PNLA QUARTERLY

THE OFFICIAL PUBLICATION OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION

www.pnla.org

lots of ideas!

pnla 2002/2003 officers and chairs

executive board

President
Daniel Masoni
Unalaska Public Library
PO Box 610
Unalaska, AK 99685
907.581.5060
FAX 907.581.5266
akunak@ci.unalaska.ak.us

First VP / Pres. Elect
Mary DeWalt
Ada Community Library
10664 W. Victory Rd.
Boise, ID 83709
208.362.0181
mdewalt@adalib.org

Past President
Sandy Carlson
1820 Marlow Ave.
Bremerton, WA 98310
sandy@krl.org

Second VP / Membership
Christine Sheppard
Library Association of Alberta
80 Baker Crescent NW
Calgary, AB T2L 1R4
403.284.5818
FAX 403.282.6646
shepparc@cadvision.com

Treasurer
Robert (Bob) Hook
University of Idaho Library
Box 442350
Moscow, ID 83844-2350
208.885.6066
FAX 208.885.6817
rdhook@uidaho.edu

Secretary
Carolynn Avery
Oregon State Library
250 Winter St. NE
Salem, OR 97310
503.378.4243, ext. 269
averyc@pioneer.net

state/provincial representatives

Alaska
Charlotte Glover
Ketchikan Public Library
629 Dock St.
Ketchikan, Ak 99901
907.225.0370
FAX 907.225.0153
charg@firstcitylibraries.org

Alberta
Myra Skaronski
Edmonton Public Library
Lessard Branch
6104-172 St.
Edmonton, Alberta T6M 1G9.
780.496.7078
mskaronski@epl.ca

British Columbia
Alison Nussbaumer
University of Northern
British Columbia
3333 University Way
Prince George, BC
V2N 4Z9
250.920.6612
alison@unbc.ca

Idaho
Susannah Price
Boise Public Library
7715 Capitol Blvd.
Boise, ID 83702
208.384.4026
FAX 208.384.4156
sprice@cityofboise.org

Montana
Jan Zauha
Montana State University-
Bozeman Library
P.O. Box 173320
Bozeman, MT 59717-3320
406.994.6554
FAX 406.994.2851
alijz@montana.edu

Oregon
Carol Reich
Hillsboro Public Library
3825 NE Azalea St.,
Hillsboro, OR 97124
503.615.6505
FAX 503.615.6501
carolr@ci.hillsboro.or.us

Washington
Kay Vyhnanek
Holland/New Library
Washington State University
Pullman, WA 99164-5610
509.335.5517
FAX 509.335.0934
kayv@wsu.edu

committees

Bibliography
(inactive)
Gloria Ostrander-Dykstra
Boise State University
910 University Drive
Boise, ID 83725
208.385.3650
gostrand@boisestate.edu

Elections
Carolynn Avery
Oregon State Library
250 Winter St. NE
Salem, OR 97310
503.378.4243, ext. 269
averyc@pioneer.net

Intellectual Freedom
TBA

Nominations
Susannah Price
Boise Public Library
7715 Capitol Blvd.
Boise, ID 83702
208.384.4026
FAX 208.384.4156
sprice@cityofboise.org

Young Reader's Choice Award
Carole Monlux
Paxson Elementary School
101 Evans
Missoula, MT 59801
406.542.4055
monlux@montana.com

Webmaster
Linda Frederiksen
Access Services Librarian
Washington State
University Vancouver
Vancouver, WA
frederik@vancouver.wsu.edu

Electronic List Manager
Lenora Oftedahl
StreamNet Library
Columbia River Inter-Tribal
Fish Commission
190-729 NE Oregon St.
Portland, OR 97232-2701
503.731.1304
FAX 503.731.1260
oftl@critfc.org

PNLA Quarterly Editor
Publications
Mary K. Bolin
Library, University of Idaho
Rayburn Street
Moscow ID 83844-2350
208.885.7737
mbolin@uidaho.edu

Send all Quarterly mail to:
(New Address)
PNLA Quarterly
Mary K. Bolin
Library, University of Idaho
Rayburn Street
Moscow ID 83844-2350

Visit PNLA's Web site
at **www.pnla.org**

To post a message to
the PNLA list, send
your message to
pnla-l@krl.org

volume 67 number 4 (summer 2003)

THE OFFICIAL PUBLICATION OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION

PNLA QUARTERLY

President's Message
DANIEL MASONI

Oh, those regional ideas!

This spring, I unfortunately missed the Library Association of Alberta's annual conference. A budget presentation got in the way of the best regional conference in all of PNLA-land. I apologize to my Canadian friends for such poor scheduling on the part of my City Council. I really missed the exchange of professional ideas and solutions which always takes place at the LAA conference. Now, I look forward to PNLA-Boise, 2003.

"Dream Weavers" promises to be a great conference, melding a confluence of ideas and methods into a seamless flow of professional information. I'll be there to share both ideas and methods with all of you.

PNLA exists to serve the professional needs of an international library community. As this is probably my last opportunity to corner readers with a *PNLA Quarterly* message, I would like to encourage you to participate in PNLA. Whether providing input on our listserv, serving on a committee, or on the Executive Board, your input to our organization is essential to the well-being of our profession.

See you in Boise!

From the Editor
MARY BOLIN

Thanks to everyone who contributed to this issue. We have an array of excellent and interesting articles, exploring issues such as the USA PATRIOT Act, library instruction, and Internet filtering. I hope you find this issue enriching and thought-provoking. If you have an article to contribute, please let me hear from you. See you in Boise in August!

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.

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.

Fall 2003 Issue (Deadline September 1, 2003):
Winter 2004 Issue (Deadline December 1, 2003):

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

Please email submissions to mbolin@uidaho.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, but please do not use footnotes.

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

Button Pushing vs. Concepts: Library Instruction, Technology, and the Swinging Pendulum of an Old Debate

DIANE PRORAK

Diane Prorak is a Reference librarian and Associate Professor at the University of Idaho Library. She received her MLS from the University of Wisconsin-Madison. She has been at the UI since 1989, and has taught students to use microfiche serials lists, then LaserCat, then CD-ROM article indexes, then networked CD-ROMs and now online, Web-based resources. She coordinates the UI Library's instruction program and science collection management. She can be reached at: prorak@uidaho.edu

Button Pushing vs. Concepts

In many college and university libraries, including the University of Idaho (UI) Library, library instruction often consists of one or two class sessions within another course, such as freshman composition. In such a short time frame, we sometimes lament that we have little time for teaching much more than "button pushing" (now, clicking) or else focusing on one particular tool—such as the database with the most full-text articles. Teaching the technological skills of "how to get an article", where to click to find full-text articles, or procedures for obtaining an article can dominate these compressed sessions. We wish we could have the time to teach more information literacy and critical thinking concepts such as determining an appropriate search strategy or evaluating search results. Steven Herro summarizes the long-standing "teaching concepts vs. procedures" debate in an article discussing ways critical thinking can be added to library instruction sessions. He says that some instruction librarians emphasize how to use basic local library tools and databases in their sessions; others teach concepts for how to retrieve and evaluate information using a wide range of sources. The library instruction pendulum seems to swing between these two approaches.

In her 1992 article, "Renegade Library Instruction," Cheryl LaGuardia states that students need very basic library instruction and we need to teach them what they need and want—rather than the more lofty concepts we may want them to learn. Many instruction librarians perhaps wish we could teach broader information literacy concepts and still teach certain databases (tools) and where to click to see the full record (button pushing). We may get thwarted in our efforts to teach larger concepts when students need significant help with "information technology," such as how to save and print a list of articles. As LaGuardia points out, some of our instruction content comes from questions we are asked at the reference desk. These questions are what students need to know, so we should answer their questions in instruction sessions.

At the UI, we too find the need for practical instruction. We try to use class time to teach more advanced concepts such how to define an information problem, determine possible sources, develop an effective search strategy, or evaluate results. However, technology sometimes makes library use more complex, the pendulum swings and we need to teach very basic skills. For example, we frequently have to cover how to click through various links and screens to access an online journal article or determine whether the journal is in paper or online format. We find ourselves teaching students how to input their barcode in order to access the databases through the proxy server or where to click to recall a book.

Recently, however, at the UI we have seen that the technology can also develop in a way that gives us a little extra time to teach some more important, or at least different, skills and concepts. The pendulum swing, though small, has been energizing.

UI Library Program Background

The UI Library Instruction Program provides information literacy instruction sessions for UI classes and other groups. The program has been steadily growing in recent years; in 2001-2002, library faculty taught 497 instruction sessions, reaching over 7,000 students.

Much of our instruction is in freshman writing classes (214 class sessions in 2002). We meet with virtually all of the basic freshman composition classes. For English 101 (Introduction to College Writing) we provide a one-session basic overview of the library's facilities and services. In English 102 (College Writing and Rhetoric), library faculty meet with each class for an entire week (up to three sessions). English 102 students are required to complete a research paper and the library sessions help prepare them for this task. Thus, English 102 classes are given a more in-depth orientation on the library's physical organization

and Web site, Library of Congress call numbers, how to find books and articles, and evaluating Web sites.

Many instruction sessions consist of a short demonstration (Powerpoint slide shows and live demonstrations) followed by hands on practice on the student computers. Students share computers and complete required worksheets, which provide them with an opportunity to help each other. A few years ago, an extra class session was added to the orientation program when library faculty proposed adding a session on the evaluation of Web sites. The English Department has been willing to give the library this significant amount of time from its 102 course because English faculty have felt the sessions are very important and beneficial. More information on the program within English classes can be found at www.lib.uidaho.edu/instruction/Eng_Orientation.htm. Many of our worksheets can be found at www.lib.uidaho.edu/instruction/Eng102/.

Recent Changes

Some recent advances in library technology have allowed us to improve our use of class time in English 102 classes. First, we are subscribing to more and more databases that provide access to full text. Librarians and English instructors are beginning to accept the fact that undergraduate students will primarily choose full-text articles, so, even though we encourage the use of all formats, we have also begun to focus on better use of the full-text sources. Although we may feel like we are abdicating our responsibilities as advocates of searching far and wide for the best information, we are also admitting that our subscription full-text sources are probably better than what students will find if they search Google.

Another recent change is that the article databases most of our undergraduates use now have the capability to search our catalog for periodical holdings with a click on a "check library holdings" link. It is a feature that does not work perfectly, but it works well enough for undergraduate uses and matches their attention span. So, while we still teach how to find a print-format article in the library, it is generally now a briefer lesson and an easier process (at least at the level undergraduates need).

One day, soon after the "check library holdings" link appeared, I watched students skip over the section of the in-class worksheet that described the complex ways to find a printed article in the library stacks. I began to think that perhaps that whole section did not need to be there. Suddenly I imagined some blank space on the worksheet page and, perhaps, a piece of class time. What could we fill it with?

