PNLA QUARTERLY

A New Season

WLA / PNLA CONFERENCE 2004

August 11-14 • Wenatchee, WA

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volume 69 number 1 (fall 2004)

Business

Papers and Presentations from the PNLA 2004 Annual Conference

News

THE OFFICIAL PUBLICATION OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION

PNLA QUARTERLY

President's Message
JAN ZAUHA

MISSION

The Pacific Northwest Library Association is an organization of people who work in, with, and for libraries. Its mission is to facilitate and encourage communication, networking, and information exchange for the development and support of libraries and librarianship in the Pacific Northwest.

Iam so pleased to be stepping into the Presidency of PNLA. Over the past four years of my involvement on the Board, first as the Montana Representative (1.5 terms) and then as Vice President, this association has tremendously enriched my professional life. At our board meetings and our conferences I am able to mingle with professionals from different types of libraries, moving outside the sometimes insular academic world to gather ideas and information. I always return to my work at Montana State University energized and ready to try something new.

That PNLA serves this purpose for others as well is evident in the level of participation and interest our annual conferences elicit. In Wenatchee this summer we combined forces with the Washington Library Association to attract over 380 registrants in a year that coincided with the Public Library Association's annual conference in Seattle, not six months before. Sandy Carlson, a Past President of PNLA, and her crew of (mostly) Washingtonians, did a fabulous job creating a conference program that appealed to librarians across the region and across all library types. She may have enjoyed the job (as she claims), but we enjoyed the fruits even more. The theme of the conference, "A New Season," set the stage for more than 40 programs and workshops emphasizing the latest developments in information resources and access, technology implementation, public use issues, and funding challenges – topics vital for continued delivery of information and learning services in libraries of all types throughout our region. Steve Hanamura's keynote address, "Understanding the Dynamics of Generational Differences," helped us witness these differences first hand and launched us on a conference of discovery.

And now we have the first PNLA Leadership Institute to look forward to October 24-29 in Federal Way, WA. I'm gearing up to attend the Institute as one of the mentors, and I have foremost in my mind the pleasure that working with this organization consistently gives me and the dimension it adds to my work. This is one of the gifts I hope to pass on to our Institute participants – that our work can be a joy if we make opportunities to connect with the best people and the newest ideas. PNLA certainly provides these opportunities for me, for which I thank you all. ■

From the Editor
MARY K. BOLIN

It was great to be back in the Northwest in August. The joint PNLA-WLA annual conference was excellent, full of variety and new ideas. I was happy to see old friends and to enjoy the beautiful setting. This issue features papers and presentations from the conference. It is just a sample of some of the things our colleagues had to share. Next year's conference will be in Sitka. This issue has some information about the Sitka conference. See you there! ■

Call For Submissions

All contributors are required to include a short, 100-word biography and mailing address with their submissions. Each contributor receives a complimentary copy of the issue in which his/her article appears.

Submit feature articles of 1,000-6,000 words on any topic in librarianship or a related field.

We are always looking for short, 400-500 word descriptions of great ideas in libraries. If you have a new project or innovative way of delivering service that you think others might learn from, please submit it.

Winter 2005 Issue (Deadline December 1, 2004):
Spring 2005 Issue (Deadline March 1, 2005):

There are no themes for these issues. Please submit any articles or items of interest.

Please email submissions to mbolin2@unl.edu in rtf or doc format.

Submission Guidelines

Format
Please submit all documents as either a .doc or an .rtf

Font style
PNLA Quarterly publishes in the Verdana font, size 8.

Spacing and punctuation:

- Please use a single space after a period.
- Please use full double dashes (i.e., "–" not "--")
- Please place punctuation within the quotation marks.
- Please omit http:// when quoting Web site addresses
- Please place titles within text in italics (not underlined).

- Please do not capitalize nouns such as "librarian" unless the word is included in a title.

Spelling
Web site, Internet, email, ILL; please use the spelling conventions of your country.

Citation Style
Please use whatever style you wish, as long as it is used consistently.

Additional Information
Please submit a 100-word biography and postal address with article.

How Do I Expand My Library's Potential? With a Little HELP From My Friends!

LAURIE FRANCIS AND
LESLIE TWITCHELL

**"Help, I need somebody. Help, not just anybody,
Help, you know I need someone, help."**

Do these words, penned by John Lennon, express your frustration when it's time to hire and train young adult library aids? Our objective is to provide hiring and training ideas and resources for teen library assistants[1] that will have a positive impact on your library.

The Public Library as Partners in Youth Development, an initiative sponsored by the DeWitt Wallace Reader's Digest Fund, surveyed youth in ten large cities, asking them what they wanted from libraries (Meyers 1999). The results were not that unusual, but they are interesting because they were so specific.

The youth expressed frustration at the lack of interest and time shown to teens by librarians. Teens offered their suggestions and their time for improving what they saw as serious challenges in services. The most common suggestion was to let the teens help fix the library! They specifically suggested that teens could:

- be trained to organize books
- help patrons find books and use computers
- read to children
- tutor and help with homework
- teach and lead classes and clubs
- serve as translators
- assist with materials selection, program topics, Web site construction, promotion and marketing of library services
- help implement services such as teen library councils and teen reader referrals

Wow! Let's harness this youthful energy!!

Skills

What are the basic skills every young adult library aid needs to know? Shelving (of course), shelf reading, computer skills and good communication skills. Other skills will depend on your library and how your young adult aids are employed. Several libraries and media centers we visited use young adults to help with book processing, delivering equipment to classrooms, circulation tasks, and simple reference work.

We found a written or online student manual or handbook to be a great idea. It acts as a reinforcement of what you have told them, and a reminder of what the aid should be doing. It also sets your criteria or standards in writing and acts as a ready reference for them. It is also helpful to list what duties are theirs and what aren't. At the McKay Library, we don't want our students doing homework or doing personal email during work. On our website, we have included student manuals from our library and a couple of the local high school media centers.

When we first hire a young adult, we work through a printed basic duties checklist. (See a copy of this list on our Web site under "Initial Training." emp.byui.edu/TWITCHELLL/helphome.html) This is mostly because one of us has an extremely short memory, and can't remember what she has covered or needs to cover, but it acts as a good reminder for anyone. It also lets the young employee know what you expect and allows him or her to ask basic questions you may have forgotten to explain, such as "How do your phones work?"

We require all our library aids to the take a Library Research Skills class. Whether the young person is shelving or sitting at the reference desk, patrons will ask questions and he or she needs to be ready and able to help.

Laurie Francis and Leslie Twitchell are reference librarians and student supervisors at the David O. McKay Library at Brigham Young University-Idaho in Rexburg. Laurie has a Master's Degree in Library and Information Management; Leslie is a certified art teacher and media generalist for the state of Idaho. Together they hire, train and supervise 40 to 50 students each year in the Public Service department at their academic library. Laurie can be reached at: francisl@byui.edu. Leslie can be reached at: twitchelll@byui.edu.

[1] The words: teen library assistant, page, young adult, library aid, young person, and student employee will be used interchangeably throughout this article.

Oregon Newspaper Indexing: Transcribing The Oregonian Index, 1850-1987

CHARLES R. HIXSON

Creating an online index to historical newspaper articles provides access to one of the most important primary sources for research. The LSTA-funded Oregon Newspaper Indexing Project at the University of Oregon will offer an extensive online index to The Oregonian (Portland), one of the West Coast's oldest continuously published newspapers. Historians, genealogists, students, educators, business people, legislators, policy makers, legal researchers, and others will be able to search a database for articles dating from 1850 through 1987 by keyword, subject, date range, and author or byline.

Early on, a project Web site <libweb.uoregon.edu/govdocs/indexing/news.html> was established, a discussion list <libweb.uoregon.edu/govdocs/indexing/newsindex-or.html> created, and a survey of newspaper indexes maintained by local libraries in Oregon <libweb.uoregon.edu/govdocs/indexing/statewideindexes.html> was completed with results published online.

A Pastiche Of Formats

The print Oregonian Index has been organized by subject from the beginning, but its existence in a variety of formats raised questions relating to the immediate business of digital conversion. The years from December 1850 to approximately 1929 are covered by three types of bound volumes, which were created by librarians at the University of Oregon employing a variety of subject terms. Some of these (1850-1910) are carbon-copy typescript on folded onionskin folios, and would require entry by typing or hand inscription; other volumes would be mostly scannable by high-speed page scanners, but would require unbinding and rebinding (preferably on acid-free stock); and still others appear in volumes easier to scan, and would not require unbinding.

As with the bound volumes, the card index also presents variations. The years 1930-1974 are covered by a single set of cards, created at the University of Oregon, and using the Reader's Guide to Periodical Literature for its subject vocabulary. The rest of the cards through 1987 come from Multnomah Public Library in Portland, and have a different set of subject terms. They are in four batches, two of which are exclusively obituaries. Many of the subject terms for the card set index at UO (1910-1969) are in red type, which the C-Pen 10® hand-held scanner is unable to pick up, and will therefore have to be typed in; cards from the Multnomah Library set (1975-1979) are often lined, with faded, low-contrast type which also prove extremely difficult to scan with accuracy; whereas the clear, dark lettering from the later Multnomah set (1980-1987) are easily scannable. Obituaries from the 1980s were easily adapted to high-speed scanning, saving hand entry of some 22,000 records. Productivity has been enhanced by the use of the hand-held scanners, which can scan a line or portion of a line into a field of the entry screen. Additionally, this provides flexibility in allowing Project inputters either to type or scan all or certain fields. As with other aspects of the Project, student observations and suggestions are kept in an ongoing logbook—together with a list of the more humorous headlines!

From Flat-File To Relational

To control subject vocabulary among such disparate sources is a challenge. In an earlier project, an index to the UO student newspaper, the Daily Emerald (1900-1989; 104,000 records) was created using a "flat-file" Microsoft Access database. Within this structure it was necessary to input multiple records for items having more than one subject heading, thereby creating duplicate records. Project Programmer Will Harmon of the UO Library's Systems Dept. has developed an entry screen with multiple interactive forms to tackle this problem, relating multiple subjects to single article records. Filling in the date field for an index entry and tabbing down to the headline field will bring up a list of all titles already entered for that date. We can then click on edit mode to select a previ-

Charles Hixson is LSTA Project Librarian for the Oregon Newspaper Indexing Project at the University of Oregon. He can be reached at: crh@darkwing.uoregon.edu

Legal Reference for Non-Law Librarians

CHERYL NYBERG

Reference librarians Ann Hemmens, Peggy Jarrett, and Cheryl Nyberg from the University of Washington Gallagher Law Library were invited to present a program on Legal Reference for Non-Law Librarians at the WLA/PNLA Joint Conference, August 12, 2004.

