still clearly defined to the general public and people had no problem asking me if I knew where the bathroom was, if I thought Harry Potter was appropriate for their child or what the next great read would be. I was not asked to un-jam a printer at this time, but I would have been happy to help. In the most unexpected place, a place known for magic and the power of story, I learned again that books and libraries are still a valued treasure. Airfare wasn’t cheap, but that lesson was worth every penny.
Chelan, WA—approximately three hours east of Seattle—has become the favored venue for the twenty-second annual WALE (Washington Library Employees) conference. At first thought, Chelan may seem an unexpected destination, far from any metropolis. However, the central location makes the conference more accessible since it draws attendees from all over the state. The beautiful setting, friendly staff at Campbell’s Resort, and scenic drive (for many) are all added bonuses. Looking ahead, the 2014 WALE Conference will be held on October 27 through 29. Looking back, here is a recap from 2013 first time attendee, Mary Fran Ryan, a circulation clerk at the Jefferson County Library in Port Hadlock. —Beth Bermani, Youth Services Supervisor at Mount Vernon City Library.

The 2013 WALE Conference Committee did a wonderful job organizing the event, offering terrific seminars on many library-related subjects and special guest speakers. We were gifted with a superb presentation by New York Times best-selling author Robert Dugon on the influence of libraries and books on his life and writing. Gene Ambaum, author of the humorous Unshelved comic strip, showed us how to enjoy even the most difficult customer service interactions, with the right attitude. The final guest speaker was John C. Hughes, the chief historian of the Washington Office of the Secretary of State, a genealogist, past newspaper man, Timberline Library trustee and author of various biographies, as well as contributor to several Northwest history books. Hughes shared stories, encouraging us to seize the moments and opportunities we have to learn from our elders. He suggested also collecting the oral histories that help us to better understand and learn from our past.

Lynne King, an instructor at Highline Community College, conducted my first seminar at WALE. “Cataloging for the Rest of the Staff” was aimed at breaking down any language barrier between catalogers and the rest of the staff. King pointed out that everyone who works in the library has the same goal: to help people find what they want. Exerting an effort to understand each other’s work allows us all to do our jobs better. King gave us a brief outline of possible problem areas as well as a glossary of terms and their meanings to share with other staff. As library employees, we are a big group of people learning together and helping each other, as we help the public. King’s enthusiastic, positive attitude was infectious.

“Why Digital Literacy?” was an interactive session that allowed us to use our computers to explore the many online resources available in Washington State as well as major national programs. Jennifer Fenton, from the Washington State Library, demonstrated how to find resources online, both for the library staff and for patrons to use themselves. The wealth of information collected will be invaluable for staff as well as the public, starting with classes that teach the very basic computer skills (how to turn it on and use the mouse) and on to accessibility issues, online safety, tech tips, and more advanced computing skills.

Another class offered more detail about “Microsoft IT Academy: An Introduction.” This library online program, available in Washington State, offers courses in digital literacy and e-learning to patrons and library staff. It also offers lesson plans, e-reference, Microsoft Official Academic Course (MOAC) and various certifications for library staff. The learning is all free for the patrons and staff, but the certification has a fee. At least fifty percent of businesses require their employees to have some technical skill, according to the co-presenters from Washington State Library and Microsoft, and this course can train patrons for that workforce. Even without the certification, the knowledge gained is significant. Microsoft IT Academy is available to anyone, but they must get an enrollment key from their library. This is a relatively new program, previously launched in Hawaii and only recently offered in Washington State.

Mary Fran Ryan is a circulation clerk at Port Hadlock’s Jefferson County Library.

Continued on page 21
Landing a Volunteer Gig at the Seattle Municipal Archives:
Accessing the Past Gives a Glimpse of the Future

by Jesten Ray

I have had a large number of jobs in my lifetime, only one career. Many decide to become a librarian as their second career. For me, it’s my first.