First, we experimented with filling that space with teaching how to cite sources—especially how to cite an online article. This is a question we frequently get at the reference desk, so here we are still teaching practical skills. However, this was previously not really part of our teaching responsibilities. English instructors generally taught citation format, but they were far less comfortable with citing electronic articles. The question of how to cite articles from full-text subscription databases is not easy when using MLA format. In fact, we found some instructors were so uncomfortable with the uncertainty of citing these sources correctly that they insisted students use only print-format articles. We looked around and found a citation guide that had a recommendation we liked for citing online articles in MLA format: Diana Hacker's *Research and Documentation Online* at www.dianahacker.com/resdoc/. We included the citation concept, examples and the Web site in our instruction sessions, on our Web site (www.lib.uidaho.edu/instruction/elec_style_guides.htm), and on our worksheet. (Worksheet examples can be found at www.lib.uidaho.edu/instruction/Eng102.) While technology caused much of the need to teach this concept, technology also helped allow us to include this concept in our rather short

class sessions. Previously, we hesitated to teach citation format, partly because it would require many students to have some printed source to look at (e.g. *MLA Handbook*) if they had a citation that differed from our one example. Now, however, we could send them to a common Web site for citation variations. Multiple copies of the *MLA Handbook* were no longer needed.

We did find it was sometimes challenging to teach how to cite sources. Many students have trouble identifying parts of citations, and some of our databases list the article citations in non-standard order (a disadvantage of the technology). So on some student worksheets, we found citations that we struggled to understand. But at least students were exposed to the concept of citing electronic articles. Instructors were quite appreciative of this addition and some now feel more comfortable with the electronic formats (which was important since our collection is becoming increasingly electronic). The Director of our Writing Center was happy to get our help in this area, as she and the Writing Center staff struggled frequently with this issue. And students even wanted to keep the library worksheets so they could see the sample citation on them! Plus, we felt even better prepared to answer this question at the reference desk.

Critical thinking and evaluation of sources is another area on which we have always wanted to spend more time. Students seem to use whatever citations pop up first in their results list, rather than really considering whether the source is relevant, reliable, and appropriate. As mentioned earlier, a few years ago we began teaching Web site evaluation in our instruction sessions—a very positive addition to our program. We generally provide a brief presentation on tips for evaluating Web sites; then students work in pairs to answer questions about Web sites on a worksheet. In most cases they use Web sites we have chosen and put on this page: www.lib.uidaho.edu/instruction/webeval.htm. In some classes, they search for Web sites on their own topics and evaluate them by answering the questions on the worksheet.

We really wanted to include more instruction on evaluation and critical thinking in all of our class sessions, so that we did not imply that only Web sites needed evaluation. We have experimented with teaching these concepts in the past, but limited time and other roadblocks always seemed to get in the way. However, this past semester, we tried some activities that asked students to evaluate books and articles. The technology of full-text article databases made including these activities more workable, though we had to swallow some of our principles. Previously, we generally did not have the class time to have students look up a topic, copy a citation, locate it in the library, bring it back to class, read it, and then evaluate it. But now that full-text articles were so easily accessible, we found this feasible—as long as we allowed them to focus on full-text articles. Students could search a database, scan the list of full-text articles, read the abstract, skim the article, and answer questions about standard evaluation criteria on their worksheets within the class session. While there was a downside, as we felt we were caving in to the use of mainly full-text articles, at least the students took an extended look at the article before including it in their bibliography. They actually determined whether it was relevant and many students found that the articles they initially chose were not suitable. This was treated as a learning experience in our classes, not a failure. We continued to instill the idea that they should consider choosing articles from their results list that were not in full-text online. Admittedly, they may not have heard our preaching, but did they hear it in the past?

In the exercise for evaluating a book, we had students choose printed books on the shelves. This was eye-opening for both the librarians and students. Students looked up the

cont. on p.20

Libraries, Privacy, and Government Information after September 11

JUNE PINNELL-STEPHENS

As a result of my work with the Alaska Civil Liberties Union and years promoting intellectual freedom for library users, I was invited to participate in Alaska Lt. Gov. Ulmer's Summit on Privacy. I was heartened by the end of the summit to see that most of the participants shared my concern about emphasizing privacy as a right guaranteed under the Alaska Constitution and requiring government to approach personal information from that perspective. The summit ended on September 7, 2001. As you know, our world soon changed dramatically.

USA PATRIOT Act

Within six weeks of 9/11, Congress passed Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act, known as the USA PATRIOT Act. Clearly named to create its acronym, the PATRIOT Act was an emotional response to the terrorist attacks. It was passed before there were even enough copies printed for all members of Congress to read the bill before voting and is, as Rep. Don Young (R-AK) said on Alaska Public Radio, "the worst piece of legislation we've ever passed." (*Talk of Alaska* transcript, 11 Feb. 2003)

According to a congressional staffer who was responding to a question from an ALA staff member, it contains "all the stuff we've been trying to pass for at least ten years and haven't been able to." The PATRIOT Act reverses controls placed on domestic terrorism surveillance guidelines adopted in 1976 after the abuses of the COINTELPRO were revealed in the Sen. Frank Church Committee reports. Under COINTELPRO, Civil rights and anti-war activists who were neither accused nor suspected of crimes became targets of government investigation because of their outspoken criticism of government policies. The Church Committee guidelines required actual evidence of criminal activity. "Without this restriction, covert surveillance of political dissidents with no known connection to criminal activity is bound to resume." (*Newsday*, 16 Sept. 2002) Libraries also have experience with surveillance through the FBI Library Awareness Program, which occurred between 1973 and the late 1980s. The FBI wanted libraries to monitor what Soviet citizens were reading, and agents often approached and enlisted or intimidated clerical staff into helping them.

The PATRIOT Act amends fifteen federal statutes and affects at least ten basic constitutional rights, in addition to affecting the constitutional separation of powers:

- Free speech, assembly, and ability to petition the government for redress of grievance (1st Amendment)
- Freedom from unreasonable search and seizure, a requirement for probable cause for obtaining warrants, and a specific description of the objects of searches (4th Amendment)
- Due process of law before the loss of liberty (5th Amendment)
- Speedy and public trial, and the assistance of counsel (6th Amendment)
- Equal protection of the law (14th Amendment)

Provisions of the Act make disturbing changes in how law enforcement obtains court orders, how it handles the suspects it detains, and who it targets for investigation. Perhaps the most important change is the level of proof necessary to obtain an order. Before the PATRIOT Act, agents had to prove "probable cause" of illegal activity in a criminal court. Now they can go to the Foreign Intelligence Surveillance Act (FISA) court and claim the order is needed to investigate activity that is merely "relevant to" an ongoing investigation. A FISA court cannot deny a request presented to it as long as it is includes the required information, despite the court's own statement that Department of Justice (DOJ) officials "had frequently misled the court" about their real target. FISA orders are "gagged," so recipients cannot reveal they have been served with one. DOJ applied for more than 1,200 FISA warrants in 2002, an increase of more than 30% over 2001, and Attorney General Ashcroft personally signed more than 170 emergency foreign intelligence warrants, three times the number authorized in the preceding 23 years.

June Pinnell-Stephens is Collection Services Manager at the Fairbanks North Star Borough Public Library. She is past-president of the Alaska Library Association, the Pacific Northwest Library Association, the Freedom to Read Foundation, and the Alaska Civil Liberties Union. The views expressed in this article are hers and not those of the Fairbanks North Star Borough. Thanks to Don Wood at ALA for his work on the IFACTION list, the source of much of the information cited here. The author can be reached at: june.pinnell.stephens@fnsb.lib.ak.us

There is another type of order that the FBI is using, called National Security Letters (NSL). Despite assurances in a letter from FBI Agent Keith DeVincentis to a town considering a resolution about the Act that "the FBI cannot unilaterally act outside the strictures of court orders" (letter, 25 Mar. 2003), NSLs are administrative subpoenas issued by the FBI, not by courts, and are gagged as are FISA orders. According to an FBI memo issued on November 28, 2001, "The USA PATRIOT Act has greatly simplified the NSL process. The FBI official authorizing the issuance of an NSL is no longer required to certify that there are specific and articulable facts giving reason to believe that the information sought pertains to a foreign power. ... Individual field offices have the responsibility for establishing and enforcing an appropriate review and approval process for the use of NSL authorities." Since September 11, 2001, enough NSLs have been issued to fill more than five pages of logs as ACLU and Electronic Privacy Information Center (EPIC) discovered in a Freedom of Information Act (FOIA) request. Responses suggest "the government is using this power more extensively than other surveillance powers—which require court approval—granted under the USA PATRIOT Act." (ACLU, 3 Apr. 2003) Another document, also printed from the FBI Web site, instructs agents how to remove computers without a warrant at all.

The Act covers any tangible thing, including books, records, papers, documents, and more, from any entity, including libraries, private organizations, and medical facilities, to name a few. They "can be records of the target or those of a third party with connections to the suspect." (*Daily Herald*, 24 Jan. 2003)

The Act can be used to obtain the records of any individual, provided that US citizens cannot be investigated "solely" on the basis of activities protected by the 1st Amendment. However, speech that potentially endangers national security is one of four categories of speech not protected by the 1st Amendment. In view of Attorney General Ashcroft's assertion to Congress that asking any questions about civil liberties is aiding the terrorists, I believe that he would consider public dissent to be outside the protection of the 1st Amendment and evidence of "domestic terrorism." By contrast, I discovered this quote from a former US President: "To announce that there must be no criticism of the president, or that we are to stand by the president, right or wrong, is not only unpatriotic and servile, but is morally treasonable to the American public." (Theodore Roosevelt)

Libraries and the USA PATRIOT Act

Although Tim Burgess, the US Attorney for Alaska, claims that concerns from the library community are exaggerated because "libraries and bookstores aren't even mentioned," the records of libraries and book stores are definitely included in Section 215 of the Act, because *nothing* is excluded. (*Fairbanks Daily News-Miner*, 10 Apr. 2003) I believe this provision has alarmed many people and prompted them to examine the Act more closely. Knowing that Big Brother may be snooping into what they read is an abuse that resonates deeply with the American public. As ALA said in the Library Bill of Rights Interpretation on Privacy, adopted June 2002, "When users recognize or fear that their privacy or confidentiality is compromised, true freedom of inquiry no longer exists."