Our purpose was to acquaint reference librarians with basic strategies for dealing with patrons' legal and law-related questions. The two-part program covered sources of legal authority, tips on conducting the reference interview, use of secondary sources, referral to appropriate parties, and important free Web sites where federal and Washington State legal authorities are found.

This article covers many of the basic concepts and key Web sites covered during the program.

Legal Authority

What are the sources of law and legal authority in the American legal system?

- Constitutions
    - Establish government structure
    - Define duties and rights of government officers and bodies
    - Enumerate fundamental rights of citizens
    - Interpreted by courts

- Statutes enacted by legislative bodies
    - Allow, control, direct, prohibit, promote, penalize and require certain actions and activities
    - Affect individuals, businesses, nonprofit organizations, and governmental units
    - Also called acts, laws, codes, and legislation

- Decisions issued by courts
    - Interpret and apply constitutional provisions, statutes, regulations, and previous case law (precedent)
    - Directly affect the parties in the dispute
    - Influence application of the law in future disputes (appellate court opinions)
    - Also called cases, opinions, and common law

- Rules and regulations promulgated by administrative agencies under statutory authority
    - Include rules, criteria , and performance standards to implement, interpret or make specific authorizing statutes

- Ordinances enacted by city and county governments

- Treaties agreed to by sovereign nations
    - Signed by the President with the advice and consent of the Senate
    - May require implementing legislation
    - Also called conventions and international agreements

The reference librarian's firm understanding of the sources of legal authority is her foundation for dealing effectively with law-related questions. Building on that foundation means learning how and where each type of legal authority is published and disseminated, being alert to the interrelationships between and among legal authorities, and developing a sense for determining jurisdiction (whose law applies).

Publication and Dissemination

The U.S. Constitution is printed in many sources, such as almanacs, dictionaries, encyclopedias, and history books. Internet sources are plentiful, but GPO Access provides an exhaustive *Analysis and Interpretation of*

Cheryl Nyberg is a Reference Librarian at the University of Washington Gallagher Law Library in Seattle. She also is the content manager for the Law Library's Web site. Since 1979 when her career as a law librarian began, she has helped law students and faculty, undergraduate students, attorneys, and members of the public learn how to "find the law." In her leisure time, Cheryl makes quilts and enjoys the company of her delighted cats, Yammy and Musette. She can be reached at cnyberg@u.washington.edu

INSIDE Idaho: A Case Study

BRUCE GODFREY

Traditional Geospatial Library Collection

The University of Idaho Library is Federal Depository Library with a traditional geospatial collection, e.g., geologic, mining, forest service, CIA maps, as well as USGS, BLM, and NIMA Depository maps. The collection also includes air photos, purchased maps, and gift map collections. These are mostly in paper, but there are also CDs from the Census Bureau, USGS, EPA, NASA, and so on.

Why Digital Geospatial Data In Libraries?

Libraries are appropriate facilities for the management and distribution of digital geospatial information. They have handled paper for years, and they are neutral, unbiased institutions, and part of an established nationwide infrastructure of federal depository libraries. Libraries are proficient in collection development, cataloging, access and preservation issues.

Where We Were

Most data were scattered and stored in local computers of individual agencies or academic units across the state and were not accessible to the public. Some were available in libraries on off-line media.

Organizations with computer, networking, and personnel resources tried to facilitate data sharing by putting some of their data online. They used a variety of techniques and technologies and may or may not have provided documentation for each dataset. The result of these disparate efforts was that similar datasets available from different Web sites or local servers. It was difficult to determine if differences existed, and there was no coordinated searching. Data were significantly easier to obtain than in pre-Internet days but not a long term solution.

How Did We Get Started?

There was frustration at not being able to make digital geospatial data available to patrons in an efficient way. There was a desire to be involved in the ever-changing way of disseminating government information. We started applying for grants. Funding sources included the Institute of Museum and Library Service Leadership Grant, which was earmarked by Congressional Appropriations (1999-2002) and FGDC "Don't Duck Metadata" grants (USGS) (1999-2003). The UI Library was able to create a GIS Specialist position.

What Is INSIDE Idaho?

Inside Idaho stands for **I**nteractive **N**umeric & **S**patial **I**nformation **D**ata **E**ngine. It has been a Geospatial Data Clearinghouse for Idaho since May 30, 2002. It encompasses organizations, standards, people, data and technology which work together to facilitate cooperation and partnerships through the sharing, discovery, and use of spatially-enabled data. On the Web at insideidaho.org, Inside Idaho is a recognized clearinghouse for Idaho, it is a node on the National Spatial Data Infrastructure (NSDI) and a portal for locating Idaho geospatial data. The site has a documented custodian for every dataset and provides leadership in the discovery, use, distribution, storage, and archiving of Idaho's digital geospatial data.

Bruce Godfrey is a GIS Specialist at the University of Idaho Library. He can be reached at: bgodfrey@uidaho.edu

Making the Transition to Administration

DAVID PAULI AND
BETTE AMMON

What are the pitfalls and pleasures of becoming a library administrator? What are the keys for surviving and thriving as an administrator? Two librarians share some of the experiences of their first crucial year and the lessons they learned.

David Pauli:

I would like to share with you a few recent position announcements for administration type job in libraries:

Head of Access Services XYZ University (somewhere in the Midwest) Responsibilities:

Provide leadership, planning and management for access service, including circulation, periodical/reserve/microforms, bookstacks and interlibrary loan; supervise and evaluate access services personnel and services; allocate resources to access service units for supplies and student wages; make re commendations for purchases; ensure communication with appropriate internal and external constituencies; serve as libraries' coordinator for distance education services and coordinate libraries' circulation policies and practices; interpret circulation policies to the public. MINIMUM QUALIFICATIONS; MLS; public service experience; supervisory experience; effective oral and written communication skills; and experience with and knowledge of library automated systems. Preferred Qualification: Additional advanced degrees. Salary negotionable from a minimum of $40,000.

Assistant Director / Support Services: Responsible for technical services, automation and collection development at XYZ Public Library, an 11 branch system serving 175,000 population. The Assistant Director for Support Services directs all facets of tech services, including acquisitions, cataloging and processing; all areas of automation including pending upgrade to a Gaylord Polaris system and manages a materials budget of $650,000. Serves on library administration and management team. CANDIDATES MUST POSSESS: MLS; 10 years of library experience, including 5 years of supervisory experience e, preferably in a public library; good knowledge of client/server technology, computer applications in public libraries and datacom issues; 2 years of experience in cataloging in a online environment using a major library automation system; knowledge of OCLC documentation , MARC,AARC2, DDC and LCSH; and a familiarity with public library collection development. Starting Salary of $52,000.

DIRECTOR, XYZ County Library System. The board of trustees is seeking an individual with proven leadership, collaborative style, and team-building skills to serve as director of busy, innovative public library in_____. Serves permanent population of 20,000 plus large influx of seasonal workers and tourists. Operating budget over $2.5 million, staff of 50+, annual circulation 350,000+. Main library facility and one small branch. *PREFERRED QUALIFICATIONS AND EXPERIENCE:* ALA/MLS plus 5 years of public library experience with at least 3 years in a supervisory or administrative capacity; experience in team environment, long-range planning; effective communication and marketing skills; knowledge of latest library technology, budgeting, and statistics; and commitment to multicultural service. Knowledge of Sirsi system helpful. Starting salary range: Upper-$50s to mid-$60s. Excellent benefits

Think they are asking for a lot? Well, at least these ads didn't require "a sense of humor." That seems to be a catch phrase that pops up frequently. Don't you wonder why you might have to find everything so hilarious? Is it to fend off despair?

Personally, I like the ads that try to entice the potential applicant with the attractions to be found in the city or region, regardless of what might be the challenges of the library. That is what sucked me in to applying for what turned out to be my first library director's job in a small town in Northern Wisconsin. Some poetically turned phrase such as " sample

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the beauties of Wisconsin's scenic Lake Superior Shore" got my attention. And, before I go any further, I must say, this turned out to be a wonderful professional opportunity for me. My family and I came to love the community and we stayed eight years.

But here is how that initial ad might have read if complete honesty were the rule:

Help! We need someone to take over our crumblilng, dysfunctional library before we have to declare it a complete disaster area. The library building was given to the citizens in 1888 by the widow of a wealthy lumber baron. An endowment was established at the time to provide support, but the money ran out during the Great Depression. Since that time, the library has been grudgingly funded by the city, but the private association that still functions as the board has resisted giving the city control of the operation and has often been at odds with various mayors and city councils. In fact, just before our previous director's death, brought on by a combination of diabetes and alcoholism, the mayor tried to fire him for incompetence, but the board resisted. Anyway, when you become the director, you will have to negotiate the tricky small town political waters and answer to both the Mayor, the city council and the library board. It would be best if you could find a way to convince the board to finally give up the library, and get a new board appointed by the Mayor and council. Then you could actually become a legally established library in compliance with state law. Good luck with that one. There is some good news, however. Recently the citizens voted to renovate the building (nothing substantial has been done to it since 1938). The vote was advisory in nature and the city council will make the final decision. They have allotted $500,000, but it seems likely that it is going to cost more than that. Part of your job will be to convince the council to pony up the extra funds and also to work with the architect who is hired to plan and carry out the renovation. Also during the renovation process, we don't want to close the library, so you will have to find temporary quarters in which to operate, and also figure out how to move everything out and back in, with a minimum of expense.

Circulation last year was 57,000, and has been declining steadily for ten years. The staff of 5.5 FTE has no person who is trained or even very interested in youth services. There are no programs offered, not even a pre-school storytime. The children's room is not even open all the hours that the library is open, and the library is only open one evening per week. Speaking of staff, the person who has been acting director for the past few months could prove to be a bit difficult to work with. She has been here 13 years and pretty much thinks she owns the place. If you want to bring in any fresh ideas, you'll have to figure out how to work with her obsessive-compulsive personality.

As for the collection, well, very few new books have been purchased in the past few years. There is no place to put them because we haven't weeded anything out since the Truman Administration. That's not to say we haven't taken things off the shelf, but we just stuck them in the basement, which is now full of moldering old books, not to mention broken furniture, rusting equipment of various sorts, and three large, round cardboard bins of civil

defense candy, leftover from the 50s, when the building was designated as a fallout shelter. The candy has solidified into a sticky mass. When you get ready to move things out for re-construction, you will have to figure out what to do with all of that stuff. And remember the staff person we just spoke about? Well, she doesn't like to throw anything away. That could be an interesting confrontation.

As our new director, we want you to address all of the problems described above, plus a number of other ones that will undoubtedly come up in your first year on the job. We also hope you will be come and active and well-know presence in the community, building alliances with other city departments and other libraries in the area. You will also have to prepare and defend a budget request, hire at least one staff person, because someone will undoubtedly leave for one reason or another. Oh, and it would be very helpful to have a sense of humor.

