

PNLA QUARTERLY

THE OFFICIAL PUBLICATION OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION

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Food for Thought



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THE OFFICIAL PUBLICATION OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION

PNLA QUARTERLY

PNLA Quarterly: The Official Publication of the Pacific Northwest Library Association

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President's Message

JAN ZAUHA



MISSION

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

Greetings! I've just returned from one of the most interesting and provocative experiences of my professional career: the 2005 Alaska Library Association Conference in Barrow. It was my pleasure to represent PNLA at this conference. In fact, it was a greater pleasure than I ever dreamed it would be.

What made Barrow so special? Imagine gathering a group of engaging colleagues you'd like to spend time with in a setting that automatically draws you close together, in a landscape where the human element contrasts starkly with the harsh, beautiful expanse of the natural environment. Everything is set in absolute relief against such a landscape. Priorities and needs become crystal clear. The necessity of basic human networks is fully apparent, especially when you forget your gloves and it's -45 degrees wind chill outside. Literally nothing can be taken for granted.

Just traveling a short distance from hotel to conference sessions in a place like Barrow demands deliberate planning and complete focus. You quickly realize that moving around this town is definitely not the same as negotiating the streets of Boston or untangling the el in Chicago. As our conference keynote speaker reminded us, we certainly weren't in Kansas anymore – of course he was referring to the information tornado, not the Arctic landscape.

In a place like Barrow, though, metaphor becomes totally real. You have no other way of relating to your experience in this environment except to see it as symbolic. You begin to create your own professional folk tales, matching the mythic images of the Arctic winter to professional passions and pitfalls. Suddenly the way your Arctic Adventures tour guide bravely hops out of the van at each stop and shines his searchlight around to make sure no polar bears are lurking for a late night snack reminds you exactly of the information charlatans poaching your library patrons and of your responsibility to illuminate the Internet landscape for them. You trudge just a few yards in stinging winds to the conference shuttle and are reminded of your valiant struggle to fund that new library building. You catch your first glimpse of the northern lights and you think how wonderful all human knowledge is and how your library is part of a huge, ever-shifting network whose purpose is to safeguard and give access to it all.

Well, perhaps that was just my response to Barrow. But even if you weren't carried away by the poetry of the place, Barrow is clearly special and the people gathered together for the AKLA conference were equally special. In addition to approximately 150 eager, friendly information professionals from around Alaska, this conference drew library luminaries such as Stephen Abram, president of the Canadian Library Association, and Carol Brey-Casiano, current president of ALA. Judith Krug, ALA's Director of the Office for Intellectual Freedom, and Ann Symons, past president and treasurer of ALA, also joined us. Library educators from the University of Washington, Louis Fox and Joe Janes, came to share their expertise. Other illustrious speakers were revealed to be former igloo builders (as well as journalists), makers of Yup'ik dancer dolls and parkas, "culture bearers," and native story tellers. What a rich and varied group!

I've chosen to feature the AKLA conference in my message for this issue because I think it is representative of the great professional gatherings we hold each year throughout our region. The strength of the AKLA conference in Barrow is definitely proof of the lure of our region's many special places. It may take more effort at times to reach these gatherings, but it is so very rewarding, from the journey's beginning to its end. As I left Barrow on the last evening flight back to Anchorage, I realized that I was on a plane almost entirely populated by librarians. What a marvellous and rare opportunity! As we chatted, laughed, and compiled a whole-plane list of our current reading, I realized what a powerful force we are – I don't think anyone could have taken control of that airplane if they'd tried.

Quyanaq! (Thank you!)

Jan Zauha, PNLA President

From the Editor

MARY K. BOLIN

It's a very windy March day in Nebraska today, which means Spring is almost here. I hope the Northwest is moving toward Spring, too. To wake us up after a long winter, this issue has plenty of lively discussion of topics such as getting teens into the library, outsourcing technical services, and setting up an open source ILS. Food for thought, and seeds to plant! ■

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.