In January 2002, David E. Green, Principal Deputy Chief, Computer Crime and Intellectual Property Section, Criminal Division, Department of Justice, participated in a panel discussion at ALA's Midwinter conference. He claimed that the Act "merely updates the law to recognize the new technology." Also, "since they [the FBI] can already get subpoenas, [the] new law just lets them get records 'relevant to' a terrorism investigation. [Therefore, there is] no reason

ever to use [the] new authority!" (Green handout)

By the time I returned from that conference, the Library Research Center at the Graduate School of Library and Information Studies at the University of Illinois released the results of a survey of public libraries it had conducted on December 4, 2001. That survey revealed that more than 200 public libraries had already been asked for information by law enforcement, and 20% said they had reported patron records or behavior to outside authorities. In a subsequent survey of 906 libraries, 545 said they had been visited by law enforcement in the year after 9/11, and nearly 50% voluntarily complied with requests for information without a court order.

Unlike the subpoenas to which Mr. Green referred, a FISA order is a search warrant, which is immediately executable. The library may or may not have an opportunity to check with its legal counsel before the agents conduct the search. Remember that FISA orders contain a "gag" provision, which means the library cannot tell anyone they have been served the order, much less alert the target that his or her records have been part of an investigation. Many libraries do not have access to an attorney, and to ask anyone else for help would violate the gag order. ALA's Office for Intellectual Freedom told those libraries to phone and say only "I need to talk to an attorney." They would then put those libraries in touch with legal help. I received just such a request from a library in Alaska, and although I cannot say positively that library had been served with a FISA order, I believe they were. Also, it appears the FBI is using NSLs in libraries to avoid connection with oversight of orders under Sec. 215 of the Act

Requests for information on how Sec. 215 has been applied came first in FOIA requests from groups like the ACLU and EPIC. The DOJ refused to comply with these initial requests, until courts ordered them to comply. Even then, they provided reports that were almost completely redacted and therefore meaningless. Other requests have come from members of Congress. Reps. Sensenbrenner and Conyers submitted a letter to DOJ asking about number of times Sec. 215 had been used to get library records, saying, "The public is entitled to know how the DOJ is using the vast surveillance powers that the Patriot Act authorizes." (Federation of American Scientists [FAS], 28 Mar. 2003) The DOJ took nearly a year to respond and claimed that, "The American people surrender their right of privacy when they buy books in bookstores or borrow them from libraries" (American Booksellers Foundation for Free Expression, 17 Jan. 2003). The response of May 2003 claims that agents had sought information from libraries fifty times under Sec. 215, but those figures can be reconciled with the University of Illinois results only if they are limited solely to FISA warrants and do not include NSLs and other orders.

All records are subject to search—circulation records, preschool story time sign up, interlibrary loans, book challenges, newly developed digital reference, Internet use logs, and any other instance in which an individual can be linked to a resource or communication. In response, libraries have begun conducting privacy audits to be sure they really need to keep the personal information they have traditionally collected and to get rid of information they do not need.

Libraries need to write procedures for handling law enforcement requests, at least instructing all staff to refer questions to the director. Part of the problem they now face is an overwhelming number of orders that might walk in the door, as demonstrated by a nine-page chart (available from LLRX.com) describing the variety of orders, courts, targets, media, and information involved in a request. If an order comes from a federal court, it may or may not include a gag order, and it may or may not allow the agents to perform the

cont.

search immediately. If the order comes from a state or local court, it probably will not include a gag provision, and it may or may not be immediately executable. However, state or local orders will be subject to statutes protecting the confidentiality of library records and any state constitutional guarantee of the right to privacy, so those orders must be more narrowly targeted than a federal order. Or at least we believe that to be the case.

In the meantime, libraries across the country are reporting incidents. Computers were removed from a library in Washington without a court order, and every public Internet-access computer was removed from a library in Wisconsin. In New Mexico, Andrew O'Connor, a former public defender, was arrested in St. John's College Library, taken away in handcuffs, and held for five hours, after he was accused of making threatening remarks about President Bush in a chat room. O'Connor claims he said the president was "out of control" to a woman in the library who was wearing an anti-war button. (*American Libraries,* Feb. 2003)

Underlying the attempts to gain records of library use is an absurd assumption that it is possible to equate what people will do based on what they read. I frequently read murder mysteries—does that make me a murderer? Also, I buy material for the public library about explosives and blasting, because Fairbanks is a mining center; I think it is important that miners have access to current, accurate information about safe handling procedures. Will they continue to use these materials if they think the FBI is looking over their shoulders, much less adding their names to "watch" lists?

Libraries are doing what they can to educate their users to protect their privacy themselves. And although the new laws may have changed our ability to be successful in protecting our users' privacy, they have not changed our professional obligation to try.

Other Laws, Orders and Regulations

In addition to the PATRIOT Act, there have been a number of other laws and programs that further erode privacy and civil liberties:

- The Homeland Security Act expands the collection and sharing of information and further lowers the threshold necessary to monitor individuals and organizations through preliminary investigations. It also exempts the Transportation Security Administration from FOIA requests, which prevents citizens from knowing why they are on "no fly" lists or correcting errors in the databases the security agents rely on for assessing risks of travelers.
- The proposed Domestic Security Enhancement Act, or PATRIOT II, would allow the government to expatriate US citizens by inferring their intent from activities, including training, in connection with groups labeled terrorist by the DOJ.
- The Total Information Awareness program, now renamed Terrorist Information Awareness, intends to build a database of all electronically accessible information wherever and however it is available. One of those sources is ChoicePoint, a company which claims to have records on nearly every American who uses a credit card and whose faulty records contributed to the wrongful purging of thousands of Florida voters in the 2000 election.
- EagleEyes, sponsored by the Air Force, and Cat Eyes, organized by an individual in New Jersey and now

adopted by local police departments throughout the East Coast and parts of the Midwest, are two efforts to develop citizen informant programs.

Unfortunately, this list includes only a few examples. Christopher Pyle, who was a on the staff of the Frank Church Senate Committee in the 1970s, recently said, "We need a Requiem Mass for the 4th Amendment, because it's gone." (*Sierra Times*, 3 Mar. 2003)

Vanishing Government Information

At the same time the government has escalated its ability to gather information about the public, it has drastically decreased the amount of government information available to the public. Although funding and self-censorship play a role, the majority of information has disappeared because of classification and ideology.

Classification

According to the Information Security Oversight Office, which tracks classifications in government and industry, actions to classify documents recently increased 44% as reported in the *Los Angeles Times*, yet there are no criteria for removal, no means of appeal, no comprehensive list of removed documents, and no definition for "sensitive" even after the Homeland Security Act included "sensitive but unclassified" as a category of restricted information. "Many of the withdrawals mirrored efforts industry had been making for quite a few years" to avoid scrutiny and regulation, and no one knows what new material is simply not being distributed. (*New York Times*, 3 Jan. 2003)

By January 2002, more than twenty federal agencies had removed material from their Web pages, including 9,000 items from the Department of Energy and 5,000 items from the NTIS site. Also, despite more than 32,000 releases of hazardous chemicals in 2002, the Environmental Protection Agency removed all the Risk Management Plans with Offsite Consequence Analysis reports, which are required from chemical companies to describe worst case scenarios from chemical accidents.

There have been a number of nonsensical incidents. For example, a service manual for a laundry dryer was classified by the Navy under the Arms Export Control Act as export-controlled technical data that is exempt from public disclosure, and anyone who releases the information is subject to severe criminal penalties. Also, the "Pentagon rejected a FOIA request by a reporter to see an internal training video, claiming that the law allowed it to be withheld. The video is the 22-minute 'Freedom of Information Act/The People's Right to Know,' which is utilized to teach Pentagon employees how to carry out the maximum-disclosure purpose of the act." (*Funny Times*, May 2003)

Ideology

The Department of Education is revising its Web site to remove outdated information, but it has also removed any material that does not agree with the Bush administration initiatives or the No Child Left Behind Act. It has announced it will also delete access to the ERIC digests, and it has already deleted a study about the e-rate usage in empowerment zones, an approach in conflict with the Bush-preferred tax credit proposals.

The Department of Health and Human Services removed information on using condoms, on how abortion does not

increase the risk of breast cancer, and on how to run programs proven to reduce teenage sexual activity. Several members of Congress wrote the Secretary, expressing their concerns that "decisions are being driven by ideology and not science, particularly those who want to stop sex education. Information that used to be based on science is being systematically removed from the public when it conflicts with the administration's political agenda." (*New York Times*, 26 Nov. and 27 Dec. 2002)

There are countless incidents in which innocent people have been touched by the new laws, orders, and regulations that have been enacted since 9/11, and there is still no comprehensive view of how decreasing access to government information will affect our ability to make informed decisions about the issues we face. However, turning our backs on this erosion of civil liberties—including the rights to free speech and privacy that form the role of libraries in our democracy— will hurt our citizens more than our enemies.

This article (© June Pinnell-Stephens 15 May 2003) is adapted from a speech that has been given to a number of groups in Alaska. The author grants permission for free and wide distribution.■

PNLA Annual Conference Focuses on Cultures, Ideas & Services

Mark your calendars for August 13-15 and come to the Pacific Northwest Library Association Annual Conference in Boise, Idaho.

This year's theme is *Dream Weavers—Bringing cultures, ideas & services together,* and the conference promises opportunities to expand your horizons, share ideas, and pick up new service tips and strategies.

Pre-conference offerings include timely informational sessions and relaxing tours. Sign up for one or both of the pre-conferences on August 13 or choose the combination package of pre-conference, lunch and tour.

The morning session highlights human rights and the afternoon workshop focuses on protecting your community's intellectual freedom rights from censorship. Enjoy lunch with Raul Sanchez who will talk about Leadership issues, as part of the pre-conference day. Registration for either pre-conference includes the special Luncheon. That evening, author/poet/screenwriter Sherman Alexie will give the Keynote address.

Thanks to underwriting by the Idaho Humanities Council and PNLA, Alexis's address is free, although tickets are required. A prolific novelist, poet and screenplay writer, Sherman Alexie has been hailed as one of the best young writers of his generation. In June 1999, the *New Yorker* named him one of the top 20 writers for the 21st Century.

But his talent and voice shine brightly far beyond the pages of his work. In public appearances, his tales of contemporary American Indian life are laced with razor-sharp humor, unsettling candor and biting wit.

Alexie, a Spokane/Coeur d'Alene Indian, grew up on the Spokane Indian Reservation in Washington State. His works include The *Lone Ranger and Tonto Fistfight in Heaven* (1993), the basis for the acclaimed film *Smoke Signals*; *Indian Killer* (1996); *Reservation Blues* (1995); and *Toughest Indian in the World* (2000). His first book, *The Business of Fancydancing* was selected by the *New York Times* as a "1992 Notable Book of the Year," and his film of the same title is showing in selected theaters now.

During the conference on August 14th & 15th, choose sessions from one of five tracks—Intricate Threads (Management/Special Issues), Interwoven Movements (Adult Services), Lifelong Patterns—Foundations for Kids & Teens, Interweaving Books & Bytes (Information Technology/Library Instruction), and Tapestried Realms (Support Staff/Potpourri). For program and special event details, Boise area recreational opportunities and conference registration information, visit www.pnla.org.