After I graduated in 2006 with my Master of Library Science degree, I moved to the Pacific Northwest, and was hired by the Seattle Public Library as a teen services librarian. After six years as a teen services librarian, I explored returning to school to become an archivist or cataloger. I love the work that I do, but I also know I likely will not want to work in a public library my entire life.

In graduate school I took classes on coding, technology, management, information architecture, research and grant writing, cataloging, children and teen literature, etc. The type of library in which I would be working after graduate school was an unknown at that time so I learned as much as possible in every area I could, acquiring as broad of an education as possible. My favorite classes were cataloging and information architecture.

When I began looking into possible volunteer jobs here in Seattle, I specifically searched for organizations with volunteer positions that involved cataloging or archives in some nature. Eventually I was fortunate enough to land a volunteer job with the Seattle Municipal Archives, located on the third floor of Seattle’s City Hall in downtown. The Mayor, City Council, City Attorney and many other offices are located in City Hall. The Municipal Archives holdings document the history and activities of the agencies and elected officials of the City of Seattle.

To be honest I knew very little about the Seattle Municipal Archives before I started. My first day, I got a badge, a manila folder for notes and a tour. My first task was to go through folders of council committee meetings, look for duplicate documents and summarize the contents of the folder. In summarizing, I was looking for any major topics that would be of interest to someone doing research or who might be looking for a specific topic. The folders all end up being organized into archive boxes and labeled for quick access physically and linked with an electronic record.

I did some cataloging for the research library and textual records, but it was very basic. The archives did not and probably still do not put anything into OCLC WorldCat so the cataloging is not in-depth, but does cover the basics such as: title, author, publisher and date of publication, size of item, illustrations, subjects, and location in the archive research library.

The archives have more than 110,000 photographs that are indexed. There are still some negatives, however, that are not indexed or online.

Jesten Ray is the teen services librarian at Seattle Public Library’s Magnolia branch. Thanks to Seattle Municipal Archives for the photos in this story and on the cover.

Continued on page 20
but in archival binders. My task was to go through the binders, record the file number associated with each page of negatives, and record the description and what was captured on the negatives. Then I looked at the photo index online to see if the negatives were in the index and if they were, recorded the item number. I also added subjects that were related to the sheet of negatives in front of me using the Seattle City Clerk Thesaurus. I looked at thousands of photographs, some of which were mundane and others very intriguing. I saw pictures of Seattle’s past and present, and some of my favorite pictures were of dams and the Skagit area. I didn’t finish that project before I left, but I did learn a good deal about Seattle, our city government, city services, the state and more.

I learned to use archivist toolkit and several other programs that I have quickly forgotten.

My volunteer time with the Seattle Municipal Archives lasted just over a year. Like the Seattle Public Library, it has a limited budget and limited staff. The Seattle Municipal Archives relies on volunteers to help them out, and then the volunteer benefits by getting experience and learning new skills or information.

In the end, the archives are a wealth of information. I can point patrons to specific resources at the archives I would not have known about previously. I am a volunteer coordinator and have been for many years. Being a volunteer at the archives gave me an opportunity to look at volunteering from the perspective of the volunteer. In turn, I changed the way I train volunteers and believe I am now a better coordinator for it.

I truly had a wonderful experience and am thankful for the opportunity City Archivist Scott Cline gave me. Through my volunteer work at the city archives, my main objective was to learn whether I still liked cataloging. I do. I am still interested in it. I hope my career as a librarian allows me the flexibility to grow and pursue other areas in the library realm. 

---

Former Seattle Mayor Norm Rice and Barack Obama, circa 2008.


Crowds at Second and Pike for veterans returning from Korea, 1951.

Seattle Mariners outfielder Jay Buhner, If All of Seattle Read the Same Book campaign, September 10, 1999.
The WALE Conference is an annual gathering of library employees, brought together for camaraderie, encouragement, education, motivation, and inspiration. I feel honored, delighted and grateful that I was able to attend.


Woman with tent and dog, 1913.