Summer 2005 Issue (Deadline June 1, 2005):

Fall 2005 Issue (Deadline September 1, 2005):

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

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

Submission Guidelines

Format

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

Font style

PNLA Quarterly publishes in the Verdana font, size 8.

Spacing and punctuation:

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

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

Spelling

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

Citation Style

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

Additional Information

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

From the Pacific Northwest Back East to Concord, Massachusetts

VERONICA DALEY ZALEHA

"Books are the treasured wealth of the world and the fit inheritance of generations and nations." *Walden*

One hundred and fifty years ago Henry David Thoreau included this quote in his treasured book, *Walden*. In July of this past summer, people congregated at the site of the experiment Thoreau undertook from July 4th of 1845 through September of 1847 for the Thoreau Society's annual gathering: *Walden: Of Its Time, For Our Time, A Sesquicentennial Celebration*. Featured as a highlight of this year's conference was the historic event of a dawn to dusk, cover-to-cover reading of Thoreau's *Walden* at Walden Pond, and I had the honor to be a part of it. My husband, Bernard Zaleha, fellow Thoreau fan and current national vice-president of Sierra Club, was invited to read. I was delighted to be allowed to join the reading as well. When asked with what affiliation I should be listed in the program, I proudly presented myself as a representative of the Pacific Northwest Library Association! Since I represented our association, I'd like to share my experience.

The reading commenced bright and early at 6:00 a.m. and continued until shortly after 6:00 in the evening. It was a typically overcast Eastern day with scattered showers. A small canopy protected the podiums and microphones where participants read facing a larger area canopied for the audience who could look beyond the readers across Walden Pond itself. My part of the reading came around noon about halfway into *Walden* at "The Village." I began with "After hoeing, or perhaps reading and writing in the forenoon, I usually bathed again in the pond, swimming across one of its coves for a stint, and washed the dust of labor from my person, or smoothed out the last wrinkle which study had made, and for the afternoon was absolutely free," and continued through "I was even accustomed to make an irruption into some houses, where I was well entertained, and after learning the kernels and very last sieveful of news, what had subsided, the prospects of war and peace, and whether the world was likely to hold together much longer, I was let out through the rear avenues, and so escaped into the woods again." My place in the program followed Dan Emerson, one of several descendents of Ralph Waldo participating in the reading, and preceded my husband, Bernie. The actual program can be found at www.aa.psu.edu/thoreau/readers.htm.

Walden at Walden was not the only event to take place during this four-day affair. Set in the town square of Concord, Massachusetts, workshops were held and lectures were delivered at the Masonic Temple and First Parish Church, each across the street from where we stayed in the Old Colonial Inn, a historic hotel in the heart of this literary mecca, also within walking distance of the North Bridge of "shot heard round the world" fame, and The Old Manse, home to both Emerson and Hawthorne. Before leaving on our trip, a friend described Thoreau Society's annual event aptly when she asked, "So, is this like a Trekkie Convention for Thoreau fans?" Yes it was, and it was terrific!

The convention included a hardhat tour of the renovation work in progress at the Concord Public Library. The care being taken to preserve its historic quality while wiring it for 21st century technology was impressive. At an evening's book signing and social I purchased a copy of *My Contract with Henry*, which I had the author, Robin Vaupel, autograph for the students at my school's library. I attended a roundtable on *Walden* as Spiritual Classic. The panel included Barry Andrews, author of the book *Thoreau as Spiritual Guide: A Companion to Walden for Personal Reflection and Group Discussion*. I heard Rev. Andrews speak again when he delivered the sermon from the pulpit of First Parish on Sunday morning. The highlight of the conference was the keynote address delivered by Leo Marx, Senior Lecturer and William R. Kenan Professor of American Cultural History Emeritus in the Program in Science, Technology and Society at