Works by Sherman Alexie:
Just out!
Ten Little Indians: stories
    Grove Pr; 2003   ISBN: 0802117449

Other books:
Business of Fancydancing: stories and poems
    Hanging Loose Pr; 1991   ISBN: 0914610244
First Indian on the Moon
    Hanging Loose Pr; 1993   ISBN: 1882413032
Indian Country
    Grove Pr; 2001   ISBN: 0802116965
Indian Killer
    Warner Books; 1998   ISBN: 0446673706
Lone Ranger and Tonto Fistfight in Heaven
    BT Bound; 1999   ISBN: 0785769498
Old Shirts & New Skins
    American Indian Studies Ctr; 1993   ISBN: 0935626360
One Stick Song
    Hanging Loose Pr; 2000   ISBN: 1882413776
Pacific Northwestern Spiritual Poetry
    Tsunami Inc; 1998   ISBN: 0964444054
Reservation Blues
    Warner Books; 1996   ISBN: 0446672351
Summer of Black Widows
    Hanging Loose Pr; 1996   ISBN: 1882413350
Toughest Indian in the World
    Atlantic Monthly Pr; 2000   ISBN: 0871138123

Movies:
Business of Fancydancing – 2002 - Currently in select theatres, soon to be released on DVD

Smoke Signals – Theatrical release June 26, 1999 by Miramax Films - Currently on Video and DVD

Boise area recreation booklist:

Epaldi, Sandy. ***Boise Climbs: a guide to rock climbing in the Boise area.*** Sandy Epeldi. 1996
Fanselow, Julie. ***Idaho: off the beaten path.*** Globe Pequot Press. 2000
Gottberg, John. ***Idaho.*** Fodor's Travel Publications. 2001
Hidden Idaho: including Boise, Sun Valley and Yellowstone National Park. Ulysses Press/Publishers   Group West. 2002
Maughan, Ralph and Jackie Johnson Maughan. ***Hiking Idaho .*** Falcon Publishing. 1995
McNeil, Jean. ***Boise With Kids: 101 adventures in Treasure Valley and beyond.*** Alturas Press. 1995
Morgan, Clay. ***Boise: the city and the people.*** American World Geographic Pub. 1993
Potucek, Martin. ***Mountain Biking Boise.*** Falcon. 1998
Rose, Peter. ***Insiders' Guide to Boise and Sun Valley.*** Insiders' Guides. 1998
Stuebner, Stephen. ***Mountain Biking in the Boise Front .*** Boise Front Adventures. 1994
Swope, Wendy. ***Wild Idaho: a guide to more than thirty roadless recreation areas.*** Falcon Press. 2002
The Trail Book: Boise and the surrounding area. Peak Media Inc. 1995
Wells**,** Merle W. ***Boise, an Illustrated History.*** American Historical Press. 2000

Internet Filtering: Battle Lines and Solutions

DEBRA MCCUTCHEON

Debra McCutcheon is the librarian at Red Bud High School, a school of 400+ students in southern Illinois. She has a B.S. and M.S. in secondary education from Southern Illinois University-Carbondale. She lives in the country outside Red Bud with her husband of 28 years, her son, and her yellow lab. She can be reached at: mccutcheon1975@yahoo.com

With the Internet, we can take virtual trips to nearly any place in the world and virtual tours through dozens of museums and art galleries. We can access thousands of primary sources and hundreds of thousands of secondary sources. We can read the complete works of Shakespeare, learn to speak Japanese, or complete a Bachelor of Science degree in Sociology—all with the click of a mouse. Sometimes without even trying, we can also learn how to make a bomb, what it is like to have sex with animals, and how to develop and display hatred for an entire race of people. Information on the Internet is both amazing and terrifying. But, is the Internet as dangerous as so many people feel it is?

In December 2000, former President Clinton signed into law the Children's Internet Protection Act (CIPA), which makes it a crime to use the Internet to distribute pornography and material "harmful to minors" and which mandates that school and public libraries receiving federal funding through e-rate and LSTA install "technology protection measures" that block or filter "Internet access to visual depictions that are (A) obscene, as that term is defined in section 1460 of title 18, United States Code; (B) child pornography, as that term is defined in section 2256 of title 18, United States Code, or (C) harmful to minors."

The Battle Lines Are Drawn

Before the law went into effect, however, it set off a battle that has been fought all the way to the Supreme Court.

On one side: The American Library Association (ALA) and the American Civil Liberties Union (ACLU) challenged CIPA on behalf of public libraries receiving federal funds and succeeded in getting the law overturned in federal court. ALA and the ACLU argue that the mandated technology protection measures, intended only to protect children from pornographic or harmful content, actually violate free speech by censoring all content for all viewers. They favor more careful monitoring of Internet use and educational programs for Internet users as protection.

On the other side: U.S. Solicitor General Theodore Olson, representing the government, appealed the case to the Supreme Court and contends that libraries filtering pornographic or harmful content from Internet sites are "well within the permissible limits of [their] discretion" to do so.

Taking sides: Public and school librarians across the country argue each side passionately. Some filter. Some do not. All await a Supreme Court ruling in July 2003.

Internet Filtering Basics

The "technology protection measures" mandated by CIPA are Internet filters designed to work between the computer's Web browser (or the proxy server) and the Internet connection to block material considered harmful to minors. If a user deliberately or unintentionally logs on to a site that has been deemed off-limits by the filter, the computer screen may display a warning message, an error message, or a partially blocked view of the site. According to Chris Ophus, president and co-founder of Family Connect, Inc. and S4F Technologies, Inc., a filtering technology provider founded in 1997, a site is filtered one of four ways:

- The keyword filter's software scans content for keywords as it is being loaded onto the user's computer and then blocks the site if any words from a predetermined block list are used. This is the "first generation" of Internet filtering.
- The packet sniffing filter's software "sniffs" the IP address from which the content started and then blocks information from known sites predetermined to be objectionable.
- The Uniform Resource Locator (URL) filter's software uses computer spiders to collect URLs that match a set of predetermined criteria.

Humans then use custom browsers to identify and add URLs to the filter's database of objectionable sites.

- New filtering technology is being developed to recognize the difference between pornographic and innocent context for words and to examine and filter images.

Internet Filtering Opponents

The largest and most vocal groups against the use of Internet filters are ALA and the ACLU. Both feel that filters violate the 1st Amendment's guarantee of free speech. Since there is no filtering software designed to block only what CIPA requires, innocent sites are often blocked as well. "Overblocking is a major concern. Many teachers and students have become frustrated by their inability to access perfectly appropriate material," says John F. Adsit, administrator for the online education program in the Jefferson Jefferson County Public Schools, Golden, Colorado. ALA also believes that using a filter to block inappropriate sites is not covered by the same discretion allowed a library when it decides not to purchase what it considers an inappropriate book for its shelves. In its brief before the U.S. Supreme Court, ALA points out that once a library connects to the Internet, that library opens its doors to a "huge amount" of information, much of which it would never consider for its own physical collection.

Seth Finkelstein, in an *amicus* brief supporting ALA before the U.S. Supreme Court, sees problems with libraries forcing "the political, social, and cultural biases of software manufacturers" onto the library community, especially biases inherent in the more controversial issues that filters may block.

But beyond the theoretical debates about free speech and potential bias lie more tangible arguments. The ACLU argued in its brief before the Third Circuit Court of Appeals in Philadelphia in 2001 that filtering will widen the digital divide "between the 'haves'—those who can afford Internet access in the home—and the 'have-nots' –low income people, minorities, and those who live in rural areas where reliable Internet access is not always available."

According to statistics offered to the Supreme Court in Solicitor General Olson's Brief for the United States, e-rate discounts reduced the cost of Internet service by 20% to 90%, depending on the library's economic situation. For the year ending June 30, 2002, that amounted to $58.5 million. In the same year, Congress "appropriated more than $149 million in LSTA grants for state library agencies". As Nancy Kranich points out, because of e-rate and other programs, "95% of American's public libraries are now online, serving as the sole log-on point for 25% of the population… Forcing libraries to choose between funding and censorship means millions of library users will lose, particularly those in the most poverty-stricken areas of the country."

Internet Filtering Proponents

Most arguments over the need for Internet filtering focus on protecting children from the pornography that is easily available on the Internet. Anecdotes of sexually explicit pictures popping up in innocent Web searches for Shakespeare's *Love's Labours Lost*, peach recipes, and *Bambi* abound. However, other arguments for the need for Internet filters focus on a completely different kind of frightening and insidious material.

Representing the Anti-Defamation League in a statement on Hate on the Internet before the Senate Committee on Commerce, Science and Transportation, Howard P. Berkowitz points out how a whole new generation of hate mongers is using the Internet to specifically target teens and children. He points out sites that promote Hitler's Nazi beliefs, others that deny the Nazi murder of six million Jews, and still others that revise history to claim that Jews were responsible for the trade in black slaves. In the hearing, Berkowitz called for filters like the Anti-Defamation League's own HateFilter™. Berkowitz admitted the Internet's potential for good, but pointed out that the Internet has also "given a big boost to extremists" and that we "must remain vigilant."

Mark Potok of the Southern Poverty Law Center also spoke before the Senate Committee on Commerce, Science and Transportation in May of 1999 about the need for Internet filtering of hate sites. His anecdotes were as harrowing as those of Berkowitz. Hate sites based on hatred of blacks, Jews, and homosexuals "jumped by almost 60%, from 163 at the end of 1997 to 254 in late 1998." Potok attributes that jump to the ease of publishing "slick" propaganda on the Internet. He describes one site where visitors "are invited to play 'Sieg Heil,' a computer game where [they] become an Aryan hero battling to thwart scientists creating a 'cross-bred' race," and another where they "can watch a real video of Skinheads taunting an apparently retarded black man."

Many who support the use of Internet filters, especially in schools, point to the *in loco parentis* role of teachers and suggest that teachers and librarians must be at least as careful about what students might find on the Internet as the students' parents would be. In fact, many librarians and teachers do promote the use of filters for their own protection as well as that of the students. Ann Curry and Ken Haycock interviewed school librarians and found that most used filters because they were uneasy about their own personal liability as well as concerned about their students' safety.

Will Manley looks at the need for Internet filters from a different perspective. He feels that librarians are on a "wooden-headed path of self-destruction when it comes to the issue of giving children access to hard-core pornography on the many computer terminals in libraries all across the country." He "can't think of a single librarian who would advocate the cause of putting *Penthouse*, *Playboy*, or *Hustler* on the magazine shelves of a youth services library," and he does not understand why ALA would challenge a law that keeps the same kinds of resources away from children at computers.