Working the 2014 Registration Desk: Past WALE Chair Theresa Barnaby, Conference Chair and new WALE Chair Daurice Siller, and Danielle Marcy, Facilities Coordinator.

Collaborating at the WALE conference.

Bingo Walk Coordinators: Anne Brangwin & Angela Morris.
One of the best decisions I made during my time at the University of Washington Information School was to sign up for a study-abroad program in Ghana in August of 2012. As someone new to researching and working with libraries in general, I thought this would be a once-in-a-lifetime opportunity to do some hands-on research and to learn about another culture and its information needs. I went to Africa to learn and create a research proposal. I ended up leaving with a better understanding of the traditional library and how researching information needs in foreign countries can inform outreach programs and new ways that libraries can reach their patrons. After travelling to Ghana, I realized that studying abroad should be mandatory—or at least cross-state work—so that students can get a better understanding of how people outside of their own communities access information.

What the heck is an ICT and who are these people I’m stuck with?

Before I went to Africa, I had only recently started working in a library. I worked the circulation desk and performed the types of tasks a person at a circulation desk might be familiar with: emptying the book drop, light readers advisory, and helping patrons use the computers. I had never participated in any extensive research work outside of helping a patron find a book. My research proposal project in Ghana would be my first exposure to graduate level research work in a place that was a 20-hour flight away. I was terrified, apprehensive, and unsure, but at the same time incredibly excited.

Going to Ghana by itself was going to be an adventure, but the mix of people in my program proved to be just as important to the overall experience. Before my trip, I interacted with my professors and students in an online environment. Now, I would be on a plane with them, eat with them and work with them in person. The students in the study-abroad program were also a mix of graduate, undergraduate, iSchool degree seekers and students not with the iSchool at all. I would be working with people I had never met, and we would see each other every day. This heterogeneous mix of people and skillsets helped me see a variety of viewpoints that I might have overlooked if I had stuck to an entirely online learning experience.

The focus of the research would be information and communication technologies (ICTs) in developing countries. Our study abroad group conducted exploratory fieldwork, designed research topics, and, after compiling fieldwork and literature reviews, put together a research proposal draft. My research team decided on the research topic “On-the-job usage of mobile phones by agricultural workers in Ghana.” This topic was certainly not what I thought I’d be researching when I left Portland, Oregon on a flight to Accra, Ghana, but then again, I have found that thinking you can pre-plan experiences in another country or community is often a mistake (that I keep making).

Research Work

I learned rather quickly that on-the-ground research was difficult. I felt like a reporter from a newspaper that no one had heard of; wandering around and bothering people with questions. Part of making me less of a stranger to Ghana involved taking language classes in the local dialects. What a difference it made to people when you started a conversation using their language. I never approached anything resembling proficiency, but the attempt to open a discussion with the native dialect could often bring people into a conversation more readily. I kept thinking about the Integrated Library Systems (ILS) that I was familiar with and their level of non-English language support. Are there ways we can improve on the initial access points within a catalog? The first thing patrons are usually greeted with is an English OPAC screen. Being the newcomer in Ghana gave me an appreciation for how easy native English speakers have it when they enter a library almost anywhere in America.

These kids were excited to take a break from school.
Shot near Tanyigbe, Ghana.

Being physically present in Ghana also helped me observe the ways information gets delivered. For example, I never would have known how much Ghanaians rely on mobile phones to access information had I not come to Ghana. I came in with the idea that there would be computer terminals in the libraries. Because of frequent power outages,
Continued from previous page

a mobile phone with its portable, uninterruptable power supply makes perfect sense. We can have preconceived notions of how communities use technology and resources, but being physically present can be an eye-opening experience.