Given all that I had gotten myself into, I feel very fortunate to have survived that first year and actually look back on it with a true sense of accomplishment. We completed the renovation on time and were able to convince the city council to come up with some extra money. We moved part of the library collection into storage and rented a church education wing across the street from which to operate for 9 months. We established a regular pre-school storytime. Even with a third of our collection in storage, and operating from cramped quarters, our circulation went up. Our local newspaper printed virtually every press release I sent them verbatim, thus helping us establish for the library a high profile in the community. That first year went better than I had dared to hope. The people who helped me were the most important key to this success . That is my advice for people getting into administration. Ask for help. Build alliances with key people. In my case one crucial alliance was a woman named Jane Smith who turned out to be my greatest ally. She was the City Clerk and one of those people whose powerful personality makes you want to be on her good side. I was. For some reason , she really liked me and she went out of her way to help me build credibility with the mayor and council and the citizens. I owe her a great debt. Without her, I never would have been as successful in the first year. Find someone like that if you can. A mentor or a collegue who know the ropes and call help you figure them out.

The second thing I think you have to do is share your vision of library service with the staff, the board and government officials to whom you report and the public. Speak at service club meetings whenever you can. Write articles for the local paper. Get your own tv show (actually, that came much later in my career).

Finally, one quality which will serve you well in administration is patience. Take the long view. Don't expect to get overnight results, but be willing to work toward goals that you believe in. Try to stay calm when confronted with what may seem like overwhelming problems.

Bette Ammon:

A committed young adult librarian, I never intended to be an administrator but timing, people, and circumstances pulled me along. Timing and people include my former library director and fellow speaker Dave Pauli, who left Missoula Public Library for another job and encouraged me to apply for the director's position. At that same time I was on the Board of PNLA as the Montana Representative and answered a call to step in as PNLA President.

It turns out that management is much like being a youth services/YA librarian –
- the patronage is iffy, and
- the budgeting unstable
- you are open to criticism (teens criticize regularly and unabashedly),
- you need to be sensitive to needs of others,
- you need to be an advocate, and an active listener

For help finding your management style, young adult librarianship builds:
- a stance against censorship,
- people management skills,
- crowd control abilities,
- built-in flexibility, and
- risk taking.

I had great and not-so-great past supervisors. Dave Pauli was one of the best, as was Betty Holbrook, head of Children's Services at Pocatello Public Library in Idaho (now Marshall Public Library).

One of the difficulties in being a library administrator is lack of time to work at the very things that drew me to library work in the first place—answering questions, searching for information, telling stories, connecting a reader with a book.

Reasons to become a director:
- the ability to shape and influence library services – particularly children's & YA services (I've done more of that as a director than I could have as a YA librarian: the children's/YA staff at Missoula Public Library is now 3.5 positions plus a dedicated page.)
- the opportunity to be creative,
- the challenge of the position,
- monetary rewards.

Becoming a leader is a good thing. It provides opportunities to:
- motivate,
- inspire
- energize
- produce change.

Successful public library directors
- Need the confidence of the board.
- Must understand local politics
- Have to learn about budgets and the mysteries of money
- Should forge positive relationships with colleagues in local and state government

Challenges include:
- Difficulties of supervising former co-workers –
- Friendships become different
- Conversations stop when you enter the room
- Union negotiation time when the folks you've advocated for see you as the enemy.
- Meetings, policy revisions, plans, budgets, evaluations

Rewards include:
- Affecting positive change
- Mentoring – like Dave mentored me – 5 former MPL staff have gone on to library school
- Making a difference
- Library work is still the most important job in the universe ■

"We Are Not Offended!" Quality Books with no Graphic Violence, Explicit Sex or Vulgar Language

THERESA GEMMER AND BONNIE GERKEN

Maeve Binchy   QUENTIN'S (LP, A)

Everyone comes to Quentin's in Dublin to celebrate their special occasions. Brenda and Patrick tell their story of how their restaurant came to be. Characters introduced in Scarlet Feather and Tara Road are encountered again when they come to dine.

Lilian Jackson Braun   CAT WHO BLEW THE WHISTLE (LP, A)

400 miles north of everywhere, Jim Qwilleran solves mysteries with the help of his extraordinary Siamese, Koko. An historic steam locomotive has been restored, but a murder brings the fun to a screeching halt. Series

Olive Ann Burns   COLD SASSY TREE (LP, A)

When Grandpa E. Rucker Blakeslee announces one July morning in 1906 that he's aiming to marry the young milliner, Miss Love Simpson – a bare three weeks after Granny Blakeslee has gone to her reward – the news is a major scandal in Cold Sassy, Georgia. Sequel

Dorothy Cannell   THE THIN WOMAN (LP, A)

Ellie is tired of being picked on at family get-togethers for being too fat and too single so her remedy is to hire an escort, Ben, to play her fiancé. The act is too successful and when her Uncle Merlin dies suddenly, they find that he has left them his "Castle" and worldly goods on the condition that Ellie loses 63 pounds and Ben gets his book published within six months. Series

Jimmy Carter   AN HOUR BEFORE DAYLIGHT (LP, A)

Former President Jimmy Carter re-creates his Depression-era childhood on a Georgia farm, before the civil rights movement changed the country.

Marion Chesney   REFINING FELICITY (LP)

Amy and Effy Tribble have become too long in the tooth to expect to marry, and they don't have enough money to live comfortably without suitable employment. Their plan, start a School for Manners and charge extravagantly for bringing out "difficult" girls into society.

Harriet Scott Chessman   LYDIA CASSATT READING THE MORNING PAPER (LP, A)

Mary Cassatt's sister describes her family life, modeling for Mary's paintings, and her impressions of the impressionists in 1880s France.

Sue Ellen Cooper   RED HAT SOCIETY (LP)

"When I am an old woman I shall wear purple, with a red hat which doesn't go…..". The opening line in Jenny Joseph's poem, "Warning" inspired Sue Ellen to gift a friend with a red hat for her fiftieth birthday. Other friends demanded the same consideration and within five years, the red hat movement is global. If you have been wondering about those little red hat pins and ladies wearing purple outfits with red hats seen in parades, this book tells all.

Amanda Cross   THE EDGE OF DOOM (LP)

Kate Fansler is surprised at 50-something to discover that her very proper mother had a fling and DNA confirms that she is a result of that adventure. Before the shock of a newly discovered parent has fully worn off, Kate's biological father disappears and some unsavory characters are looking for him.

Clyde Edgerton   LUNCH AT THE PICCADILLY (LP, A)

His aunt sees her time at the Shady Rest nursing home as a temporary measure while healing. Her nephew struggles with a crush on the activity director and how to tell his auntie she needs to give up her car and driving.

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"We Are Not Offended!"... - cont.

Fannie Flagg   STANDING IN THE RAINBOW (LP, A)
Neighbor Dorothy broadcasts daily from her home in Elmwood Springs, Missouri. Recipes, music, and local drop-in guests are the substance of her show and we meet the townspeople and share their lives through her eyes.

Anne George   MURDER GETS A LIFE (LP, A)
Mary Alice's youngest son Ray has surprised them by up and marrying one Sunshine Dabbs, a girl he met in Bora Bora, whose roots are right there in Birmingham. When she and her sister, Patricia Anne go out to the trailer court to meet the new in-laws, they find that they are too late to meet at least one of them, and the 'southern sisters" find themselves involved in the mysterious death.

Philip Gulley   HOME TO HARMONY (LP, A)
Welcome to Harmony, where Sam Gardner describes in a warm, down-home style the moving and humorous adventures of a small town and of his first year leading his hometown Friends Meeting. Series

Tony Hillerman   SINISTER PIG (LP, A)
Navaho policemen Jim Chee and Joe Leaphorn investigate the death of an unidentified man found at the edge of the vast Jicarilla Apache natural gas field, but the FBI take custody of the case and call it a hunting accident. Series

Haven Kimmel   A GIRL NAMED ZIPPY (LP)
Nicknamed "Zippy" for the way she raced about the house, Haven Kimmel shares memories of growing up in small town Mooreland, Indiana in the 60's and 70's. She has a rare gift of recounting her childhood, not with the perspective of years, but with the authentic voice of the child that was.

Laurie King   BEEKEEPER'S APPRENTICE (LP, A)
A retired Sherlock Holmes takes 15-year old Mary Rus-sell on as an unconventional apprentice in crime solving, and as the years go on, the partnership grows into something more. Series

Ursula LeGuin   THE OTHER WIND (A)
The dead are pulling sorcerer Alder to them at night. Through this mender of pots, they may free themselves from the Dry Land and invade Earthsea. Series

Alexander McCall Smith   NO. 1 LADIES DETECTIVE AGENCY (LP, A)
Precious Ramotswe becomes the first woman private investigator in Botswana, solving mysteries using her under-standing of human nature and her self-possessed wisdom. Series

Elizabeth Peters   CROCODILE ON THE SANDBANK (LP, A)
This is the first in the Amelia Peabody series relating the adventures of that indomitable woman and her beloved Emerson, "the father of curses". Series

Gervase Phinn   OVER HILL AND DALE (LP, A)
Gervase Phinn describes his life as a school inspector in the Yorkshire dales. The children are the stars of the show. Series

Ann B. Ross   MISS JULIA MEETS HER MATCH (LP, A)
Miss Julia is tempted to marry her old friend, Sam, but how can she trust in marriage when another one of her dead husband Wesley's flings has just moved back to town? Luck-ily, Tanya Abbott, nee Tony Abbott has just arrived to visit her/his mama, causing a distraction that diverts the gossip for the time.

Terry Ryan   PRIZE WINNER OF DEFIANCE, OHIO (LP, A)
Terry Ryan tells how her mother supported her family of 10 children by winning "25 words or less" contests in 1950's Ohio.

Connie Willis   TO SAY NOTHING OF THE DOG (A)
Ned Henry goes back in time to 1889, with side trips to 1940, to find out what happened to the Bishop's birdstump in anticipation of the restoring of Coventry Cathedral in 2057. When the space-time continuum is disrupted, Ned must scramble to set things right.

P.G. Wodehouse   RIGHT HO, JEEVES (LP, A)
Jeeves is the consummate gentleman's gentlemen, es-sential to the very survival of Bertie Wooster, his slightly bumbling young master. Bertie is insulted when his friend Gussie comes to Jeeves for help with his romance, and insists on forwarding his own plan. In short time, Bertie has helped split up both Gussie and Madeline; and his cousin Angela and her sweetheart, Tuppy; precipitated the walkout of his aunt and uncle's beloved cook; and managed to find himself now engaged to Madeline on her rebound from Gussie. Jeeves, as always, finds a way to save Bertie from himself.

LP = Large Print
A = Audio
All titles are in regular print format, but they are not necessarily currently in print in any format.