In a stance similar to Manley's, David Burt, an ALA member who founded Filtering Facts in 1997 after ALA came out against Internet filters, feels that ALA's anti-filter arguments are full of "distortions, half-truths, and poor logic." In Burt's own article, "In Defense of Filtering," he cites a need for librarians to make the same "appropriate materials" decisions for Internet sites as they do for their print media. "Public libraries do not carry a subscription to *Hustler* because librarians have judged it to be not appropriate… We let users choose which library materials are appropriate for them, but we have always restricted those choices."

Olson made the same point before the Supreme Court in his Brief for the United States when he contended that the use of filtering software to block access to online pornography "falls well within the permissible limits" of the discretion that public libraries have long had … just as public libraries have broad discretion to exclude pornography from their print collections, they have broad discretion to exclude pornography from their Internet collections."

Just How Well Do Internet Filters Work?

Much of the Internet filtering debate, from librarians in Washington to Supreme Court Justices in Washington, D.C., centers on the actual effectiveness of the filters. Many denounce ineffective Internet filters and the manipulation of statistics while others supporting the effectiveness of new Internet filter are coming to light.

Members of the Electronic Frontier Foundation and the Online Policy Group examined nearly a million Web pages using two filters commonly used in schools. They searched

cont.

all the topics from the state-mandated curricula of three schools and concluded that even when schools use filters on their least restrictive settings, they will "block tens of thousands of Web pages inappropriately."

In her article on the anti-filtering fight for the students in Davenport's Central High School, Deb Buttleman Malcolm points out that when the students tried to use their newly filtered school computers to get information on the legality of filtering, they found the sites to Freedom Forum and Student Press Law Center blocked.

While many are concerned about the appropriate information that Internet filters block, others are concerned with how much inappropriate material still gets past the filters. Unlike books and magazines, the Internet is dynamic. URLs can change overnight. By September 2001, 143 million people in the United States alone could access more than two billion Web pages on more than 11 million different Web sites using ordinary search engines (OPG & Finkelstein). The sheer volume of Internet traffic makes policing it impractical.

While many of Malcolm's students were blocked from legitimate sites like the NAACP, one of them discovered that KKK sites were available for browsing. Another form of "letting bad stuff through" occurs when a filter blocks obscene words, but not the accompanying obscene images or vice versa (*Consumer Reports*).

Other arguments used to at least cast doubt on the value of Internet filtering include:

- By leaning on the often spotty efforts of Internet filters to block offensive materials, librarians and teachers put themselves at even greater risk for legal action should a parent bring suit (Johnson; McKenzie) and create a sense of false security for the parents (Kranich).
- Filters may increase student awareness of and attention to just the things that the filters are supposed to block— and motivate the students to try to "beat the filter" (McKenzie).
- Many of the filtering companies refuse to give out their list of blocked sites or the criteria they use for blocking (Kranich)—casting doubts for some on the legitimacy of their service

The Problem with Those Statistics

While he will not claim that filters are foolproof, David Burt does insist that anti-filterers often distort the weaknesses of filters with their statistics. A common distortion, according to Burt, is to focus on the problems of the first-generation keyword filters as if filters had never improved beyond their original capabilities" (Burt, 1997; Written Testimony, 2000). Newer, better filters are much more flexible and specific, allowing librarians many choices in categories to block as well as the ability to unblock any site that has been incorrectly blocked (Burt, Written Testimony, 2000; Ophus). Newer filters also combine ever more sophisticated technology with the intelligence of careful human review, according to Ophus.

Sometimes, as the Kaiser Family Foundation found when it released its study of Internet filters in the *Journal of the American Medical Association*, the same set of statistics can be used to make a point for both sides of the argument. The news release by the Kaiser Family Foundation began with the headline "Internet Filters Can Successfully Block Most Pornography While Allowing Health Information, Depending on How Schools and Libraries Configure Them." The Foundation had focused on the statistics collected on filtering for earlier studies that concluded that medical sites and other valuable information would be blocked by most filters. Taking another look at those same statistics, but focusing on the levels of filtering, showed that medical sites were blocked only when the most restrictive level of filtering was used.

David Burt was concerned that some anti-filtering arguments were made based on the statistics garnered from study groups that were too small. In testimony before the COPA Commission in 2000, Burt described his own study of the filtered log files of two public libraries: the Tacoma, Washington Public Library using Cyber Patrol and the Public Library of Cincinnati and Hamilton County using Bess. The study measured Internet use in a "real world" setting and reflected millions of pages of Internet access

Burt also pointed out during the hearing that Michael Sims, an anti-filter activist, found in a one month study of actual Internet log files from the Utah Education Network, which uses Smart Filter, that 5,601 pages of 15,434,442 pages accessed were wrongly blocked for an error rate of only .036%.

So... What's a Librarian/Parent/Teacher To Do?

ALA suggests that librarians monitor Internet usage more carefully for all patrons rather than rely on filtering. Obviously, Internet filtering is not without its flaws, but the ALA suggestion is even "more restrictive than using filtering software," according to Solicitor General Olson in his case supporting CIPA before the Supreme Court.

Policing aside, few people would dispute the importance of guiding and monitoring children's use of the Internet. Even before CIPA, ALA encouraged "acceptable use policies" that guide parents, teachers, students, and librarians on how to use the Internet effectively and safely. One University of Illinois study is cited by ALA. Skip Auld suggests that perhaps the most important thing that ALA can do is battle to make it possible for local libraries to determine their own "best way" to handle access to the Internet.

Art Wolinsky eloquently concurs when he points out that we "media specialists, students, and teachers" who deal with the problems of filtering every day must "understand the problem and the solution" and not look at it "through the eyes of alarmists or those who stand to profit from filtering legislation... Instead, we are the ones "who face the problem and [we] are the ones who hold the solution."

And the Winner Is

In this particular battle, the lines have been drawn; the field is smoke-filled and muddy; the warriors bruised. Let us hope that, when the Supreme Court justices pass down their ruling on CIPA, good sense prevails among those of us on the field and this battle ends with educated, thoughtful winners declared on both sides.

References

"ACLU Files Challenges to Library Internet Censorship in Case Fast-Tracked for Supreme Court Review." <www.aclu.org/news/2001/n032001b.html>

"ALA Files Supreme Court Brief in CIPA Case." *American Libraries.* 34.3 (Mar. 2003). Available from *MAS FullTEXT Ultra* [database online].

Ardito, Stephanie C. "The New Internet Filtering Legislation." *Information Today.* 18.6 (June 2001). Available from *MAS FullTEXT Ultra* [database online]

Auld, Hamilton (Skip). "Filters Work: Get Over It." *American Libraries.* 34.2 (Feb. 2003). Available from *MAS FullTEXT Ultra* [database online]

Berkowitz, Howard P. "Internet Filters." *FDCH Congressional Testimony,* 20 May. Available from *MAS FullTEXT Ultra* [database online]

Burt, David. "In Defense of Filtering." *American Libraries.* 28.7 (Aug. 1997) Available from *MAS FullTEXT Ultra* [database online]

Burt, David. *Supplemental Testimony of David Burt, September 1, 2000.* <www.copacommission.org/meetings/hearing2/burt.test2.pdf>

Burt, David. *Written Testimony of David Burt: Child Online Protection Act Commission,* July 20, 2000. <www.copacommission.org/meetings/hearings2/burt.test.pdf>

Consumer Reports. "Digital Chaperones for Kids." *Consumer Reports.* 66.3 (Mar. 2001): 20. Available from *MAS FullTEXT Ultra* [database online]

Curry, Ann and Ken Haycock. "Filtered or Unfiltered?" *School Library Journal.* 47.1 (Jan. 2001): 42. Available from *MAS FullTEXT Ultra* [database online]

Electronic Frontier Foundation Media Advisory. "Internet Filtering Software Wrongly Blocks Many Sites: Damages Educational Opportunities for Public School Students." Sept. 18, 2002. <www.eff.org/Censorship/Academic_edu/Censorware/net_block_report/20020918>

Hull, Mary E. *Censorship in America: A Reference Handbook.* Santa Barbara, CA: ABC-CLIO, 1999.

Johnson, Doug. "Internet Filters: Censorship by Any Other Name?" *Emergency Librarian.* 25 (May/June 1998): 11. Available from *MAS FullTEXT Ultra* [database online]

Kaiser Family Foundation. "Internet Filters Can Successfully Block Most Pornography While Allowing Health Information, Depending on How Schools and Libraries Configure Them" Dec. 10, 2002. <www.kff.org/content/2002/20021210a/Internet_Filtering_News_Release.pdf>

Kranich, Nancy. "Libraries, Democracy, and Online Access." *American Libraries.* 32.5 (May 2001): 7. Available from *MAS FullTEXT Ultra* [database online]

Malcolm, Deb Buttleman. "Fighting Internet Filters Unites Students Against Censorship." *Education Digest*, 66.4 (Dec. 2000): 57.

Manley, Will. "Wooden-Headedness." *American Libraries.* 32. 5 (May 2001):1999. Available from *MAS FullTEXT Ultra* [database online]

McKenzie, Robert. "A Dozen Reasons Why Schools Should Avoid Filtering." *From Now On.* 5.5 (Mar./Apr., 1996). www.fno.org/mar96/whynot.html.

Minkel, Walter. "Filters Block Needed Health Facts: Kaiser Foundation Study Reaffirms That Filters Don't Work." *School Library Journal.* 49.1 (Jan. 2003). Available from *MAS FullTEXT Ultra* [database online]

Oder, Norman. "Supreme Court Justices Appear Highly Divided in CIPA Case." *Library Journal.* 128.6 (Apr. 1, 2003). Available from *MAS FullTEXT Ultra* [database online]

Ophus, Chris. "Children's Internet Protection Act Oversight." *FDCH Congressional Testimony*, Apr. 4, 2001. Available from *MAS FullTEXT Ultra* [database online]

Potok, Mark. "Internet Filters." *FDCH Congressional Testimony.* 20 May1999. Available from *MAS FullTEXT Ultra* [database online]

"Study: Internet Filters Bring Problems." *District Administration.* Feb. 2003. Available from *MAS FullTEXT Ultra* [database online]

Tyre, Tim. "ACLU, ALA and Amici File Supreme Court Briefs Arguing that CIPA Is Unconstitutional." *The Censorware Project: Exposing the Secrets of Censorware Since 1997.* 11 Feb. 2003 <censorware.net/article.pl?sid=03/02/11/2043211&tid=1>

United States v. American Library Association. No. 02-361. Brief for the United States, U.S. Supreme Ct. Jan. 2003. <www.usdoj.gov/osg/briefs/2002/3mer/2>

United States v. American Library Association. No. 02-361. Brief of *Amici Curiae* OPG, Seth Finkelstein in Support of Appellees, U. S. Supreme Ct. Feb. 2003. <www.onlinepolicy.org/action/legpolicy/cipasupremebrief030210.pdf>

Willard, Nancy. "Keeping Safe: Staying Smart." *District Adminisration*. Jan. 2003. Available from *MAS FullTEXT Ultra* [database online]

Wolinsky, Art. "Filtergate." *Multimedia Schools.* 8.3 (May/June 2001). Available from *MAS FullTEXT Ultra* [database online] ∎

"I'll Take Circulation Policies for 100, Alex"

or

Fostering the Team-Based Approach among Library Student Assistants

ALEX TOTH

ELAINE BORTLES

The value of the contributions made by student workers to the mission of the academic library is well established in both theory and practice. The ACRL draft "Standards for Libraries in Higher Education 2003" includes specific mention of student assistants in terms of assigning responsibilities appropriate to their, "qualifications, training, experience and capabilities." (ACRL, 2003). Student workers are particularly important in small academic libraries where, because of limited budgets and personnel constraints, they often may be relied upon to a greater degree than in larger academic library settings. Even in larger settings however, "[a]s libraries organizational structures change from hierarchical to team-based...student employees are given more responsibility to carry out tasks..." (Constantia, 1998) Such is certainly the case in the Harvey W. Scott Memorial Library at Pacific University in Forest Grove, Oregon.