Information Needs as a Stranger

When travelling to another country, it’s common to experience a host of information needs just being in an unfamiliar environment. The supervisors from the iSchool were great resources when I needed to understand the research process and its methodology. Outside of the classroom activities, I also gained a tremendous sense of the country’s culture and customs from Terry Akyea and Emmanuel Graham, our local area contacts and ambassadors. Akyea and Graham were instrumental in guiding us through situations and taking us to parts of the capital and surrounding cities. As strangers in Ghana, much of their help came in orienting the iSchool students to the rhythm of the country. Terry and Emmanuel would show us how Ghanaians did things, but would not tell us to “to this” or “do that.” They would answer our questions in a non-pedantic, casual way that encouraged us to keep asking questions, even seemingly stupid ones.

In a way, aren’t new librarians trying to orient themselves to a new country? I know that my first few days working in a library felt similar to stepping off the plane in Ghana. I was completely confused and clearly out of my element. Finding your local area expert or mentor helps fresh librarians adjust and feel more confident in their positions. The WLA (Washington Library Association) and its Student Interest Group (SIG) are a superb place to start for students looking to make a less rocky transition. Also, the Oregon Library Association (OLA) launched a mentorship program in specialized areas could be incredibly rewarding for a student who has specific interests and is not sure where to turn.

Takeaways

Going abroad will embolden you. It will also allow you to see perspectives other than the one in your pocket of the United States. During my time in Ghana, I thought about two things apart from my research: Libraries need to focus on internalization support for library technology and actively encourage mentorship programs. It is important to understand your community to better serve its information needs, and I’d love us, as information professionals, to take some “study-abroad” field trips within our communities to get a clearer overall picture of the community.
Solinus Society 2014: Call for Papers
by Kirsten Edwards

Are you a professional librarian? Library staffer? Regular volunteer? The guy who fixes the copy machine and mooches cookies from the break room? If you’re attending the 2014 Washington State Library Conference in Wenatchee the Society Gaius Julius Solinus v. Washingtonius would like you to consider sharing your insights. Especially you, Copy Repair Guy, because we bet you hear all the best gossip.

Throughout the previous year, you’ve enjoyed the best and the worst that the public sector, academic politics, bewildered patrons, economic chaos, bureaucratic blinders, and your own, “Hey, it seemed like a good idea at the time” innovations can bring to the library profession.

Our Journal of Irreproducible Results for the library community has had a long and illustrious history of combining the best and brightest minds in the library profession with the ability to stand up and sing folk songs about cataloging, signage, and customer service. (You think I’m making this up, don’t you?)

The 2014 Society Gaius Julius Solinus v. Washingtonius will be meeting at this year’s Washington State Library conference in Wenatchee on Wednesday, April 30th at 8:45pm. The meeting will last until 10 pm, until the bars close: whichever comes first. Our Journal of Irreproducible Results for the library community has had a long and illustrious history of combining the best and brightest minds in the library profession with the ability to stand up and sing folk songs about cataloging, signage, and customer service. (You think I’m making this up, don’t you?)

So please join your fellow librarians, library staff members, and appliance repair technicians in submitting papers to share at the annual meeting of the Society Gaius Julius Solinus v. Washingtonius. You, your designated representative, or your other-dimensional alter ego may present. Format is not a problem: We accept academic, footnoted research (because these are often the funniest), as well as folk songs, power-point slides (“Why Librarians Drink”), game shows (“Library Jeopardy”), Broadway musicals (“The H.M.S. Rights for All”), and sock puppets. (Nothing yet, but we live in hope).

Due to the prestigious nature of the event, requests-to-present made any later than 8:44 pm on Wednesday, April 30th, will not be accepted. Unless you bring the president a beer.

Thank you.
Spring into Action - Let Your Ideas Bloom

WLA Conference 2014

Meet & Greet
Speakers
Exhibitors
Awards
Education

Wenatchee Convention Center
April 30 - May 2
At the Whitworth University library in Spokane, librarians Janet Hauck and Amy Rice received a $2,500 grant from the American Library Association to host the traveling exhibit “Changing America.” The Whitworth University art department and library together have received a $13,207 grant from the McMillen Foundation to host workshops and lectures on the topics of book art and artists’ books. The University of Oregon School of Architecture and Allied Arts recently wrote about Interim Associate Director of the Library Amanda Clark’s co-authored book published in 2013.