Veronica Daley Zaleha has a BA in English, Secondary Education, an MA in English, and recently earned her Education Media Generalist K-12 endorsement. She has begun her first year as librarian at Timberline High School in Boise, Idaho. She can be reached at veronica.zaleha@boiseschools.org

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A Community Study¹

Pasco, Washington is part of the Tri-Cities, which includes the city of Pasco in Franklin County, and both Kennewick and Richland on the Benton County side of the Columbia River. This area is located in the high desert of south-central Washington, in the northwest region of the United States. Low, sage brush hills, much of which have been converted to farm land, surround these communities. Elevation of the area ranges from 300 to 700 feet. The Snake River drains into the Columbia just east of Pasco. The Hanford Reach and the McNary Wildlife Refuge are prominent ecological features. Ice Harbor and McNary dams are each within thirty miles of the community. Of minor note is Rattlesnake Mountain to the west which, at an elevation of 3,500 feet, is touted as being the tallest treeless mountain in the Western Hemisphere.

Pasco is a growing city of 35,350 people (Greater Pasco, Homepage). There are slightly more men than women in Pasco, with 51.61% compared to 48.39%², and the median age is 26.6 years. 96.1% of the population considers themselves to be of one race³, with 56.72% declared as White, 3.22% as Black or African American, 1.77% Asian, a smattering of other populations at under 1%, and 37.44% under an ambiguous title of "Some other race". 3% declare themselves as being of two or more races, leaving nearly 1% who did not declare the number of races in their makeup.

"Some other race" is apparently made up of many people classified as Hispanic or Latino. This population checks in at 56.26% of the population of Pasco. Of the 18,041 Hispanics and Latinos counted in the US Census 2000, 15,256 were considered Mexican.

Economically, the Tri-Cities is largely supported by Hanford, which is an area of nuclear research and was involved in the development of the Bomb in the 1940's. It is now run by the Department of Energy, and its resources are focused on medical or industrial applications and nuclear waste disposal. Eight major contractors at Hanford are included in the list of the top 25 employers for the area. Five of those—Fluor Hanford, Inc.; Pacific Northwest National Laboratory/Battelle; Bechtel National, Inc.; CH2M Hill Hanford Group, Inc.; and Energy Northwest—employ over 1400 people each, for a total of 13,572 employees. The remaining three—Fluor Federal Services; Framatome ANP, Richland; and Bechtel Hanford, Inc.—are lower on the list, with a total of 2,129 employees between the three.

After the biggest Hanford contractors, the food processing industry provides the next largest individual employers for the area: Lamb-Weston (1800) and Tyson Fresh Meats (formerly Iowa Beef Products, 1450). Additional food-processing businesses in the top 25 include J.R. Simplot Company and Twin City Foods, with 500 and 400 employees respectively.

In agriculture, Broetje's Orchards is interesting to note, because this privately-owned family business is in the top 25 employers for the area, employing 796 workers. A November 25, 2003 article about Ralph Broetje's business includes this statement (L & M Companies):

Unique in the apple industry, the Broetje operation includes a community housing development on site with individual family homes, apartments for small families, a church, full gymnasium, licensed day care, an elementary school, and an alternative high school open to special needs kids from across the U.S.

Although none but Broetje's Orchards is large enough to make the top 25, smaller agricultural operations are, in combination, the largest employer in the area. In a 1998 series of articles, Jason Hagey cited that, "Recently, for the first time, agriculture...provided more jobs in the Tri-Cities than Hanford" (Hagey, "Hispanics Set Down Roots").