The Scott Memorial Library employs upwards of 53 student assistants across eight library departments during the academic year. At the Scott Library, as in other academic libraries, every effort is made to hire enthusiastic and responsible individuals, provide them with quality training, and compensate them appropriately. While professionally-designed application forms and interviews can help to identify individuals with enthusiasm and responsibility, and technologies such as WebCT can be employed to create personalized training modules for a variety of tasks, similar tools are lacking when it comes to the issues of morale and motivation.

Just scheduling student assistants within any given library department is an art that requires juggling factors such as departmental need, the amount of work study funds assigned, as well as class schedules, social obligations, etc. This often results in a large number of students working a very limited number of hours with infrequent contact outside their departments. This can create a situation that results in a fragmented student workforce that largely defines contributions to the overall mission of the library in terms of the specific work performed at the individual level. As a result, the student assistant workforce at may lack a sense of cohesion and common identity, which can contribute to low morale and poor motivation. All of this seemed to be true of the student assistant workforce at the Scott Memorial Library. If student assistants could be made to feel more a part of the total library organization, they might come to realize that their contributions are appreciated not only at the individual level, but also at the group level.

The Scott Library's approach to these concerns was to discuss them at a staff meeting and agree that any improvement effort should focus on creating a team-based approach to the work environment among student assistants, and improving student assistant training. These goals were chosen because the Library's faculty and staff were employing the team-based approach, and anything that might help student assistants retain training information was in the library's interest.

At this point a notice was sent to all library student assistants notifying them that a student assistant advisory panel was being formed to suggest ways to improve communication among student assistants, foster positive morale, and improve training. Students interested in serving on such a panel were invited to come to a meeting and share their ideas. Out of that meeting came the fact that students wanted to understand the day-to-day operation of the library, to know what was happening in other departments, and to learn more about the value of their contributions to the library's mission. The students attending the initial meeting opted to form a planning committee of five members composed of representatives from various library departments to recommend ways that the team-based approach could be promoted and training improved. Based on the positive response generated by the meeting of the student assistants and the formation of the planning committee, a staff member, the Circulation Department Supervisor, volunteered to serve both as advisor to the committee and liaison between that group and the Library's faculty, staff, and administration.

Alex Toth is Social Sciences/Special collections Librarian and Elaine Bortles is Circulation Department Supervisor at Harvey W. Scott Memorial Library at Pacific University in Forest Grove, Oregon. Alex Toth can be reached at: tothalex@pacificu.edu. Elaine Bortles can be reached at: bortlese@pacificu.edu

Libraries Linking Idaho: History, Services, Vision

GINA PERSICHINI

Libraries Linking Idaho (LiLI) is an alliance of libraries and library consortia working together to further the common good. Specifically, LiLI refers to the projects and services that bring networked library services to the citizens of Idaho.

In 1998, the Idaho State Library (ISL) contracted with Himmel & Wilson Consultants to conduct a feasibility study on creating a formal network of Idaho libraries. Upon implementing some of the recommendations, LiLI was born. An advisory board consisting of Idaho school, public, and academic library leaders was put into place to work with ISL staff guide LiLI into fulfilling its vision to:

1. Offer services to all the libraries in Idaho,
2. Extend and supplement local and regional resources and services to the citizens of Idaho,
3. Build on the strength of existing networking and resource sharing efforts in the state, and
4. Provide a framework for future cooperation that recognizes the diverse missions and strengths of its participants.

With a clear vision, LiLI continues to make strides in Idaho through the implementation of a variety of statewide services and pilot projects.

Web site. The LiLI Web site (www.lili.org/) was one of the first services of the Libraries Linking Idaho program. The Web site serves as a primary communication tool for all of the LiLI services available. As an additional service, libraries can use the LiLI Web server to host their own library Web sites. Web hosting on LiLI is a free service to publicly funded libraries in Idaho. By simply requesting space on the Web server, libraries are providing resources to create their own Web presence.

LiLI-D. The LiLI Database Project (LiLI-D: www.lili.org/LiLI-D.htm) provides free access to full-text periodical databases for the residents of Idaho. LiLI-D is funded through the cooperation of the Idaho State Library and Idaho's public schools. In its fifth year, LiLI-D provides access to 25 EBSCO databases, ProQuest's National Newspaper Database, and ProQuest's eLibrary (formerly BigChalk). Because it is funded at the state level, the LiLI-D service is available to all Idaho citizens. LiLI makes it possible for any Idaho citizen to access valuable information regardless of their access to a free public library. At the same time, individual accounts are available to any publicly funded library in the state, including the public school libraries.

LiLI-Z. In keeping with the LiLI and Idaho State Library's goals of providing a "boundary-less, organic network with uniform interface," a pilot project called LiLI-Z introduced the Idaho library community to Z39.50 technology. The testing phase helped the LiLI Board determine that the amount of time and money needed to develop a Z39.50-based Idaho Virtual Catalog was beyond its resources.   However, a closer look at library staff searching patterns revealed that when an item is not available locally or regionally, they skip to a national (worldwide) source like OCLC.

Is Z39.50 a dead issue? No! The LiLI Board has not backed away from the importance of Z39.50—only future development of LiLI-Z. The LiLI Board is improving ILL, but not as a "homegrown" system. Instead, they are looking to turnkey software packages and document delivery— both physical and electronic.

WorldCat. Carrying out the vision to extend and supplement the local resources of Idaho's libraries, the Idaho State Library has arranged for statewide access to the OCLC WorldCat database through FirstSearch. WorldCat remains a valuable resource sharing tool for Idaho's libraries. Library staff using manual ILL methods can locate a bibliographic record and identify the libraries that own an item, expanding the reach of the small, rural library.

Interlibrary Loan. The spirit of resource sharing runs strong in Idaho. Many libraries are already actively participating in various resource sharing activities, many of the smaller, rural libraries are looking for opportunities to increase their sharing. The Idaho State Library has developed a Resource Sharing Pilot Project in an effort help libraries learn about automated methods of interlibrary loan and determine the impact

Gina Persichini is the Networking Consultant at the Idaho State Library. She joined the ISL team in October 2002, after seven years of service with multitype library consortia in Florida. Gina's professional interests are focused on resource sharing, training, and cooperative arrangements among libraries. She can be reached at: gapersic@isl.state.id.us

Brookline, New Hampshire Elementary Schools Library Media Center: a Case Study

KELLY WELCH

A case study can show us the universal aspects of library service that can be found in any library setting. At the same time, each case study reveals the individual library in its social, geographic, and political setting.

The community in which my target library resides is Brookline, New Hampshire. The library is an elementary school library physically split between two elementary school buildings, an upper (grades 5-6) and a lower (grades K-4) school serving a total of approximately 625 students and 70+ professional and administrative staff. The upper school is known as the Captain Samuel Douglass Academy (CSDA) and the lower is named the Richard Maghakian Memorial School (RMMS). The combined library media center contains at present approximately 12,000 titles split proportionally according to enrollment between the two buildings.

The Community

Brookline is located on the south central border of New Hampshire, amid wooded hills, wetlands, and small lakes. The nearest population center over 25,000 is the city of Nashua, located approximately ten miles east of Brookline, also on the border with Massachusetts. Many Brookline residents commute to Nashua and beyond, some into the greater Boston area, for their employment. There are several small colleges within a 45-minute driving radius of Brookline including state colleges, vocational schools as well as private, liberal arts institutions.

Brookline's population is approximately 4,200, with 2,119 males and 2,062 females noted in the 2000 census figures. There are roughly 1,500 children in the town, and just over 500 citizens over the age of 55. The median age in town is 35.7 years. The per capita income in town is $29,272 as compared to $30,485 throughout the state of NH and $27,880 nationally. The median household income in town is $77,075 as compared to $46,342 statewide and $40,938 nationally. These figures will very likely be revised considerably upwards in the next census as more professional families continually relocate to the area.

Labor force statistics showed the unemployment rate in Brookline at 1.9% as of September 2000. There are five major employers in town: two lumber mills; one plastics engineering plant; one steel fabrication plant; and one structural engineering office. Together these five companies employ approximately 140 individuals. Brookline's two elementary schools also employ approximately 70 full- and part-time teachers as well as additional support staff many of whom commute in to Brookline from other towns in the area. The bulk of the town's adult working population is employed beyond town limits.

Brookline residents have access to two Christian churches within town limits and several outdoor recreation areas such as baseball fields, hiking trails, and water sports. There is an active Rotary Club as well as a Women's Club, Boy Scouts and Girl Scouts, and community youth sports leagues (soccer, baseball, basketball, football) some of which are held in conjunction with the neighboring community. There is a local cable television company that provides local cable access for town information including the televising of monthly school board meetings. There is also a local arts institute (Andrés Art Institute) that opens its grounds to the public to view sculptures produced by international artists who visit Brookline for a summer residency. There is a small weekly newspaper published in town, *The Brookliner*, as well as a small weekly newspaper focusing on both of the two neighboring towns, *The Hollis Brookline Gazette*, but residents primarily refer to the larger daily newspaper from Nashua.

The School Community

The town of Brookline itself was incorporated in 1769, breaking off from the larger nearby town of Hollis. Brookline retains ties to this historical parent as the two towns share a School Administrative Unit (SAU 41), as well as a cooperative middle school (grades 7-8) and a cooperative high school, both located within Hollis' town limits. There are three separate school boards overseeing Brookline students (Brookline Elementary, Hollis-Brookline Cooperative, and Hollis-Brookline High School) and a separate board that oversees the elementary schools in Hollis.