Other authors to consider:

Rosamunde Pilcher	Jan Karon
D.E. Stevenson	Anne McCaffrey
Miss Read	Mary Stewart
Victoria Holt	Dorothy Gilman ∎

Washington State Publications: the Digital Archives

SHIRLEY DALLAS AND LORI THORNTON

"The ease with which electronic information can be created and 'published' makes much of what is available today, gone tomorrow. Thus there is an urgent need to preserve this information before it is forever lost."

Washington State Publications Depository System, administrated by the Washington State Library. There is one permanent archive at the Washington State Library, eleven full depositories, eighteen partial depositories, and the Library of Congress. The goals of these Washington State publications depositories are to improve access for citizens to information about their government in Washington State and to improve access to Washington State government publications. Important issues for these libraries include oversight of state depository program, keeping essential titles available in paper, retrospective conversion of the State Library depository collection, and archiving electronic publications.

There has been excellent progress with retrospective conversion. There are 290,000 estimated titles in the collection. 195,745, or 67.5% of these are converted. Estimated time to completion is 25.1 months, or April 2006. Congratulations to the nation's top-25 digital states. 1st Place: Michigan. 2nd Place: Washington

America's First State Government Digital Archives

The country's first state government digital archives will open its doors in Cheney this October. This first for the nation will preserve electronic records of legal and historical significance and provide for improved public access to some of our state's most valuable government records.

More than eight years of electronic records were lost when former Governors Lowry and Gardner left office. The digital archives, now working to preserve the electronic records of Governor Locke, will ultimately hold the equivalent of 200 billion pages of text from both local and state government agencies.

Protecting and preserving electronic records is critical to the survival of Washington's history and culture, and to document the day-to-day business of citizen interaction with government. The grand opening, scheduled for October 4, is open to the public.

Challenges of Digital Publications

Digital publications disappear unannounced. They change unannounced. Their URLs change unannounced. Some only exist in digital form, and that presents certain challenges as well.

How to Begin?

What can states do to create a digital documents repository? Different states have taken different approaches. Texas, for example, has decided that anything on a state agency's public Web site or a Web site contracted by a state agency is considered published. This mandated that the state library create a system for indexing and searching Texas state agency electronic publications. Connecticut is using OCLC's CORC (Cooperative Online Resource Catalog), so that the archives are maintained by OCLC. From 1999-2000 3000 archive records were created.

Washington used general guidelines for creating a digital repository. Digital-only state publications were archived, using OCLC to create full cataloging and only the PURL in holdings. The project started with print-like publications such PDF and HTML format. Important things to archive included reports to the Legislature, reports required by law, executive orders of the governor, srial fill-in issues, material unique to Washington State, highly-requested topics

Some things we have learned include that a clearer definition of an electronic document would be very useful. More pre-harvest Web site preparation would have been beneficial. Back-up and security for the e-archive are issues. Backup could consist of print copies or microfilm, for example. It is important to identify the resources needed to do the job.

Libraries have some murky new partners in this endeavor: state agencies as creators, depository libraries as users, and direct customers as users, as well as digital professionals as architects. ∎

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The Digital Learning Commons

JAMES WERLE

The Digital Learning Commons (DLC) (www.learningcommons.org) is a portal for K-12 students and teachers. It provides educational materials, online courses, and technology tools for Washington's students and teachers. The DLC was launched in 2002 with support from the Washington State Legislature and the Bill and Melinda Gates Foundation, the Paul G. Allen Foundation, and the William and Flora Hewlett Foundation. High schools throughout the state are participating in the DLC's two year pilot phase, and the DLC currently reaches more than 25,000 high school students, educators, and parents.

The DLC offers a rich collection of online courses, a K-12 focused digital library, and a set of unique digital learning tools. These tools allow students to keep a digital portfolio, do a Web survey, create a discussion board, peer review a document online, and so on.

DLC is a community of learners. Its goal is to support Washington's K-12 students and their parents and teachers. We are working to build an online community. There are ways that the DLC and public libraries can work together. The missions of public libraries and the DLC are very much aligned. We both aim to support and serve the same community. By working together as a team, as a commons, leveraging the unifying properties of the online environment, we can more effectively serve the K-12 population

Participating schools are east and west, rural and urban, all across Washington State. In 2003-2004 there were 4,500 schools, all high schools, except for middle school. In 2004-2005 there will be 23,000, in 2005-2006, 75,000, and by 2006-2007, there will be 150,000. Beyond that, it could be available to every school, every community, every student. DLC schools exist in the all these regional library systems: Timberland Public Library, Bellingham public, North Central Regional Library, Spokane County Library District, Sno-Isle, Enumclaw public library, Whitman County Rural Library District, Yakima Valley Regional Public, Fort Vancouver Regional Library District, King County Public Library, Seattle Public, and Kitsap Regional Library,

The DLC is both virtual and traditional. We have monthly conference calls where we talk about how to promote use of these resources with in the schools. We would love to broaden the DLC library group to include representatives from the community public libraries as well. Perhaps a YA librarian from Forks or Aberdeen would like to join our thirty-minute phone conferences once a month. My goal is for public librarians in the DLC communities to be aware of this rich new set of online resources available to the members of their community. Public libraries could link to the DLC from their library Web site and suggest a student use the DLC resources when they come into the library for homework help if it suits the student's needs.

We have to deal multiple providers with lots of different login systems and passwords, and that can be a real challenge. Each time user goes off DLC site to a subscription resource, they must authenticate on the provider end. The idea of a portal is that there is a unique way to identify users. With that stable identifier, you can deliver custom content based on a self-defined "description" of user needs and interests. Public Libraries have the benefit of having a fairly rigidly defined user group (usually a geographic area). Library patrons have a number assigned to them. If that patron moves to a new system, he or she gets another library card. There is a totally different situation in schools. K-12 students do not have a unique number that travels with them from school to school as they move. The DLC floats above the jurisdiction of a particular district. We aim to serve the entire state and we need a way to identify student regardless of what districts they are from. We do not have a system capable of doing that yet. In fact, the state of Washington does not yet have a unique identifier, which is the foundation of any learning portal. ∎

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Adding a Washington Perspective to an International Portal

TAMARA GEORGICK

In 2002, the Bill & Melinda Gates Foundation awarded the Online Computer Library Center (OCLC) a three-year grant to build a portal for public libraries and other organizations that provide open access to information. In 2004, WebJunction added five state partners. The state partners, represented by Colorado, Connecticut, Iowa, New Mexico and Washington, now have their own pages on WebJunction that are blends of state specific information and links culled from the other members of the WebJunction community.

From the Washington perspective, here are some challenges and benefits to being a part of WebJunction:

First, the good stuff:
- Large scale buying power
- Centralized space to share documents and multi-media files
- Ability to reach a wider audience
- Time saved using shared resources instead of creating from scratch
- Centralized repository of expertise on a variety of topics
- Community bulletin boards to connect with peers
- WJ team works with library schools and others to bring in relevant training
- Ability to create online tutorials
- Ability to create live, interactive training sessions and meetings
- Access to a wide variety of online tutorials

Now, the challenges:
- Working with a content management system that needs significant customization
- Trying to schedule training and meetings with a widely dispersed group
- How do we authenticate users?
- How do we keep track of who is using the portal?
- How do we sift through the deluge of information to decide what gets added to our sites?
- How do we pay for this?
- How much staffing is really necessary?
- If my state creates an expensive resource, can we recoup money if others use it?
- How do we keep a uniform look and feel while creating a unique state site?
- How do we coordinate what belongs on the State Library site vs. WJ? ■

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Outreach For Rural Libraries: Checklist of Considerations for Starting Outreach Services

BONNIE GERKEN

STAFF
Qualities to look for
Experience
Job titles/descriptions
Substitutes

CUSTOMERS
How to find?
  Word of mouth
  Visiting Nurse
  DSHS
  Senior Services
  Library branch staff
Library card classification
Frequency of visits
Jail facilities
Individuals / Facilities

COLLECTION
Pull from branches?
Own collection?
Formats to offer
  Large Print
  Books on tape / CD
  Regular print
  T Book & Braille Library
  Weeded materials
  Magazines
Challenge of lost items
Replace / Refresh

PRINTING / PUBLICITY
Brochures
Web page

FUTURE
Community Profile
Aging Baby Boomers

VEHICLES
Bookmobile
  Size
  Driver
  Collection
Van
  Carts
  Size
  Lifts
Maintenance/Gasoline
Emergencies
  Accidents
  Insurance
  Disasters
  Supplies
  Cell phones

EQUIPMENT
Bags
Boxes
Hand trucks
Communication Helps

ROUTES
Scheduling
  Rain or shine
  Lunch & breaks
  Driving time
  Review annually
Safety
Calendars

COMMUNITY ACTIVITIES
Fairs & Festivals
Parades

VOLUNTEERS
Yes or No
King County Library District

■

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PNLA Annual Conference, Sitka

The Stories We Share

It's not too early to start making plans to share your stories with your colleagues at the 2005 PNLA Conference, "The Stories We Share," August 3-6 in lovely Sitka, Alaska. The program planning is well underway, with a focus on archives, collection development, storytelling, and Alaskan authors. Keynote speaker Rick Bragg, formerly of the New York Times, and author of the bestselling books *All Over But the Shoutin'* and *Ava's Man* is a Pulitzer Prize winner and one of the finest feature writers and storytellers in the country.

Featured authors Dana Stabenow and Nick Jans know Alaska from the inside out and will share their insights with you. If you like mysteries, check out Dana's debut *A Cold Day for Murder* which won the Edgar Award or the several dozen she has written since. Nick is famous for his writing from Bush Alaska, his essays for USA TODAY, and his several regional best-sellers. Look for a new book from him out in May of 2005 from Dutton about Timothy Treadwell and the lure of bears. Both writers travel frequently and contribute regularly to *Alaska Magazine*.

With spruce forests and historic buildings reaching down to an ocean of small islands, Sitka is considered Alaska's most beautiful waterfront town. Here in Southeast Alaska it is affectionately called "The Paris of the North" and it is a favorite destination for weekend trips or conferences. The PNLA conference will be held at Harrigan Centennial Hall and the Westmark Shee Atika. There will be a range of lodging options available as well. Local hotels, bed and breakfasts, and inexpensive dorm rooms at Sheldon Jackson College will meet any budget.

Getting to Sitka is easy. Alaska Airlines offers daily jet service from Seattle. For flight reservations call 1-800-426- 0333 and be sure to give them our conference code CMR7486 to get a 10% discount in addition to the lowest published fare. The Alaska Marine Highway System is another possibility if you have more time. The ferry travels from Bellingham, WA to Sitka in just over two days or there are fast ferry options from Juneau. Check out schedules at www.state.ak.us/ferry.