Education and health care are also major employers. All three public school districts rank in the top 25 with a combined employee base of 4300 people. The three major medical centers in the area—Kadlec Medical

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Meeting The Information Needs Of A Community: A Case Study of Services to Spanish Speaking Patrons at the Pasco Branch of the Mid-Columbia Library District

SHARRON HERRING

As a child, Sharron Herring couldn't wait to turn twelve so she could be a volunteer at the Boise Public Library. Her love of books has never waned, and she now shares that love with her five children, three of whom are homeschooled. She dedicates this article to Moraima and Eusebio, 2nd graders at the 1983 Migrant Summer School in Nampa, Idaho. During that brief time, the needs of these children and their classmates made a deep impression. Herring's background in bilingual education combined with her enjoyment of all things library led to the writing of this article. Sharron can be reached at: herringfamily@juno.com

Marketing the School Library

JUDITH K. BORSCHE

Recent research done shows school that libraries are important to the educational achievement of students. However, in practice if there are budget constraints, one of the first positions to be cut is that of the school librarian. School administrators often think that the school librarian can be replaced with an aide, or eliminate the position altogether, without consequence. Nothing could be further from the truth. Administrators need to be educated on the importance of the Library Media Specialist; it is up to the LMS to make administrators and teachers aware of how library programs can increase learning in the classroom and raise those all important student test scores.

With the passage of the No Child Left Behind Act, school administrators are under a tremendous amount of pressure to show that every child improves academically every year. Schools will lose federal funding if their students do not show annual yearly progress. By working closely with the building principal, the Library Media Specialist can demonstrate how supporting the school library can increase student achievement.

Principal Edward Gonzalez won the first Administrator of the Year Award in 2003, by working closely with the school librarian. Gonzalez is the head administrator in a middle school in Madera, California, that consists of students coming from families who live below the poverty line and have limited ability using the English language. "Gonzalez came from a family of Mexican migrant workers 'who stressed the importance of literacy and of education being the great equalizer'" (Whelan, 2003, p.46). Most of the allotted Title I funds for his school have been used to improve the library. Having more available books, combined with the librarian's teaching information literacy, student reading scores have improved by 40 percent in a five year period. Circulation increased tenfold. Gonzalez says, "A healthy, dynamic library will do more for the academic success of a school and community than any stand-alone curricular program that money can buy" (p.45).

Research conducted by Keith Curry Lance, Director of Library Research Service at the Colorado State Library in 2000 found that regardless of socioeconomic factors, teacher-pupil ratio, and amount spent per pupil, the quality of the school library strongly correlated with student achievement. Lance found that "a strong library media program is one:

- that is adequately staffed, stocked, and funded.
- whose staff are actively involved leaders in their school's teaching and learning enterprise.
- whose staff have collegial, collaborative relationships with classroom teachers.
- that embraces networked information technology." (2004, p.9)

These findings strongly correlate with the Information Literacy Standards described in *Information Power: Building Partnerships for Learning* published by the American Library Association in 1998.

Research also shows that even students know that school librarians have helped them improve learning skills. In a study of 13,123 Ohio students, Ross Todd and Carol Kuhlthau discovered that all but 73 students said that the school library helped them do better in school. This is extremely valuable data because it is proof that school libraries are important to students. The proof comes from the users. Ten-thousand students took the time to write down the ways in which the library helped them.

For the most part students received help via the lessons presented during either group or individual time spent with the librarian. Students rated help with technology as the most useful and important knowledge they gained from the librarian. This knowledge is very useful when discussing the needs of the library with administrators. Evan St. Lifer, editor of *School Library Journal* states that there is evidence that "dynamic school libraries—run by positive teacher librarians—can make a profound difference in how kids learn." (p.13)

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Outsourcing of technical services is becoming more common in small libraries. What is the outsourcing of technical services and what do libraries hope to gain by it? And, what have been the experiences of other small libraries who have used outsourcing?

Small Libraries and the Outsourcing of Technical Services

MEMORY ST. JAMES

Outsourcing

Outsourcing as a general term was first coined in 1989 when Eastman Kodak started contracting to external vendors its information technology unit (Robinson, 2004, p.1). According to Long, outsourcing means to contract with "private vendors to perform particular services that were once handled by internal library staff" (1998, p.1). In other words, an external vendor is contracted to take over certain library operations that were previously performed in-house by library staff. An example of operations that are part of technical services are cataloging (copycat and original), acquisitions (standing order, approval, as well as leased or rental books, and even "opening day" collections), book repair, and binding. Also within the technical services realm, vendors have been required to provide just call numbers, or to mail out whole overdue notice lists. Services that are not a part of technical services are, for example, reference services and library administration.