Kelly Welch is currently a school library media specialist in Brookline, NH. Her background is in elementary teaching and technology, and she has spent several years teaching overseas at an American school in Bangladesh. Next year, she will pursue international teaching once again as a school library media specialist in the United Arab Emirates. She can be reached at: welchkel@msu.edu

A very active Parent Teacher Organization (PTO) serves the two Brookline elementary schools. This group raises large sums of money and provides enrichment activities and volunteer support to the school. One event that the PTO co-sponsors annually is an Artist in Residence experience for each of the elementary school buildings. This residency is financially supported by a combination of the PTO, the Brookline school board and outside grant money. Other activities include an annual Writers' Festival for each building that incorporates visits by published authors, both fall and spring book fairs, various speakers and presentations for specific grade level teams based on curriculum topics, and an end of year field day each year in June.

The Library: Physical Space

The Library/Media Center (LMC) at RMMS is rectangular in shape with a long edge running along the building hallway across from the main office area. It is approximately 800 square feet in area. It is located in the midsection of the building that separates the primary grade classrooms from the middle elementary rooms. Thus, students pass by the library several times each day on their way to specials and lunch. The LMC underwent minor renovations during the summer of 2002 as part of a larger building renovation. The size remains unchanged but new flooring, both carpeting and linoleum, was installed and the walls were painted. During this time, collection materials were boxed and stored then returned to the shelves in time for the start of the school year. Library skills classes began for all elementary grades on the first day of school.

Inside the LMC there are eight square tables with hardwood chairs for students clustered in the center of the space. They are quite old (purchased in the early 1980s during a previous renovation) and require a good deal of regular maintenance in order to remain safe for use by students. There is a line of four double hung windows to the outside on the east side of the library, and two large, fixed ceiling to floor window sections each with a hardwood door that opens onto the hallway on the west side. Print materials are housed on wooden shelves along both north and south walls as well as in four double-faced freestanding shelves in the main body of the room. Non-fiction materials are located in the north section of the rectangle, and fiction and reference in the south section. Easy and early reader fiction sections are located in two of the freestanding shelf units that are painted purple to signify of their content. There is also a story corner in the southeast corner with a rocking chair. The circulation desk runs along the western wall between the two large interior window areas, and videos and library administration materials are kept behind it.

The CSDA building is a new facility that has been open for students for three years. The LMC is located at the front entrance of the building across from the main office. There is a row of double hung windows looking out the front of the building along the western wall of the LMC, and a row of fixed, ceiling to floor windows along the corner of the north and east walls into the hallway of the school building. There is one doorway into the hallway on the east wall near the southern corner, and the circulation desk is perpendicular to it. The library office is located behind the circulation desk. A row of computers for student use lines the southern wall and includes an online catalog as well as *Grolier's Encyclopedia* on CD-ROM. At the western end of this wall is a doorway into the teachers' workroom. Between the computers and the first of the collection shelves is an open, carpeted area large enough to accommodate a full class of students as a story area.

Immediately opposite the circulation desk and also perpendicular to the doorway are two double-faced bookshelves containing reference materials. Directly to the

north of these are six round tables with hardwood chairs for student use. The bulk of the collection resides in low, double-faced hardwood bookshelves lined up obliquely along the western wall. The library is carpeted and the furniture is all finished with a light, natural wood finish. Overall, there is roughly 600 square feet of space.

The Library: Staffing

Currently, one full-time librarian, one half-time librarian and one full-time library aide staff the combined Brookline elementary school libraries. In addition, a parent volunteer experienced in library activities gives one morning per week to help with circulation and cataloging activities at CSDA. The librarians also teach scheduled weekly 45-minute library skills classes (fourteen for the full-time librarian, and fifteen for the half-time) for grades R-6, and 30-minute weekly skills classes for the four kindergarten classes. During these classes, students are also able to check out books for personal use during the week.

In the hours when no librarian is available to staff a library, it is closed to patron use. At RMMS, this amounts to approximately five hours per week during school hours, but at CSDA this adds up to nearly sixteen hours per week during school hours. Neither library is available for student use either before or after regular school hours. Other school groups use the library for meetings, etc., when it is not in use by the library program. Examples of these include monthly school board meetings, professional development meetings for staff members, district-wide leadership development meetings for administrators, and even lunch recess detentions for students.

The Library: Budget

Because this library is a school library, staff salaries do not come directly from the library budget. Rather, staff salaries are reflected in the school district budget under the general heading of teaching and support staff salaries and benefits. The actual amount of money over which the library administrator has control is limited to the amount allocated to the library program by the Brookline Elementary School Board. The LMC budget in Brookline includes only the cost of materials for collection development and skills classes. Even the library furnishings come from a separate pool of money and are individually negotiated within the larger school budget on an annual basis as needed.

For the 2003-04 school year, the library budget is slated to be $6,000 although the town has not as yet ratified the school budget, and past history has shown that the library line item is typically modified in light of larger changes to the overall school budget. Given the generally dismal hopes for this year's budget because of renovation bond payments, dramatically increased insurance costs, and an unfinished union negotiation for support staff, the likelihood is that this figure will be revised downwards in the coming weeks.

The Library: Circulation

Both CSDA and RMMS use the Follett® system for library automation. The library aide is generally responsible for circulation and cataloging activities, though the librarians also participate as necessary. The library manager also completes any original cataloging that may be required. Use of this automated system is fairly recent, as the database was just completed at CSDA at the end of the 2001-02 school year. All classrooms have access to the OPAC for their building via classroom computers, but the databases in the two buildings are not combined. Thus, is it not possible to search CSDA's collection from RMMS and vice versa.

At CSDA, the average monthly circulation rate for the

cont.

2002-03 school year to date (through February 28, 2003) is 711 titles. This figure does not compensate for months shortened by vacation days, nor does it include those titles, such as periodicals, that are not automated. Non-fiction checkouts account for 44.5% of the total with 1,964 titles. Of these, an overwhelming majority, 689, are from the 700s (fine arts) section of the Dewey Decimal system. The next most popular sections are the 600s (applied science) at 287 checkouts, and the 900s (history, geography, and biography) at 284 checkouts to date. A complete chart of the non-fiction circulation data is given below.

Category	Checkouts
700 Fine Arts	689
600 Applied Science	287
900 History, Geography, Biography	284
500 Science	260
300 Social Science	211
000 Reference	123
100 Philosophy & Psychology	47
800 Literature	41
400 Language	12
200 Religion	10

Fig. 1.1 CSDA circulation data

The comparison of non-fiction circulation to all other categories, primarily fiction and videos, is given in the table below on a month by month basis through February, 2003. December shows a marked drop in circulation most likely due to the annual vacation at the end of the calendar year as well as the completion of teaching units prior to the break. February, which has a similarly small number of teaching days, does not show as large a drop in circulation.
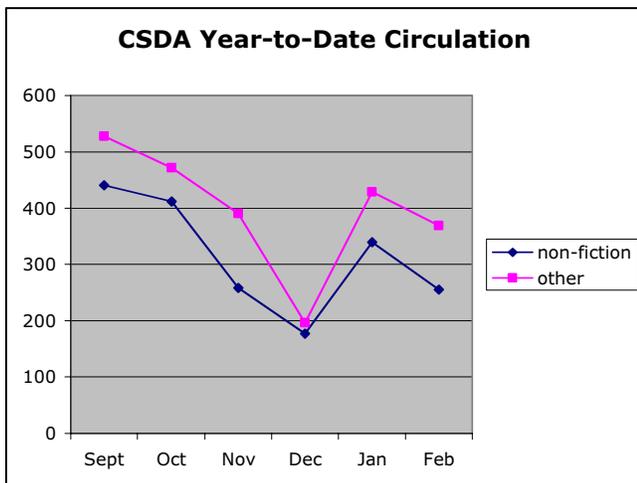

Fig. 1.2

At RMMS, the larger of the two schools, year-to-date circulation statistics through February 2003 give an average monthly circulation of 1,486 titles. Non-fiction accounts for approximately 48% of all checkouts with 4,235 titles to date. In this school the most popular Dewey categories are the 500s (Science) with 1,642 titles checked out and the 700s

(Fine Arts) with 1,056 titles checked out. The table below contains a complete breakdown of the non-fiction circulation statistics.

Category	Checkouts
500s (Science)	1,642
700s (Fine Arts)	1,056
600s (Applied Science)	764
300s (Social Science)	312
900s (History, Geography, Biography)	169
800s (Literature	168
400s (Language)	43
000s (Reference)	43
200s (Religion)	36
100s (Philosophy & Psychology)	2

Fig. 2.1 RMMS circulation data

As with the CSDA data, the comparison of numbers of non-fiction checkouts to those of all other categories appears in the chart below on a month-by-month basis. Again, there is a dramatic dip in circulation during December and another smaller dip in February. Again, as with the CSDA data, these statistics do not reflect those titles outside of the automated system.
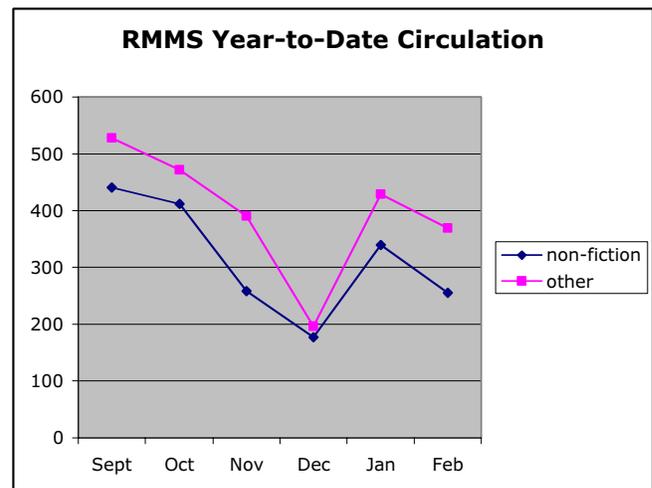

Fig. 2.2

The Library: Needs Assessment

In keeping with the ideals set out by *Information Power: Building Partnerships for Learning*, the LMCs in the Brookline Elementary Schools could be much better integrated into the K-6 curriculum. While this is difficult to document quantitatively, both librarians and the library aide note that there is very little integration of library skills into the daily lives of students. As it is, the school librarians/media specialists (SLMSs) by and large conduct their skills classes in isolation from what is going in classrooms. Despite on-going attempts to establish collaborative relationships with teachers, they make very little headway.

In Brookline, as in other schools around the world, job descriptions and vacancy announcements for teachers and library media personnel speak to the desirability of professional

collaboration in light of its proven positive effects on student learning. On a wider basis, Ann Marlow Riedling (2001) describes her research on the degree of agreement between SLMS job descriptions and *Information Power* ideals. She notes a very high level of agreement between the two, but does not get into the messier topic of whether or not this rhetoric translates into real changes in practice. Teachers, librarians, and administrators may describe themselves as collaborative, but that does not necessarily mean that collaborative activities for students are taking place.