Bellevue College is the recipient of an iPad Tablet Training Lab grant through the Washington State Library. The ten iPads are used by library staff for instruction, reference, and outreach. The college was also granted funding for a temporary, full-time librarian position for the 2013-2014 academic year to expressly work with the baccalaureate programs. Bellevue currently offers five baccalaureate programs, with more waiting for approval.

Whatcom County Library System (WCLS) announces the grand opening of the new South Whatcom Library. In the community of Sudden Valley on Lake Whatcom, the branch was built inside a horse barn by the Friends of the Sudden Valley Library. This is the tenth branch library for WCLS and the fourth provided directly by its local Friends groups. The 6,500 square foot South Whatcom Library opened March 11 and includes forty-three open hours per week, Monday through Saturday, replacing a five-hour-a-week bookmobile stop.

On February 2, 2014, the Friends of Sudden Valley Library handed over the keys to the new library built completely by volunteers to Whatcom County Library System. The library opened March 11.

Continued on next page
Asotin County Library recently acquired a bike rack/metal sculpture combo thanks to the Clarkston High School metal arts class. The class created the colorful piece under the direction of teacher Brian Frazier: “It was a great experience for the kids to design, create and see the project installed. It was neat to see their sense of pride.”

The metal arts class is now working on another sculpture to install at the branch in Clarkston Heights. This new piece of public art and the partnership with the high school have been enthusiastically embraced by those in the community and library.

Pierce County Library System recently won the Paul G. Allen Creative Leadership Award for a collaborative and resourceful decision-making process. In the face of system-wide budget cuts, a team of collection management librarians and customer experience managers worked together to build and maintain a vibrant, useful and customer-focused collection of books, movies and resources that supports the community’s reading, listening and viewing experience. The award recognizes nonprofit organizations that demonstrate excellence, embrace innovative approaches and have measurable, meaningful impact in their communities. The library is one of two recipients of the award which comes with a $50,000 cash prize.

Paige Bentley-Flannery, Deschutes Public Library community/children’s librarian, will lead an all-day CAYAS workshop introducing new ways to bring art and poetry into library programming with children and teens. Bentley-Flannery’s “Meet Art and Verse: An Introduction to Amazing Artists and Poetry Play” will be held May 9 and May 16. Bentley-Flannery will provide books, colorful paper, and art resources.

The May 9 workshop, at Ellensburg’s Hal Holmes Community Center, and the May 16 session, in Issaquah at the King County Library Service Center, will both run 10-4 and include lunch. Registration details are now available on the WLA website.

North Seattle Community College Library is among 473 organizations selected by the National Endowment for the Humanities and the Gilder Lehrman Institute of American History to present Created Equal: America’s Civil Rights Struggle, a film and discussion program about changing meanings of freedom and equality in U.S. history. Grounded in humanities scholarship, the program tells a remarkable story about the historical contexts in which Americans have understood and struggled with ideas of freedom, equality, and citizenship. Previously, NSCC received the NEH Muslim Journeys grant. NSCC librarian Zola Mumford will organize this free public program series through 2016.
A few years ago Whatcom County Library System (WCLS) initiated a project to transform the library into more of a learning organization, an organization where each staff person is motivated to take responsibility for learning.

The WCLS Learning Organization Committee developed four cornerstones to promote: Be Curious, Communicate, Connect, and Be the Change. The committee selected Be Curious as its first year focus. As part of this initiative, our goals were to foster self-directed learning and to create more learning opportunities for staff to enable them to better serve their communities. Thinking about strategic planning for the future, we also looked at what other libraries were doing to foster staff learning.