With its unique combination of Tlingit, Russian, and Alaskan cultures makes Sitka a diverse and fascinating community. We hope you will say the same about the 2005 PNLA conference when you see the program in your mailbox this winter. In the meantime, if you have a program proposal, question, or comment, please e-mail conference coordinator Charlotte Glover at charg@firstcitylibraries.org or call her at 907-225-0370.

At the McKay, we hold an initial group training meeting at the beginning of the semester. Since many of our students may have been gone for a semester or longer, we use these meetings to cover information everyone needs to know, such as new policies and procedures, new databases, and a review of customer service skills. Then we feed them. Food is always popular.

We also hold weekly training meetings. In these meetings we have students give presentations about different databases or reference books. This gives everyone a break from the same old lecture every week and gives the students a chance to shine.

One of the best ways to train is through mentoring. Mentoring can be done as the adult models the task, or during a discussion about a worksheet. Young people respond well to individual attention. When mentoring, be relaxed, and non-threatening.

Be aware of different learning styles. Not everyone learns in the same way. Some people learn best by hearing, others like to see how things are done and others like a hands-on approach. Lecture is rarely the best method for learning. We all know the perfect student can sleep and take notes at the same time. Tell them, show them, and let them do it. The more senses you get involved during training, the better.

Role play a scenario while training. It is always best to use actual situations or common tasks. If a young adult can practice a few times in a non-threatening environment, it makes it easier for him or her when it happens for real. For example, when we train our workers about the phone system, we actually call someone and transfer messages to that phone. Then we have the student do the same task. Sometimes in role plays we will have the aid play the part of the librarian, and have either another student or one of us play the part of the patron. In other scenarios, we will reverse the roles.

So, how do you teach a library aid how to shelve and shelf read? Explain the logic of the cataloging system and basically how the Dewey and Library of Congress systems work. Just a few hours of training can help in the long run. Take time to explain trouble spots, such as decimals and "Mc" vs. "Mac" or Cutter numbers. Bethy works as a shelver in our local public library. When she started, no one took the time to explain how to shelve. The librarians just gave her a cart and sent her off to the stacks. She found it very frustrating. When asked how she learned to shelve, she said at home. (Her mother is a librarian and shelves all the family books using Dewey.) She said, rather acerbically, it was fortunate her mother had explained the system at home, or she would have been totally confused.

When teaching how to shelve, demonstrate. Let the young adult see how you do it. Have the young person put a smaller number of books in order on a cart or let them practice on a worksheet. Then discuss any problems that arise. Using candy bars with call numbers on them is a great way to let the young adult practice shelving. (When they get the call numbers in order, they get some candy.) We also use the computer programs, "LC Easy" and "ShelveIt." Information on how to get a copy is available on our Web site and in the bibliography.

Teach, show, and practice computer skills with your young employee. Since every system is slightly different, give them time to explore and practice. We encourage our young library aids to spend 15 minutes during their workday practicing with our homepage. This is not time to play with Google, but rather to become familiar with the resources available. Keep a jar or box of practice questions on your desk for them to use.

Communication skills are very important. Teach your young adults with a positive attitude. We feel there are no dumb questions. If a person doesn't know, it's important to them. Go at the young person's speed. Ellen Duncan, the media generalist at Idaho Falls High School, has a library aid that has Down's syndrome. This little aid was a little slower in picking up how to shelve, but the effort was worth it. She is one of the most accurate and hard working library aids Ellen has had at the high school.

Teach your young adult page to have a positive attitude towards the patrons. An excellent article about teaching customer skills to young adult library aids is "Taming Teen Trainers" by Tom Hindman, printed in the School Library Journal in July 2000**.**

Finally, there has to be accountability with young adults. You need to set a definable task, with a definite product—an end product, if you will. You can't say, "Keep busy." It would be better to say, "Shelve the books on this cart, then pick up any loose books." Strike a balance between direction and micromanaging, and then check back occasionally (kind of like a test—it keeps everybody sharp and on task). We had an occasion where we had an employee doing some special assignments one summer. The one task, finding obituaries for a list of people, went very well. The task was well defined, and there was a visible result, plus we checked back every so often to see how things were going. The second task was not so successful. We wanted this young adult to design a Web page, but didn't define it as well, and didn't check back as often as we should have. As a result, the summer was over, the page was not done, it didn't work the way we had envisioned it and everybody involved was frustrated. There was fault on both sides. We should have been clearer and checked on her progress more, while she should have asked more questions and showed us what she was doing.

Finally, appreciate what your young adults do for you. Tell them. Thank them. Smile. A little kindness goes a long way. Tell them they are doing well. Look for the good. Praise and encourage young people. Be specific when giving instructions or assignments. If it does matter how something is done, then say so. If the job is not being done correctly, smile, and re-teach. Be willing to model how it ought to be done.

Hiring Well

Whether you are hiring young adult workers or recruiting teen volunteers, it is important to select the right person for the job; the big question is "how do we do this?"

Job Description

One of the best ways to begin is to create a clear and concise job description. Decide exactly what you want the teen to accomplish; be specific, descriptive, brief and avoid jargon. Instead of the following typical job description for a Page: "responsible for maintenance of the stacks." Why not describe the job this way: "teen library assistant will shelve materials according to the Dewey Decimal system."

Review and update your library's job descriptions frequently to make sure they still describe the employee's positions. If the library is now called the media center update your job description to include the new designation. If your Page does more than just shelve library materials why not upgrade the title to Library Aid?

Hiring Criteria

After you have announced the job opening, you'll probably be faced with numerous applicants who don't meet the

criteria. It may be unavoidable, since there are usually many more young people looking for jobs than there are openings. Those who hire must be specific about the prerequisites for the job and firm about cut-off dates for accepting applications. For example, if your high school library has an opening for a senior during 3rd period, remain resolute and don't be persuaded into hiring a sophomore for 5th hour.

When it comes to hiring criteria, which is more important, skills or attitudes? Skills can be learned; however a positive attitude is part of one's character. Be realistic when you set down the criteria to work in the library. Is the ability to lift 50 lbs really necessary, maybe not, while the availability to work on weekends might be a definite requirement. For many teens this is their first job, they won't have a high school diploma or previous work experience.

The Interview

Good interviewing skills are necessary to help you identify the right person for the job. Interviewers need to be aware of the different approaches and types of questions and when to use them.

A directed interview uses prepared questions that are ask in a specific order, which allows the interviewer to be consistent and ask the same questions of each applicant (Baldwin, Wilkinson, Barkley 2000 p. 149). This method is easiest for supervisors with less interviewing experience to use; however, the approach tends to be impersonal.

The non-directed style of interviewing is less structured and more typical of a discussion between acquaintances. Open-ended questions are used to encourage the applicant to talk about themselves and their background. These would include behavior based questions, situation based questions, and competency based questions such as: "Tell me a little about yourself." "How do you generally handle conflict?" "Are you able to perform the essential functions of this job?"

Choose the method that feels most comfortable to you and to the situation you are in. Most of the time you will find that a combination of methods works best. No matter what style you use, a certain number of closed questions will probably be necessary: "Are you available to work Saturdays from noon to 9 pm? Do you know how to use Excell?"

During the interview be sure to take brief notes. Create a form that includes space to record the information you obtain so you can make similar comments about each applicant. Following the interview, expand your notes, and confer with others who participated in the interview.

Questions that you should not ask include their age, child care situations, religious preferences, race, political affiliation, or marital status. Don't ask about arrest records. An arrest is not relevant but a conviction may be. You can ask if they have been convicted of a crime, and if so what, when and where. It might depend on the conviction as to whether you would hire them or not. A conviction for reckless driving is different than one for drug abuse or issues involving honesty such as shoplifting. Do ask:

Are you eligible to work in the United States?
Is there any reason why, if hired, you could not be punctual and reliable?
Is there any reason you can't stay with us for the school year, the summer, etc.?

The library needs reliable, long-term employees and an employer has the right to know about a potential employee's reliability.

Be sure to discuss wages, work schedules, benefits (if any), and be clear about future wage increases, probation periods, or length of job. Finally, don't forget to ask them if they have any questions for you.

Evaluating Candidates

Write out your impressions and notes about the interview as soon as it is over. If there are two interviewers, compare notes.

As you make your decision be sure to recognize your own biases and stereotypes. Be careful not to compare everyone to your last 'star' employee; everyone should be hired on their own merits. Watch for the temptation to judge applicants based on only one strong or weak point. Base your decision on the applicant's qualifications and attitudes, not on their appearance or lack of skills.

Check the references you are given, but respect the candidate's right to privacy by asking only basic questions, such as:

The reference's relationship to applicant
The length of time employed
Position held, duties and quality of work
Attendance and punctuality
Applicant's reason for leaving the job
Are they eligible for rehire

Be aware that many employers have policies that prohibit them from giving out more than the basic information.

The Job Offer

At the close of the interview let them know when you will be making the decision and how they will be notified: in person, by phone, letter or email. Then be timely with your notification, don't keep them waiting. Don't wait so long that you get turned down by an applicant because they have taken another job while waiting to hear back from you. It takes courage to job hunt so be considerate of the person's feelings when you make the contact.

At the time of the job offer be sure to discuss the work schedule and training arrangements. Taking the time to explain up front will help avoid misunderstanding of what the job involves and when they are expected to report for work.

If there is time, have the new employee stop in the day before they are scheduled to begin work and fill out the paperwork, pick-up their work clothes, receive their locker assignment or other preliminary steps that will help them feel more at ease on their first day.

Help your new employee feel a sense of belonging and a part of the team by introducing them to other employees right away. Identify your young adult employees with t-shirts, vests, badges, buttons, picture ID's or nametags to help instill a feeling of ownership in their job, as well as identifying them to your patrons.

Training Basics

While your library's needs are obvious, each young adult is an individual with specific needs that may not be so apparent. It is important to assess their needs, and use care in determining what to cover, as well as how, when and who should provide the training. Avoid assumptions about what they already know. Each person is different and learns at a different rate. They may have a different learning style from you and your other employees.

cont.

Who Does the Training?

You may need to use more than one staff member to do the training. Not everyone has the skills or abilities necessary to train young adults, nor does everyone work well with young people. Make use of employees you already have who are knowledgeable in various areas: arrange for your tech people to teach computer skills, reference librarians to teach reference skills, and make certain that you select individuals who like teens for the customer service training.

When to Train?

When do we begin training our teens and young adults to be effective and efficient library employees? Immediately! Even before the interview the physical surroundings of the library will be the first training lesson. Is it clean and well kept, busy, quiet, the campus social center, etc?

Additionally, our attitude towards the library will be apparent during the interview and provides another training moment. Are we pleasant and interested in them, or just doing a job?

Specific job training can be scheduled a day or so before an employee's first day of work, either as individual training or with a group of new employees. Group training is a great option because it allows trainers to give everyone the same information at the same time.