The rationale behind small libraries outsourcing is to cut costs and free up library staff to perform other duties. However, the move to outsourcing is not always a matter of free will. In other words, it is not always wanted by the library. It may be imposed by funding agencies to cut costs and reduce the budget, or by administrators who must react to budget reductions. In terms of trends, "academic and special libraries already outsource many of their operations, and public libraries, due to changes in economics and in information access are now considering outsourcing as a way to cut costs and to reallocate skilled personnel" (Appleby, 2000, p.1).

Disadvantages of Outsourcing

The pros and cons of outsourcing technical services have been a "controversy" since 1997, according to Long (p.1, 1998). In particular, there are disadvantages in outsourcing that concern librarians in technical services. Long asks how much outsourcing is too much, and warns that there may be a point after which the degree of outsourcing becomes a sacrifice. She also is concerned with a lack of quality control and lack of local control that can be brought on by outsourcing (1998, p.1).

Robinson, (2004, p.3) warns that existing staff may lose their positions in an outsourcing situation, and that vendor worker performances may be less proficient than those of in-house staff. He also is concerned with the contracts drawn up between libraries and vendors and states and vendors, noting that "poorly written contracts may not allow needed changes to be made" and "longer term contracts may become dysfunctional when conditions change rapidly" (2004, p.3)

Noel Willis, acting technical services librarian of Fairfield City Library, writes from Australia where there has been pressure to outsource to reduce costs. From his perspective, he notes that the participating libraries had concerns that were "expressed about outsourcing, including the effect upon employment, de-skilling, staff morale, cost-effectiveness, quality of work, and service-delivery" (1999, p.1). He ran a study of six Australian public libraries to garner information for a report and found that "Some of the fears about the impact upon staff were not supported by the study, except perhaps in the case of outsourced cataloging" (1999, p.2). His survey reported that quality in cataloging must be well monitored. He did find real benefits reported, "if outsourcing is properly planned and applied to selected operations which are not closely related to the core mission of the library" (1999, p.2).

New Tasks Created by Outsourcing

Even with a vendor, not all work in that area is eliminated. Not only does some remain, but some new tasks are created by outsourcing. These are things that must be considered when choosing outsourcing. Noel Willis reminds that as for catalogers, "staff with the appropriate skills are

Memory St. James was born in Grand Rapids, Michigan, less than an hour from Lake Michigan. She moved to New Mexico 15 years ago and is currently the librarian at K'awaika Middle School, sharing her love of books and reading with the Laguna Pueblo students. Memory has a Master of Arts in Education (specializing in the diverse classroom) from the University of Phoenix, and is now working on a Masters in Library and Information Science from the University of Southern Mississippi. She can be reached at: Memstja@aol.com

cont.

Small Libraries and the Outsourcing of Technical Services - cont.

still required, even if on reduced hours" (p.1, 1999) because of the continued cataloging in-house of some materials and for quality control.

Other tasks are created by outsourcing. Robinson lists these:

- A contingency plan is needed if the vendor fails to do what is agreed
- A monitor must oversee the quality of the vendor's work
- A relationship with the vendor must be maintained
- Contract negotiation is a needed (2004, p.3)

Appleby adds that when technical services have been outsourced, records often need to be adjusted in-house to meet the needs of the local users or to fit appropriately in the collection. (2000, p.4). She also refers to the work of Kascus and Hale (p.6-8, 1995), who state:

Additional costs are associated with the management of the outsourced materials and liaison with the outsourcer. In-house responsibilities include inventory control, the preparation of materials to be shipped to the outsourcer, the receipt of processed materials from the outsourcer, the evaluation of outsourced serviced, the review of materials for errors, and the return of unacceptable items" (Appleby 2000, p.6).