According to Daniel Pink, author of *Drive: the Surprising Truth About What Motivates Us*, adults today are motivated by autonomy, mastery, and purpose. We want to be independent and self-sufficient. We want to learn and create, to master the skills and knowledge we need to do our jobs well. We need to be doing something to make our communities and ourselves better. His observations about motivation are reflected in the way we’ve tried to foster self-directed learning.

The first activity was a Be Curious card, which staff could “spend” on learning anything they chose that was library related. Every staff member was offered one hour per quarter (from their regular hours) that is “protected” from interruption. Staff must discuss with their supervisor what they want to “study” and how to schedule the time. Many have chosen this time to learn more about a tool they are already using such as software programs, the library’s electronic resources, or the various downloadable collections. Others have viewed webinars or TED talks, helped with or presented a library program, or learned a new tool or software. An IT department worker was invited to a branch staff meeting for a Q&A session. All the pages from another branch toured the technical services department to see how materials are selected, cataloged, and processed.

This year the committee chose to expand the Be Curious card to incorporate a second cornerstone: Connect. Staff is encouraged to use the Be Curious and Connect card to visit another branch or department or even another library. Or staff can choose to job-shadow another staff person or teach a library skill to other staff. Organized learning opportunities may include tours of the support services department, WCLS’s newest branch which just opened March 11, and another public or academic library in the area.

We also developed guided learning checklists to assist staff in learning about new software and new services the library would be offering such as a new version of Microsoft Windows, a new downloadable collection, or the library’s new mobile app. For example, one checklist for Freading, the new downloadable eBooks service, includes questions about searching such as “what genres are included?” A checklist can include questions to help the learner review the FAQs such as “how does the token system work?” There are also talking points to help explain the benefits of Freading and any limitations of the service. Employees go through the checklist at their own pace, then sign and date it and turn it in to their supervisors to let them know they’ve reviewed the new technology or service.

Assessment of staff learning has been done informally by supervisors who are already responsible for working with their staff to develop learning goals. Feedback from them has been quite positive. Responsibility for training staff on the latest technology update or new library resource has shifted to scheduling time for staff to teach themselves. Staff response has also been positive. They have a clearer understanding of their responsibilities, a vision of being skilled and knowledgeable in their positions, and access to a variety of resources for learning.

Now, on to encouraging everyone to develop their own learning plans!

Notes


Jeanne Fondrie holds her Be Curious card.
A Taxonomy of Children’s Cries

by Cameron Johnson

Young children are our new generation of readers, the shoots from which our bountiful fields grow. Young children have many positive traits, as we all know. But they are emotional beings, so naturally they occasionally erupt with displeasure of various types.

Children instinctively know that their cries set adult teeth on edge; this evolutionary function permits the otherwise invisible child to attract adult attention, that its needs be met. Children also know when they have a captive audience, as when their parent has an Internet appointment. And young children’s innately artistic natures lend themselves to transcendent vocal creations.

Sitting as I do at the reference desk, an area just adjacent to the public Internet terminals, I hear a lot of children’s cries. The following is my attempt to classify these vocalizations.

Bawling—Ragged and soulful crying, punctuated by silent gasps to gain strength. Recalls the sound of a scroll saw blade drawn against the edge of a piece of quarter-inch plywood. Fortunately, no child can keep this up for long. May transition into Blubbering.

Blubbering—Repeated deep cries, accompanied by hoarse tone, nasal discharge, and facial contortions. Occasionally accompanied by words, proto-words, or lallations. May dissolve into Whimpering or Mewling.

Mewling/puling/caterwauling—Low-volume Wailing notable in its nasality. Of long duration, but becomes desultory with time, after which it may transition to Whimpering.

Screaming—Similar to a Yelling, though less coherent. Delivered at maximum volume.

Shrieking or screeching—Incoherent, high-pitched, gravelly vocalization, emitted without reserve. Most often heard in horror films, it’s a staple of mothers as well. Audible at two hundred feet, even through Seahawk crowd noise.

Sobbing—To emit irregular, ragged cries while breathing either in or out. May be accompanied by Sniveling.