Other "when to train" and teaching opportunities occur frequently. Schedule regular training meetings for new and experienced employees to cover newly acquired resources or procedures and to brush up on old ones. Each time you observe or interact with your young adult employees is a chance to comment, compliment and forge a mentoring relationship.

When you comment on employee's skills always make positive remarks first and try not to use the "but" word. Using "but" in sentences reverses everything you've just said. For example: "Great, you've collected all the loose books, but, you've sorted them all wrong." Instead, say: "Thanks for gathering all these loose books, let me help you sort them."

When you make use of a teaching moment, take notes for future performance evaluations. Observation also gives you the chance to examine the "won't do" and "can't do" tasks of various student employees. This can help you determine if the problem is with their attitude or your training methods.

Training Methods

Most of the basic skills that young adult library aids need to learn lend themselves well to a linear training method.

First, prepare the learner to learn. Put them at ease and try to reduce their stress. Working in the library is far different from using the library as a patron; this is all new territory for the young adult employee. Give them a tour of the library and their work area and explain how their job fits into the overall library picture.

Be sure to encourage all of their questions and answer them completely. Don't just tell them "We've always done it like this." Discuss the reasons why something is done the way it is and how it benefits both the patron and the library. Explain why they need to learn the new skills; establish how these skills are relevant to the individual and the library.

A frequent question many librarians will receive from their new employees is "Why do I need to know how to shelve books your way?" Librarian Ellen Duncan, of the Idaho Falls High School Media Center tells her students the story of the lost da Vinci manuscripts:

At his death in 1519, Leonardo da Vinci left more than 10,000 sheets of manuscript recording a lifetime's speculation and research in art, mathematics, biology, engineering, and architecture. Of this extraordinary record of genius, only some 7,000 sheets are known to have survived, but it is hoped that the remainder were not destroyed and will someday reappear. Hence the excitement when, in 1967, Professor Jules Piccus of the University of Massachusetts discovered two leather bound volumes containing 700 sheets of Leonardo's notebooks in the National Library of Madrid. The presence of these volumes in the library had long been known: they were recorded in the catalog but had been mis-shelved during the 19th century and several searches had failed to bring them to light. Professor Piccus, looking for medieval ballads, had stumbled on them accidentally. The head of the Madrid Library, embarrassed by the international attention that was drawn to the negligence of a long-dead shelver, lamely defended his institution by explaining that they would, in any case, have been discovered eventually. Few errors of librarianship have such momentous consequences. . . . An item misplaced is an item lost to patrons of the library. . . . A disorganized library can be frustrating. If this happens, the library has lost its usefulness.

The next step is to model the process for them. Explain the job requirements and duties, being specific as to quantity, quality, time, place and other details. Then demonstrate the job slowly, repeating the demonstration step by step, explaining as you go. Try to keep it simple. Have the employee go through the steps of the job, describing each step back to you. Encourage them to ask questions as they perform the job, and correct them as necessary. Then allow them to do the job on their own. Hands-on is the best teacher and most teens prefer to learn by doing. Be sure they know where to find you or who else to go to for help in case they have further questions.

Finally, check back with the student after they have been working on their own for a short time. Check their work so you can correct them before bad habits form.

A great method to use when training new employees to shelve accurately is to assign each employee a set of colored sticks. For instance, Susan has yellow sticks and John has green sticks. Paint stir sticks work great for this project. The sticks are placed next to each book as they are being shelved. The librarian checking their shelving accuracy can tell immediately if the book is shelved properly, and if not, who needs additional training.

Don't forget to compliment them on their new skills! Teens appreciate adult recognition. Rewards and reinforcements such as certificates, pins, letters of recommendation, student of the month recognition, gift books, parties, and food are great motivators and boost self-confidence.

Evaluate the Process

Evaluate your training procedures frequently. If you find that the employees aren't able to do their job properly then the training process may be the problem. A common dilemma during initial training is information overload. While you're evaluating your training procedures keep in mind that you may be trying to give them too much too fast, which can halt the learning process.

In our live presentation sessions we try an experiment that illustrates information overload with class members. (Please note: this works much better when participants hear the story rather than read it themselves.)

Please listen to the following story problem. When I have finished reading it to you I will ask you a question, so please pay close attention.

You are driving a bus which has 50 people on board. The bus makes a stop, 10 people get off, and 3 get on. At the next stop 8 people get off, and 2 people get on. There are 2 more stops, at which 4 people get off at each. 3 fares get on at one stop and none at the other. At this point the bus has to stop because of mechanical problems. Some of the passengers are in a hurry, so they decide to walk. So 7 people get off the bus. When the mechanical problem is fixed the bus goes directly to the last stop and the rest of the people get off.

Question: What was the bus driver's name?

This fun activity, Bus Stops, was taken from Gary Kroehnert's book, "101 More Training Games," (see bibliography). It helps remind us that information overload can interfere with the learning process.

Training Materials

Worksheets, workbooks and other printed materials allow students to practice what they have been taught. A number of the high school librarians that we interviewed for this presentation use a workbook format or individual worksheets to reinforce skills. One high school librarian uses a contract that is drawn up between the teen and the librarian specifying which worksheets they will complete and what grade they will earn. Examples of these can be found on our Web page.

At our library we have created a worksheet for each database that our library subscribes to. This helps our employees focus their information searching skills and learn the differences in the databases. We also use online worksheets and quizzes available through Blackboard. This provides a paperless approach, as well as reinforces the online concept.

In addition, we have an online Student Employee Handbook that contains basic library information, and an electronic weekly student newsletter, the "Don't Delete This." The newsletter covers information updates and announcements for our student employees as well as a "Super Sleuth Question of the Week." Each week's question is designed to reinforce the concept or database we discussed in our previous week's training meeting. Everyone that answers the question correctly receives a small prize.

Individual and Self-Paced Instruction

Our library has purchased and installed the software for "LC Easy2.0," which has a Library of Congress tutorial program, and "ShelveIt," which has tutorials for Dewey, Library of Congress, SuDoc and the National Library of Medicine classification system. Our students are encouraged to use these programs whenever they feel the need to brush up on their shelving skills.

We have also created three self-paced training modules that student employees can access online through the Blackboard Learning System. These modules (Basic, Intermediate and Advanced) allow students to work at their own pace to complete worksheets, online quizzes for databases and services the library has available, a shelving test and reference scenarios. On completion of each module the student is awarded a certificate of recognition and a raise. Students are limited to one module per semester.

Group Training Meetings

Group meetings, whether small or large, offer a chance for young adult employees to get acquainted with the regular staff, which builds camaraderie and increases their self-confidence. Be consistent about holding regular training meetings

so everyone can plan to be there. Allow time at the end of the meetings for employees to practice the skills that were taught and to ask questions before they use their new skills with library patrons.

We hold group meetings on a weekly basis. Some of the topics that we cover are: databases, library services and procedures, customer service, and reference skills. Our presentation methods include role playing, individual and team questions drawn from real-life patron encounters, games, student presentations, guest speakers, and videos. One of the student's favorite activities is our annual Safety Meeting held in October. Our campus Safety Officer gives a fire and safety presentation, then lets the students practice putting out real fires with the fire extinguishers. Learning how to P.A.S.S. (pull, aim, squeeze, and sweep) with a fire extinguisher is much easier when you actually do it as opposed to just hearing about it.

A favorite part of our training meetings comes at the end when students can share their concerns, questions and successes for the benefit of others. These student directed discussions help prevent small situations from becoming large problems.

Students may feel that weekly meetings can become monotonous and boring and other things might seem more important than attending the meeting. We occasionally use unannounced drawings for prizes, or serve popcorn or ice cream to encourage attendance. We have given away inexpensive prizes or items that have been donated to us, such as laser tag certificates, movie passes, pizza certificate, and candy.

Training Games and Activities

Games can be used to support the concepts you are teaching as well as liven up the meetings. We use games and activities in our meetings as often as we can. An example of a quick activity we use to reinforce the need for order in shelving is to have our students line up alphabetically by their middle name. Gary Kroehnert's books (see bibliography) contain some great ideas for training activities.

We recently invited the Outdoor Recreation department's Experiential Learning Office to host a meeting for us focusing on communication. The students won't forget the Mousetrap Obstacle Course! Students were divided into pairs, with one person talking their barefoot partner through a maze of armed mouse traps. This activity helped the students use trust, teamwork, and attention to details to improve their communication skills. Everyone made it through safely- no toes snapped.

Ask for Feedback

To help improve the effectiveness of your training ask for and incorporate feedback from your teen and young adult library assistants: How are we doing? What's working, what's not? What else would you like to learn?

We ask and got some sobering responses, as well as some positive ones. Our students told us that some of the meetings were boring because we were covering the same information too often, meetings were too long, and they would like to see more of their peers doing presentations.

Once you have asked for feedback what do you do with it? Express appreciation for the input, then, take some time to seriously consider the suggestions on their merit and intent. If they would benefit your students try to incorporate them into your training program in a timely manner.

cont.

After asking for student input we reviewed and implemented several of their suggestions. We invited more guest speakers, planned more active sessions, tried to reduce the redundancy of our sessions and assigned more students to give presentations on various topics. According to technology trainer Linda W. Braun, "Students retain 90% of what they learn if they teach someone else or put their learning to use," (Braun 2001). Not only does this help our students know that we care about their suggestions, it helps them retain new skills.

Answering Questions—All Kinds

What is your library's policy about student aids answering questions? It may depend on the type of question being asked.

Directional questions are fairly easy and young adult library aids can handle them, as they are doing the shelving and will know where things are. They can easily answer "Where are the medical books?" We instruct our aids to show the patron rather than just pointing. The library aid can walk the patron to the stacks or show the patron on a map which the patron can take along with them. If a patron asks them a reference type question, your young adult could respond with, "Let me take you to a reference librarian to help you with that question."

Reference questions are a bit trickier. In an academic library, we constantly train our young adult library aids to answer reference questions. We require they take a library research skills class before they are hired, and we are constantly reviewing and practicing with them. We meet with them once a week for an hour to train. We also have online, individual, self-guided training modules for them to complete.

Some other training ideas are:

Practice reference interview skills. Do role play scenarios with students using actual experiences. Have them practice finding answers on your databases (not Google).

Teamwork—no one knows everything. We often ask our young aids for help. As librarians, we don't work with class registration, they do it every semester. Use your employees' talents and know how.

Let students see how you find answers and explain to them how you found it. Show your aids (and patrons) how to use an index, table of contents, specialized encyclopedia, and bibliographies.

Teach customer service skills. Bob Farrell has a wonderful video and book, "Give 'em the Pickle," that deals with these important skills. Service (go the extra mile), Attitude (think "I like you" about a patron), Consistency (being there, doing your best), and Teamwork (make others on your team look good).