Vinh-The Lam studied quality control issues in outsourcing cataloging in U.S. and Canadian academic libraries and found in 1997 it was a trend that had been emerging for the last ten years, with 28 percent of 117 respondents outsourcing cataloging (2004, p.3). Quality control was important for 81 percent of these libraries monitoring the quality of records received (2004, p.4). But, only 44 percent of libraries verified catalog records for all materials. New acquisitions were outsourced by 58 percent of respondents and they reported two to three weeks for turnaround time (2004, p.9). Cataloging error rates were low, and the majority reported two to four percent error (2004, p.11). Ninety percent of libraries were satisfied with vendor performance 2004, p.12).

From the concerns and negatives of outsourcing, it becomes apparent that outsourcing is not appropriate for all libraries. As Robinson relates, "several Federal government libraries have been outsourced so that another agency receives a contract to provide all library services (usually using the existing facility, collections, and often the existing staff)" (2004, p.2). Smaller libraries especially those without an MLS librarian cannot afford to come anywhere near this type of outsourcing and may be able to afford any at all. However, outsourcing may be a trend relating to budget cuts and not a new library development to improve the profession *per se*. In New Zealand, libraries are being required to make a profit because they are being defined as businesses (ALA, 1998, p.3). Janet Swan, a member of the ALA Task Force on outsourcing comments that "institutions are making decision in terms of their own needs without taking into account the general good for the profession (a training ground for catalogers or acquisitions librarians, etc.)" (ALA, 1998, p.6)

Degrees of Outsourcing

Ordering outsourcing or decreasing funds to libraries pushes them toward outsourcing. Money is not always saved, and a poor contract, such as Hawaii's with Baker and Taylor, can cost money and create great problems. According to

Robinson, "Before outsourcing, the agency must know how much it costs to perform particular costs and how to measure success. This is absolutely essential" (2004, p.2). He also said that the key to outsourcing is to "Do what you do best and hire the rest." (2004, p.2). In other words, keep "core competencies," states Robinson. Appleby notes that there are other options to outsourcing that may be appropriate and effective. She suggests:

- faster turnaround times for technical services processes
- Training lower level staff to handle more routine work
- Sharing cataloging librarians with other small libraries
- Outsourcing only for a limited time (2000, p.4).

Conclusion

Appleby warns that there may be little or no real savings and that outsourcing may lead to loss of experienced staff. (Appleby, 2000, p.4). This may be especially true of a small library, however this may not be true unless there is the burden of a large donation for example, or time pressures created by a retrospective conversion. At such times outsourcing to a vendor may be a blessing, if funds are available. There are some positives regarding outsourcing. Appleby's list is again most concise. For her outsourcing can offer:

- better use of human resources
- Gaining of expertise that is not available in house
- Focusing on more essential public services
- Reducing operating costs
- Making funds available for other operations
- enabling librarians to perform or develop other programs or services (2000, p.10).

According to Appleby, as with Robinson, a self-study of materials and practices is needed to determine if outsourcing is beneficial for any particular lib. Appleby recommends the consideration of all in-house options first. Willis (1999, p.2), quoting Hirshon and Winters (1996), reminds that "outsourcing is not an objective but a tool," and this intertwines with Appleby and Robinson's remarks to use it when you need it, with a good contract, and with good monitoring of quality.

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Blueprint for Collaboration: an Information Literacy Project at the University of British Columbia

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"It is only when school librarians and teachers build learning experiences together that amazing benefits of the library media program are fully realized." (Loerstcher and Woolls, 2003, p.3).