“Whining—A sing-song litany of complaints, often accompanied by Blubbering, Sobbing, and clawing behavior.”

Squawking—Episodic Squalling, as in the scolding call of Corvus caurinus.

Squalling—A ragged vibrato, not unlike the final, climactic note of the naval bosun’s call for “secure from underway replenishment.” Often comes in bursts, punctuated by Yelling and Screaming.

Wailing/howling—Siren-like vocalizations made up of prolonged, high-pitched sounds, alternating in pitch and timbre. The sirens of 1950’s emergency vehicles were actually modeled after this vocalization.

Whimpering—Low-pitched, muffled sounds of complaint or distress. Easy to ignore. As good as it gets.

Whining—A sing-song litany of complaints, often accompanied by Blubbering, Sobbing, and clawing behavior.

Yelling—Hoarse, insistent, distorted-but-coherent words, emitted at high volume, accompanied by red (or white) face and clenched hands. Often employed by alpha-toddlers, accompanied with demands for immediate redress. As children grow into alpha-adults, may develop into the more sonorous bellowing.

Sniveling—To draw air wetly in and out of constricted nasal passages, accompanied by incoherent words, hoarse squeaking and Sobbing. Related to Blubbering, though more calculated.

Cameron Johnson is a reference librarian and impresario for the Everett Public Library.

Continued on page 31
Bigfoot Sightings at the Library!
by David Wright

Sasquatch hunters have been chasing their quarry all around the Northwest for decades now, from the rainforests of coastal BC to the legendary valleys around Mount St. Helens to the canyons and creek beds of the Siskyous. If they’d only asked their local librarian, we could have saved them so much time. We know exactly where Bigfoot is: 001.944.

Unconvinced? Even the dubious can enjoy some of the titles you’ll find at this charmingly kooky Dewey Decimal range, wedged between ‘UFOs’ and ‘Hoaxes.’ Journalist Michael McLeod’s *Anatomy of a Beast: Obsession and Myth on the Trail of Bigfoot* offers a fascinating glimpse past the hype and pseudo-science of the Bigfoot phenomenon and into the lives and motivations of the men who kicked off the craze, and the minds of those who believe there is something out there, or who fondly wish they could. Out of a wealth of interviews and field research, a picture emerges from the rain and mist of an enigmatic creature, proud, playful, given to dreams and stratagems and drawn toward mystery and wonder for reasons we may never fully understand. We have all seen that curious hominid: she is us.

Are you a true believer? In that case let me suggest *The Sasquatch People and Their Interdimensional Connection*, in which author Kewaunee Lapseritis further develops the revolutionary theories of his previous *The Psychic Sasquatch and their UFO Connection*, a groundbreaking work which pretty much silenced the skeptics’ annoying demands for so-called “scientific evidence” by revealing the Sasquatch People to be physical manifestations of an ancient race of highly evolved interdimensional beings of light from beyond earth. They’re not missing links: they’re the original recipe! For those of you out there who have had personal encounters with Bigfoot, Kewaunee’s book is sure to put the whole experience into a bold new glowing beam of shimmering light. And for you few remaining narrow-minded naysayers out there who are inclined to dismiss such books as flimflam from the lunatic fringe, Lapseritis’ book is a blast!

The most memorable Bigfoot encounters happen when we least expect them, which is why I prefer to happen upon our hirsute friends in the fiction section. I don’t mean in such obvious and crass roles as the ravening bogeymen of such sensationalistic sasquatch potboilers as Frank Peretti’s *Monster* or Matthew Hansen’s *Shadowkiller*. How much more uncanny when the gentle giants’ looming forms suddenly resolve out of the sober shadows of literary fiction, as they do in Molly Gloss’s beguiling historical novel *Wild Life*, concern-
“...David Rain Wallace’s beautiful *The Klamath Knot: Explorations of Myth and Evolution* does justice to the authentic mystery and longing of our sasquatch obsession.”