Knowing that classroom/library collaboration is important also does not necessarily mean that librarians will be able to initiate it. Debra Lau (2002) examines the question of how much power typical school librarians wield within their buildings, both in terms of dealing with administrators as well as with teachers. Nearly half of the 770 librarians she interviewed were satisfied with the way teachers in their buildings receive them, describing it as "great enthusiasm" (p.1). What's more, 66% said that their administrators are supportive of their collaborative efforts. While this speaks to the underlying philosophy, it neglects the actual experiences. Acknowledging the potential of collaborative experiences is quite different than planning and engaging in them.

Post-secondary faculty members frequently lament what they perceive as a lack of preparation of incoming students for conducting real research. Carol Gordon (2002) describes the one-sided approach many secondary students take when conducting research. They focus on the gathering of information and do not seem to know that there is an equally important analysis or application aspect to the process. She credits this to the type of assignments these students typically receive that focus primarily on "collecting information and rearranging facts" (p. 7). Gordon implies that high-quality collaboration between teachers and librarians could help generate assignments in which research becomes "a contribution to a body of knowledge" (p. 7) that springs from genuine curiosity. Again, this is not a simple activity but one that requires thoughtful planning over time.

But whether or not schools in general and Brookline in particular will have a choice in terms of LMC/classroom collaboration may depend upon the availability of certified school library media specialists, individuals trained in the ideals established by the American Library Association for information literacy instruction. Nancy Everhart (2002) conducted research into the requirements mandated state-by-state for SLMSs. At present, just nineteen states require their schools to have certified library media specialists. Not surprisingly, most of these states also have better student/librarian staffing ratios as well (p. 2). Further, 68% of the current pool of certified school librarians will likely retire within the next twelve years, and the rate of enrollment in library science programs is insufficient to replace them (p. 1).

For Brookline, this means that it will be difficult to find qualified individuals to staff the libraries. Historically, Brookline's SLMSs have been teachers who accept a position in the library as a vehicle for moving into a classroom when a teaching vacancy occurs. Recently, the district hired a dedicated librarian with an advanced degree in library science when it came time to open the LMC in the new CSDA building. This coincided with automating both schools as well. But the move seems to have been a way to satisfy requirements for the New Hampshire Best Schools award. There is little

administrative support for collaboration, and the fact that the libraries are allowed to remain un-staffed and unavailable for so many hours each week speaks to the relative value they hold within the setting.

In specific terms, Brookline's elementary LMCs need a commitment to full-time professional staffing, and support for collaborative learning opportunities for students. Flexible scheduling and professional development opportunities that highlight materials and expertise would go far toward this end. Staffing issues could be solved quite easily by re-directing the .5 librarian to full-time status. Currently, this individual is divided between the library (50%) and enrichment activities (50%), an area that fits naturally into the role of a SLMS. By shifting enrichment activities into the library program the schools could maximize the potential for high quality collaborative experiences.

References

ALA/AECT. *Information Power: Building Partnerships for Learning*. Chicago: American Library Association, 1998.

Everhart, Nancy. "Filling the Void." *School Library Journal.* 48.6 (June 2002).

Gordon, Carol A. "A Room with a View: Looking at School Library Instruction from a Higher Education Perspective." *Knowledge Quest*. 30.4 (March/April 2002).

Lau, Debra. "Got Clout?" *School Library Journal*. 48.5 (May 2002).

Riedling, Ann Marlow. "In Search of Who We Are: the School Library Media Specialist in the 21st Century." *Book Report* 20.3 (Nov./Dec. 2001). ∎

Button Pushing vs. Concepts: Library Instruction, Technology, and the Swinging Pendulum of an Old Debate - cont.

book in the catalog, determined if it was checked out, found the book on the shelves and brought it back to class to evaluate. We found they frequently chose books that were too technical or too old and noted these shortcomings when answering the questions on their worksheets. Again, this was a learning experience that clued them in to what to consider when looking at a catalog record or before checking out a book. This exercise also helped us recognize the need to make some changes in our collection management so that we purchased more books in some areas that fit the needs of undergraduates rather than researchers.

Looking Ahead

Now, looking toward fall 2003, we are considering which of these concepts and activities to formally adopt in our instruction. We are energized by the new approaches we can take, which make our jobs always interesting. There still is "button pushing" to be taught ("click on the periodical title to see the full record with the years owned by the library"), but

we feel the pendulum swinging more into the realm of teaching information literacy, rather than information technology. We also know that technology will change again, perhaps freeing a little more space and time for including larger concepts or perhaps moving us back a step, if enhancements make it harder for students to navigate. We will continue to adjust our teaching to current needs. The instruction pendulum will continue to swing, but since it is increasingly on a digital clock, we will continue to move forward.

References

Herro, Steven. "Bibliographic Instruction and Critical Thinking." *Journal of Adolescent & Adult Literacy* 43.6 (2000). *Academic Search Premier*. Ebscohost. University of Idaho Library, Moscow, ID. 14 May 2003.

LaGuardia, Cheryl. "Renegade Library Instruction." *Library Journal* 117 (1992). *Academic Search Premier*. Ebscohost. University of Idaho Library, Moscow, ID. 14 May 2003.∎

"I'll Take Circulation Policies for 100, Alex" or... - cont.

The student assistants planning committee was authorized to meet once a week and paid for the time they spent developing plans to meet the above-mentioned goals. Of the suggestions that the committee put forth, the one which was received most enthusiastically was a proposal for a "Jeopardy"-style competition, in which teams of library student assistants would compete with one another to answer questions derived from departmental training manuals and written policies and procedures in the departments where the students worked. The library administration approved a small budget for the competition that provided for the purchase of gift certificates from local merchants to be awarded as prizes for the competition. It was further agreed that to insure maximum attendance, the competition would be held on a Friday evening when the library closed early, and that pizza and soft drinks would be provided. Library staff members agreed to serve as moderators, timers, and scorekeepers for the competition. On the day of the competition, eight 3-person teams competed for the better part of an hour and a half, and after consuming numerous pizzas and bottles of soft drinks, a winning team emerged.

Of course, the real winners in the competition were the students on the planning committee who developed valuable organizational skills while sifting through suggestions, compiling the questions, and organizing the competition, the

students who saw the advantage of having members of different library departments on their teams who could respond to the variety of questions asked, and all those students who prepared for the competition by reviewing departmental training materials and departmental policies and procedures. It is also quite possible that a secondary benefited accrued from providing library faculty, staff, administrators, and student assistants an opportunity to share a meal together and participate in a common work-related, but "fun" activity.

Constantia Constantinou has stated that, "Training, motivating, and rewarding student library assistants is a perpetual learning experience." That is most certainly true at the Scott Library and as this year's student assistants are invited to form an advisory panel, we will have to wait and see what innovative suggestions they may have for making library student assistants feel that they are a part of the library workforce.

References:

"Standards for Libraries in Higher Education: a Draft," *C&RL News*. (May 2003):329-3336.

Constantinou, Constantia. "Recruiting, Training, and Motivating Student Assistants in Academic Libraries." *Catholic Library World*. 69.1 (1998): 20-23.∎

Libraries Linking Idaho: History, Services, Vision - cont.

of adding the service to their existing activities. The project introduces libraries to interlibrary loan through the OCLC Web ILL system. Beginning as borrowers, library staff are learning to search and request items from locations never before available to them. The project is currently entering Phase 2, with participating libraries using OCLC's CatExpress to download MARC records and contribute their holdings to OCLC's WorldCat database. By doing so, the libraries are now able to share the unique items in their own collections.

Reciprocal Borrowing in Idaho. ISL's vision for a preferred future includes "continuous access and service to anyone, anywhere, anytime." In keeping with this vision, the menu of LiLI services will soon include Reciprocal Borrowing in Idaho (RBI). RBI is the newest of the LiLI services. There

are plans to roll it out for implementation in early 2004. The RBI program will allow Idaho libraries the option to provide reciprocal borrowing privileges to any Idaho library cardholder.

Training. At the heart of all the LiLI services is a dedication to access and a focus on the training and empowerment of the library community. This is accomplished with ongoing training opportunities on database searching, resource sharing, computer technology, and networking issues.

From the early stages of developing a Web site, to the implementation of statewide access to online databases, today LiLI remains a cooperative effort. Together, the Idaho State Library and the Idaho library community continue to improve library services for the citizens of Idaho.∎

PACIFIC NORTHWEST LIBRARY ASSOCIATION

INSTITUTIONAL/COMMERCIAL

New [ ]   Renewal [ ]

JULY 1 - JUNE 30

I understand that $20 of these membership dues covers the subscription to the PNLA Quarterly.

Signature_____

Name of Institution, Company or Organization

_____

Address _____

_____

Zip/Postal Code _____

Phone _____

FAX _____

Email_____@_____

Designated Voting Rep._____

Phone _____

Check membership category required:

o INSTITUTIONS

Annual gross budget:

( ) Up to $49,999 $ 35.00
( ) $50,000 to $99,999 $ 55.00
( ) $100,000 to $499,999 $ 75.00
( ) $500,000 to $999,999 $100.00
( ) $1,000,000 and over $150.00

o COMMERCIAL $100.00

Amount Enclosed $_____
(in the currency of country of residence/incorporation)

PERSONAL MEMBERSHIP

New [ ]   Renewal [ ]

JULY 1 - JUNE 30

I understand that $20 of my membership dues covers my subscription to the PNLA Quarterly.

Signature _____

Name _____

Address_____

_____

Zip/Postal Code_____

Place of Work _____

Position _____

Work Phone_____

FAX _____

Email _____@_____

Annual gross salary (in the currency of your country of residence)

( ) Up to 9,999 .... $30.00
    (Includes retired, unemployed or not employed in the library field)
( ) $10,000 to $19,999 $40.00
( ) $20,000 to $29,999 $50.00
( ) $30,000 to $39,999 $60.00
( ) $40,000 to $49,999 $70.00
( ) $50,000 to $59,999 .... $80.00
( ) $60,000 and over ... $90.00

Amount Enclosed $ _____
(in the currency of country of residence)

I would be willing to serve on:
    the PNLA Board   Yes _____
    PNLA Committees   Yes _____

Circle interests (PNLA will help you connect):
    Academic   Management
    Intellectual Freedom   Reference
    Resource Development   Serving Christian Community
    Library Instruction   Youth Services

PNLA Quarterly
Library, University of Idaho
Rayburn Street
P.O. Box 442350
Moscow ID 83844-2350
USA

PACIFIC
NORTH-
WEST

LIBRARY
ASSOC.