Teach through the "Bird Dog" method. You point the way, while patron or the young adult aid does the work. If someone just tells us how to find something, it's easy to get lost after about two clicks of the mouse. Instead, the patron or the young adult does the clicking, while you (the librarian) point the way. Show, don't just tell.

Teach your young library aids to smile at people. Everyone likes a friendly face.

A good basic rule for research is: "Know what you want. Know what you have. Know where and how to find it" (Roberts' Rules of Research.) Teach your young library aids to listen to the patron's question, know the resources available in your library, and then practice how to use those resources.

Performance Evaluations

Performance evaluations are an important part of the training process. They provide information about how the student employee is doing as well as how well your training process is functioning. The performance appraisal is not the time to review the validity of the job description. This should be an opportunity for you as the supervisor/trainer to measure how well the employee is doing the job they were hired and trained to do.

Performance appraisals are done for many reasons. They can be used to encourage good performance and employee satisfaction, provide an opportunity for employees to set goals for improvement, provide grounds for future decisions such as raises, transfers, or promotions, and when necessary, to provide continued warnings to employees who need to correct poor behavior. Some libraries tie pay raises to good performance reviews. Be sure your teen and young adult employees know if their pay increases will be tied to performance reviews at your library.

Evaluations should be constructive and positive, use the notes you have taken during and after the training process to document the employee's accomplishments. Honest assessment by the supervisor is hard to give, it takes time and thought and should be prepared before the evaluation. Avoid generalizations, either good or bad, and be sure you can give specific examples of both stellar and poor performance (if it has occurred and not been corrected). However, an effective evaluation should not contain surprises, if the employee has had problems these should have been addressed as soon as they were noted, not saved up for the evaluation.

Performance evaluations should be done on a regular basis. Arrange specific times to do them, twice per year, annually, each semester, etc. Optimally libraries could do one informal and one formal evaluation for each time period; this reduces the pressure associated with the "one chance" evaluation and relieves the pressure on the supervisor to conduct two major evaluations per semester.

In order to be effective, an evaluation must measure performance standards in a consistent manner. Be sure they measure the categories you are concerned with (i.e. attendance, accuracy, job knowledge, etc.). Be sure the employee knows what the standards are and how they will be assessed.

Prior to the actual evaluation interview have the young adult employee to do a self-appraisal and as their supervisor do your own appraisal. When you meet together you can discuss the results of the two appraisals and come to a consensus. What they feel is a lack of skill may really be a lack of knowledge and can be remedied by further training or clearer explanation of library policies. Always end with positive and encouraging remarks, they are part of the team and need to feel that their contributions are important. It takes just a few seconds to say "Thank you for being part of our team." An example of a self-evaluation form for both academic and school libraries is on our Web site under "Evaluation."

Mentoring, Monitoring and Micromanaging

We have found that providing new employees with a mentor can improve the learning curve and increase their job satisfaction. An experienced student or another librarian who cares about the young person's success can be an effective mentor.

New employees should be monitored only as needed. Train them thoroughly, including a complete explanation and a description of the end results. Discuss the consequences, if

any, if the job is not done as described, then let them do the job. Don't hover over them. As long as they know where you are in case they need help or have questions, most employees will appreciate the freedom. Do check on them occasionally and follow through with additional training.

Recently, our library was preparing for a book sale. The librarian had given the student employees what she thought were complete instructions on how to prepare the books for the sale, including the directive to put the loose books on the storeroom shelves by subject. When she returned to check on them she found that they had interpreted her instructions in a different manner. Each shelf held boxes labeled by subject wedged in tightly, but precariously!

Libraries are busy places and librarians don't have time to micromanage their employees. Student employees who are trained properly will have self-confidence in their ability to complete their duties. As their supervisors we need to teach them proper skills, encourage their independence and critical thinking skills, and let them grow.

Sharing Time

During our presentation at the WLA/PNLA Conference in Wenatchee, Washington, we opened up the last few minutes for questions and the sharing of ideas. One question people showed interest in was, "How do you train young adults you didn't hire?" Sometimes you must supervise workers you didn't hire or are less than pleased about. Learn what they will do, what they can do, and what they won't do and work with that. We had one young adult who was less than thrilled with shelving. We knew we had to schedule her some reference desk time between shelving times. She still had to shelve and do it right. We would check on her more often than some of our more reliable employees. Be direct but firm with them. Let them know what you expect and pick your battles. Remember they work for you and you have the right to have the work done to your standards. However, be aware that some things are not critical. Getting the dusting done is important; whether the aid uses a feather duster or lamb's wool duster is not the issue.

We also showed the group our Library Jeopardy Game which our young adult aids really enjoy playing. We use this fun game to reinforce information we have covered in other training meetings. A description and a model are on our Web site under "Training Games."

Summary

We really enjoyed presenting the class and talking with librarians about their young adult aids. Young people are a tremendous resource. They have enthusiasm, vitality, and a fresh look at the world. They are great to work with and we really enjoy working with them at our library. If you have any training ideas or questions you'd like to discuss, contact us at the addresses below. Tap into the power of youth and use it to H*E*L*P! your library.

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Oregon Newspaper Indexing: Transcribing The Oregonian Index, 1850-1987 - cont.

ously entered title in order to add another subject heading to it. If we are entering an article for the first time, we can choose from a list of subjects already entered. As a subject is typed, a shrinking list of matching subjects appears, one of which can be chosen by a double click. Or we can hit F6 to automatically enter the same subject used for the previous record. Similar short cuts are available for the author or byline field, allowing for greater speed and convenience as well as more effective authority control.

Subject controlled vocabulary is a constant consideration for our student inputters and Project proofreaders, as well as for our database designer. Generally students are encouraged to choose the most complete version of names appearing on the cards. For example, between Atiyeh, Victor; Atiyeh, Victor G. (Gov.); and Atiyeh, Victor George (Governor), the last version should be used for all cards input. Bylines are treated similarly. Students are also encouraged to make suggestions on how to improve the process, to stress accuracy over speed, and to avoid fatigue by limiting their shifts, and taking much-needed breaks.

Fixing typographical errors and altering words in various fields for better access are being addressed through a thorough review process. The number of student proofreaders is set to increase as scanning earlier bound volumes speeds the pace of inputting. Key Project workers are removing duplicate records, a delicate task because of the "many to one" record number relationships in the relational database. Authority control is being exercised over subjects, titles, notes, dates, and pagination. In fact, the decision to begin by indexing the most recent index batch (the 1980-1987 Multnomah cards) and work backwards, was largely made to employ subject terms most recently utilized, while checking that older subject terms conform with the more modern vocabulary.

A Model To Expand Access

An important design feature of the Project is a data structure that will allow other libraries in Oregon to easily digitize their own newspaper indexes and integrate them into the database and Web site being constructed at UO. Associate University Librarian, Andrew Bonamici, principal investigator for the Project, observes, "By building an integrated, user-centered index to 137 years of The Oregonian, we are helping users get access to this vital historical record and are also creating a model for cost-effective retrospective indexing of other papers." In addition to organizing a statewide publicity campaign to accompany the formal launch of the index Web site at the end of the Project in December 2004, staff at UO will continue to establish contacts with others to study the feasibility of extending the model database to include other digitized newspaper indexes being produced in Oregon. The final design of the searchable database will reflect the needs of the participating institutions.

Such participation will also influence the development of the Web site's "Get this article" link, detailing interlibrary loan information and the option of a patron-initiated/paid document delivery service, with an appropriately considered cost-recovery "article-on-demand" program. Much is available at the University of Oregon Library Microforms Dept., which holds one of the most comprehensive collections of historic in-state newspapers in the United States, with over 1200 titles and 30,000 reels. Such innovative online indexes combined with the lasting preservation format of microfilm will create a boon for the researcher, with a large-scale, multitype collaborative database of historic and current indexing of newspaper citations that may offer a service unique to any state—one-stop shopping for newspaper information. ∎

Legal Reference for Non-Law Librarians - cont.

the U.S. Constitution, www.gpoaccess.gov/constitution/index.html. This source discusses and refers to hundreds of U.S. Supreme Court cases and includes lists of federal and state laws that have been ruled unconstitutional.

When a library user comes to the reference desk and asks for help finding "the law," she is generally looking for a statute. The *United States Code* and the *Revised Code of Washington* contain statutes currently in force in a subject arrangement.

GPO Access offers an online version of the *U.S. Code*, www.gpoaccess.gov/uscode/index.html. Many public users will find Cornell's Legal Information Institute version easier to use, www4.law.cornell.edu/uscode/. This site provides a "fill-in-the-blank" section for users with citations to specific *U.S. Code* title and section numbers, a popular names list with links to relevant statutes, and other user-friendly features lacking from the Government Printing Office Web site.

The Washington Legislature's Web site makes available the *Revised Code of Washington*, search.leg.wa.gov/pub/text-search/default.asp, as well as the Washington Constitution, current bills under consideration, attorney general opinions, governors' executive orders, and agency regulations. A relatively new Web site, LegalWA, legalwa.org/, also provides an online RCW.

Although they are convenient, these Internet versions of the statutes can be challenging to use. A searcher must correctly anticipate the words used by the legislature in writing a law in order to be successful. Does the searcher know that in Washington, divorce is called dissolution of marriage? Does a law dealing with children use the word child, dependant, infant, juvenile, or minor? The free online statutes do not include indexes, which might provide useful cross-references. Creativity, flexibility, and perserverance are essential.

Court decisions are the most plentiful category of legal authority. More than two hundred federal courts and more than two thousand state courts render millions of decisions each year. But only a fraction of those cases are represented in published court reports. The vast majority of published judicial opinions emanate from appellate courts.

At the federal level, only the U.S. Supreme Court continues to publish its decisions in an official set, the *United States Reports*. Opinions from the federal appellate, district, and bankruptcy courts are published by commercial publishers. On the Internet, one can find all U.S. Supreme Court opinions on lexisONE, www.lexisone.com/ (1790 to date). This Web site is free, but it requires users to register and to provide email addresses. lexisONE also includes the most recent five years' worth of federal and state appellate court opinions. Findlaw, www.findlaw.com/casecode/supreme.html, and Cornell's Legal Information Institute, supct.law.cornell.edu/supct/, also provide current and historical collections of Supreme Court decisions.

Internet access to opinions from the federal appellate courts is through court or academic Web sites. Coverage generally begins in the mid-1990s when the Internet emerged. The Legal Information Institute, www.law.cornell.edu/federal/opinions.html, and Findlaw, www.findlaw.com/casecode/index.html, provide pages linking to Web sites where the various courts' opinions are available. Relatively few federal district and bankruptcy courts post their decisions on the Internet.

Washington residents are fortunate to have a Web site containing all reported Supreme Court and Court of Appeals opinions, LegalWA, www.legalwa.org/. This site even includes cases from the Washington Territorial courts, going back to 1854.