Yes, I have had false alarms. I was very excited about what seemed to be a Bigfoot staring out at me from the cover of Trinie Dalton’s offbeat story collection *Wide Eyed*. This turned out to be Chewbacca, however. As you will recall from *In Me Own Words: The Autobiography of Bigfoot* (Graham Roumieu, editor): “I am not Chewbacca. Me think Chewbacca jerk. ... He phoney loser with no class. He all messed up on crack me think. People think me Chewbacca sometimes. No! Me have job.”

Bigfoot often appears in fiction more as catalyst than character. In William Giraldi’s riotously funny *Busy Monsters*, Charles Homar seeks to remedy his sense of emasculation after being dumped by his giant squid-hunting girlfriend by setting out to bag a Bigfoot, which having failed to do he turns to UFO spotting, bodybuilding and prostitutes. He could have learned from the example of Krig Krigstadt from Jonathan Evison’s sweeping historical fantasia *West of Here*: “...really, what did he expect? As far as Krig knew, no woman in the history of the world had ever looked into a guy’s eyes and said, “You had me at Bigfoot.” But wasn’t that the foot he always got off on?” If only either of these guys could meet someone like the title character of Paul Doyle’s obscure gem *Nioka, Bride of Bigfoot*, a free-spirited seeker who enters the forest and is entered in turn by its spirits and denizens, including not only Bigfoot, but D.B. Cooper as well!

If Doyle’s mossy freak show is the perfect expression of the gonzo aspects of Bigfootsology, David Rain Wallace’s beautiful *The Klamath Knot: Explorations of Myth and Evolution* does justice to the authentic mystery and longing of our sasquatch obsession. Wallace explores the physical beauty and metaphysical profundities of that remote corner of the wilderness known to most of the world as the backdrop for Roger Patterson’s famous 1967 footage of a female Bigfoot. Her backward glance as she strides into the shadows has proven a come hither look for so many of the true believers and bemused enthusiasts who still seek for Bigfoot in the wilds of Washington, and amidst the secret corners of our silent stacks.
**WLA Thanks Our Institutional & Business Members**

### Business Members
- Orbis Cascade Alliance
- WA State Library Friends

### Friend of the Library-Group
- Friends of Aberdeen Library
- Friends of the Roslyn Library
- Friends of the Mill Creek Library
- Friends of the Aberdeen Timberland Library

### Institutional Members
- **Asotin County Library**
- **Bellingham Public Library**
- **Big Bend CC Library**
- **Burlington Public Library**
- **City of Richland - Library**
- **Clark College Library**
- **Clover Park Technical College Library**
- **Columbia County Rural Library Dist**
- **Eastern Washington University Libraries**
- **Ellensburg Public Library**
- **Everett Public Library**
- **Foley Ctr. Library Gonzaga University**
- **Fort Vancouver Regional Library District**
- **Grandview Library**
- **Highline Community College Library**
- **James Brooks Library, Central WA University**
- **Jefferson County Library**
- **King County Library System**
- **Kitsap Regional Library**
- **La Conner Regional Library District**
- **Liberty Lake Municipal Library**
- **Libraries of Stevens County**
- **Longview Public Library**
- **Lopez Island Library**
- **Mount Vernon Public Library**
- **Neill Public Library**
- **North Olympic Library System**
- **Orcas Island Library District**
- **Pierce County Library System**
- **Ritzville Library District #2**
- **San Juan Island Library**
- **Seattle Public Library**
- **Sedro-Woolley Public Library**
- **Skagit Valley College/Norwood**
- **Sno-Isle Libraries**
- **Spokane County Library District**
- **Spokane Public Library**
- **Timberland Regional Library**
- **University of Washington Libraries**
- **Upper Skagit Library**
- **Walla Walla Community College Library**
- **Washington State Library**
- **Whatcom County Library System**
- **Whitman County Library**
- **Yakima Valley Community College**
- **Yakima Valley Libraries**