Publication of trial court opinions is still a rarity, even in the Internet era. Sometimes trial courts post significant or newsworthy opinions on their Web sites. For instance, the King County Superior Court Web site currently features the recent opinion on gay marriage, www.metrokc.gov/kcsc/docs/Andersen%20v.%20Sims.pdf. Otherwise, a library user would have to rely on newspaper accounts or contact the clerk of the court in which the case was decided to obtain a copy.

Although judges use legal terminology and Latin phrases, users who are not legally trained are very likely to find cases on a subject of interest. The more the searcher knows about the subject matter or about a particular case, the greater his success will be.

Regulations, like statutes, are published in codes arranged by subject and in chronologically arranged registers. The *Code of Federal Regulations* and the *Federal Register* are owned by many federal depository libraries. They are also available on GPO Access, www.gpoaccess.gov/cfr/index.html and www.gpoaccess.gov/fr/index.html, respectively.

E-government initiatives have made information about agency regulations even easier to find. For instance, the Electronic CFR, www.gpoaccess.gov/ecfr/, integrates newly adopted regulations with existing ones, eliminating the need for the searcher to take additional steps to update her research. Regulations.gov, www.regulations.gov/, facilitates learning about recently proposed regulations and submitting comments to the issuing agencies.

Washington's counterpart to the *Code of Federal Regulations* is the *Washington Administrative Code*; its parallel to the *Federal Register* is the *Washington State Register*. Web sites providing the WAC include the Legislative Search page, search.leg.wa.gov/pub/textsearch/default.asp (which also includes the *Washington State Register*), and LegalWA, www.legalwa.org/.

Other states' legal sources are also available on the Internet. Findlaw's Resources by Jurisdiction, www.findlaw.com/11stategov/, is a good starting point for locating state constitutions, codes, cases, and regulations.

Ordinances in city and county codes are increasingly found on city and county Web sites. The Municipal Research and Services Center of Washington provides an extensive list, www.mrsc.org/codes.aspx.

Treaties to which the United States is party (including treaties with Indian tribes) have been published in the *U.S. Statutes at Large*, *Treaties and Other International Agreements of the United States*, and *United States Treaties and Other International Agreements*. Except for selected volumes of the *Statutes at Large*, these treaty collections are not available on the Internet. Reference librarians may turn to the State Department's *Treaties in Force*, www.state.gov/s/l/c8455.htm, to identify information about a treaty. The Gallagher Law Library's guide on Treaties and Other International Agreements, lib.law.washington.edu/ref/treaties.shtml, links to Internet collections of treaties on various subjects.

The law is constantly changing. An indispensable step in any legal reference search is determining how current the legal source is. Online sources are not automatically more up-to-date than print sources. Look for information on the Web site that indicates when the site or its content was last refreshed. Reference librarians should be aware that a later court case or a more recent amendment may significantly alter their findings.

Links to all of these sources and more free public Internet sites containing primary legal authorities may be found on

cont.

the Gallagher Law Library's Internet Legal Resources page, lib.law.washington.edu/research/research.html.

Jurisdiction

Overlapping jurisdictions can complicate a legal reference question even after the type of legal authority issue has been addressed. When the question involves a criminal law, environmental protection, labor law, or taxation—areas in which both the federal and state governments exercise jurisdiction—how do you choose where to begin?

By Constitutional mandate, the federal government has exclusive or primary jurisdiction over bankruptcy, copyright, immigration, national defense, and selected other topics. Other matters are chiefly the province of state law, such as family law, insurance, occupational and professional regulation, property, and torts.

In the many areas where both the federal and state governments have jurisdiction, the relevant legal authority for both must be consulted. A federal statute generally sets the lower threshold; state laws may provide more benefits or stricter requirements. Compare the federal Family and Medical Leave Act, 29 U.S. Code §§2601 et seq., with the Washington Family Care regulations, WAC 296-130.

Interrelationships

No single legal authority stands alone. Relationships between and among types of legal authority must be investigated to understand how the law has been interpreted and applied. Consider these examples:

- The Second Amendment to the U.S. Constitution on the "the right of the people to keep and bear arms" has been interpreted by hundreds of federal court opinions and shaped by various federal laws on firearms registration and sales.
- The Washington State law on grandparents' visitation rights was declared unconstitutional by Washington courts and the U.S. Supreme Court, bringing the application of other similar state laws into question. Troxel v. Granville, 530 U.S. 57 (2000).
- A federal law delegates to the Consumer Product Safety Commission the authority to write regulations creating flammability standards for fabrics, 15 U.S. Code §1193, and those regulations have the force of law, 16 C.F.R. §§1610.1 et seq. (among others).

Rarely do free Web sites signal the importance or even the existence of other relevant legal authorities. The individual researcher and the reference librarian who is assisting the researcher must use other strategies for identifying additional sources.

Reference Interview

The key to an effective reference interview is extracting all of the information known to the patron and discovering the true object of the patron's search. The skilled reference librarian asks open-ended questions and focuses on crucial items before suggesting sources or a research approach.

Does the patron have a source that mentions, describes, or cites to the legal authority sought? Often a newspaper account, footnote, or class assignment will contain facts such as the court that decided a case, the date a law was enacted, or the agency that proposed a regulation. The library user, failing to recognize the significance of those pieces of information, may not volunteer them.

Try to determine the jurisdiction involved, the type of legal authority sought, and the time period covered.

Sources Beyond Primary Law

Often the best approach to answering law-related questions is to start with a secondary source instead of the primary legal authorities. This strategy is especially useful when the patron has only a topic he wishes to research. Secondary sources discuss, evaluate, examine, outline, and explain the law and they frequently cite to the relevant legal authorities. A good secondary source will reveal the appropriate jurisdiction and legal authorities on the issue.

Your library's collection may contain books, encyclopedias, or periodical articles on the subject in which the patron is interested. Reference librarians should supplement print resources with information from reputable Web sites sponsored by government agencies, advocacy groups, trade and industry associations, law libraries, self-help legal publishers, and professional organizations.

For questions involving Washington State law, visit:

- Access Washington, access.wa.gov/
- Sources of Free Legal Information on Washington State Law, lib.law.washington.edu/ref/legalinfo.html
- Washington LawHelp, www.washingtonlawhelp.org
- Washington State Bar Association's Public Resources, www.wsba.org/public/default.htm

For questions involving federal law and/or general legal issues, visit:

- FindLaw for the Public, public.findlaw.com
- First.gov, www.firstgov.gov/
- Legal Information Institute's Law About . . . , www.law.cornell.edu/topics/index.html
- Nolo, www.nolo.com

When a reference question evolves into a research project, the reference librarian may want to refer the library user to an appropriate legal research guide. The American Association of Law Libraries Web site includes a basic guide on How to Research a Legal Problem: A Guide for Non-Lawyer, www.aallnet.org/sis/lisp/research.htm.

Many public law libraries offer an array of legal research on their Web sites, including the King County Law Library, www.kcll.org/researchhelp/researchguides/index.html; the University of Washington Law Library, lib.law.washington.edu/ref/guides.html; and the Washington State Law Library, www.courts.wa.gov/library/. These libraries and many other law libraries in the state are open to the public and their reference librarians are happy to offer advice, tips, and suggestions. See the list of Law Libraries in Washington State and the U.S., lib.law.washington.edu/ref/lawlibraries.html.

Sometimes the library patron needs professional legal advice, not reference assistance. The Northwest Justice Project operates a referral service to assist low-income people find free or low-cost legal services, www.nwjustice.org/about_njp/clear.html. This organization is a partner in Washington LawHelp, which also provides lawyer referral services and self-help legal information and resources, www.washingtonlawhelp.org/.

People who are not eligible for these services might consult the local phone book, bar association referral services,

Legal Reference for Non-Law Librarians - cont.

and online lawyer directories such as the Martindale-Hubbell Lawyer Locator, www.martindale.com/xp/Martindale/home.xml, and the West Legal Directory on Findlaw, lawyers.findlaw.com/.

Final Thoughts

Reference librarians who are accustomed to locating factual information may be uncomfortable when working on legal reference questions because these questions often have no clear, certain, or convenient answers. Even experienced law librarians find many reference questions complex and challenging.

Legal Reference for the Non-Law Librarian was intended to equip reference librarians with a framework for dealing with law-related questions. Knowing more about legal authority, the importance of jurisdiction, and the interconnectedness of the sources of law may engender greater confidence and lead to more productive reference interviews.

Internet access to free sources of statutes, regulations, and court opinions is both a blessing and a curse. The law should be—and now, is—readily available to everyone. But finding answers to legal questions is not as simple as typing a few words into Google. Using secondary sources, consulting legal research guides, and suggesting that the library patron consult a legal professional are legitimate responses. Reference librarians who use these strategies regularly and continue to learn about new resources will enjoy success and satisfaction. ■

INSIDE Idaho: A Case Study - cont.

Who Are INSIDE Idaho Contributors And Users?

Those who contribute to INSIDE Idaho and those who use it are students, faculty and researchers at higher education institutions. They are GIS professionals at state, local, and federal government agencies. Other users are the business and industry sectors, K-12 teachers and students, and private citizens. Popular data includes the DRG, DEM, DOQ digital maps, and satellite Imagery such as SPOT & Landsat, 2004 digital orthophotography, as well as live data services.

INSIDE Idaho
Interactive Numeric & Spatial Information Data Engine

GEODATA
Popular GIS Data, Browse GIS Data, Search GIS Data

NUMERIC DATA
Idaho Statistical Abstract, Climate Data

ATLAS
Atmosphere, Population, Political

INTERACTIVE GIS
Idaho Features, USGS Topo Maps, USGS Orthophotos

TUTORIAL
GIS, Glossary, Download, Decompress

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NUMERIC DATA ➤
ATLAS ➤
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TECHNOLOGIES
FAQ
CONTACTS
USAGE STATISTICS

IDAHO GEOSPATIAL COMMITTEE
IDAHO DEPOSITORY LIBRARIES
ABOUT INSIDE IDAHO
DATA CONTRIBUTORS

Where We Are Going

We will continue to promote sharing data through the clearinghouse, promote a consistent data sharing architecture, employ new technologies, create metadata, work with very large raster datasets, provide live data and map services. We will also seek to secure stable and permanent funding.

Federal government initiatives

There are a number of initiatives created by the federal government with Web sites that are sources for geospatial data. These include www.fgdc.gov, clearinghouse3.fgdc.gov/, www.geo-one-stop.gov/ and www.geodata.gov. In conjunction with the FGDC and its 19 member interagency membership established under OMB Circular A-16, Geospatial One-Stop helps improve access to geospatial information. Through the Geospatial One Stop portal (www.geodata.gov), anyone can access geospatial information from federal agencies and a growing number of state, local, tribal and private agencies through one comprehensive and comprehensible portal ■

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