"Information literacy initiatives in Canada remain on the margins of the education process, from elementary school through to post-secondary institutions, much to the detriment of Canada's workforce and economic potential." (Whitehead and Quinlan, 2003 p. 5). If information literacy is to move into the mainstream of education, then initiatives need to be undertaken to educate teachers regarding the role of the teacher-librarian and the importance of collaboration in teaching information literacy skills. Learner-centered libraries, whether in elementary schools or post-secondary institutions, become fully integrated with curriculum, when grounded in partnerships with all members of the educational community. (American Association of School Librarians and the Association for Educational Communications and Technology, 1998).

Although teacher collaboration is a characteristic of effective schools (Taylor, Pearson, & Richardson, 1998) and a focus of school reform (Fullan, 1991, 1993), less than one-third of teachers collaborate with teacher-librarians (National Center for Educational Statistics, 1994). Haunting many current practices are historical conceptions of the school library program and teacher-librarian that separate them from the school's curriculum and its teachers (Jackson, Herling, & Josey, 1976). Reductions in school library funding and trends towards high stakes testing have resulted in teacher-librarians being laid off and fewer opportunities for collaborative planning and teaching.

While there have been advocacy efforts aimed at in-service teachers, pre-service teachers remain a sorely overlooked group of partners (Haycock, 1996; Oberg, 1999). Dorr & Besser (2002) argue that "With the proliferation of technology in public and private arenas, it is important for teacher education programs to develop strategies for ensuring that teacher candidates are able to understand the complexity of information literacy." (p.4) Doiron (1999, 2001) advocates that educators in positions with Ministries of Education and universities, with their unique perspectives, should take a more active role in developing new partnerships with school libraries; and asks "If the goal of all teacher-librarians is to work with teachers to develop information literacy across the curriculum, then how do we model this collaboration for pre-service teachers during their teacher education program?" (2001, p. 1)

The American Library Association's Presidential Committee on Information Literacy (1989) recognized that the information age is divorced from most teaching styles and recommended that

Teacher education and performance expectations should be modified to include information literacy concerns. . . A portion of the practicum or teaching experience of beginning teachers should be spent with library media specialists. These opportunities should be based in the school library media center to promote an understanding of resources available in both that facility and other community libraries and to emphasize the concepts and skills necessary to become a learning facilitator. [Committee Recommendations #5]

In 1998 a joint task force of the American Association of School Librarians (AASL) and the Association of College and Research Libraries (ACRL) was charged with the responsibility of recommending ways and means to affect closer collaboration between librarians in K-12 and post-secondary education to the benefit of the constituencies they serve. The final recommendations in *Blueprint for Collaboration* (2000), recognize that ". . . academic librarians are in a position to influence pre-service and in-service teacher and librarian education" and focus specific recommendations on graduate and undergraduate teacher education. "Develop specific information literacy performance indicators and measurable outcomes for education students" (Recommendation 1 E) and "Include academic librarians as members of the instructional team in graduate and undergraduate teacher education programs." (Recommendation 1 F)

The project described in this paper is an example of one way academic libraries and faculties of education are partnering to prepare new teachers for the information age. The Information Literacy Project began at the

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Increasing Teen Use of the Library and Its Resources

LINDA CONLEY

For many years the American Library Association (ALA) has known that not everyone is attracted to the public library. These infrequent or nonusers have been identified through community studies, and, in the past, many libraries have created outreach programs to bring the services to them and meet their needs. The problem with outreach programs is that they rely on extra money and staffing, and have proven ineffective in actually getting these patrons into the main facility. At the 2003 convention, ALA President Carla Hayden addressed the problem by reminding librarians that we are committed to equal access to everyone, but to do this we need to look at our facilities and determine what internal policies, practices, or behaviors are keeping us from providing service to the total community. (Orange, 2004) As support for this idea, ALA has provided many Web sites, pamphlets, and toolbox kits to help librarians market to their total community. The "famous @ your library campaign" is only one example of this support. The youth librarian, whether at a middle school library or at the public library, needs then to review the literature and electronic sites to determine what are the best practices for drawing teens and especially minority teens into the library and using its services.

The librarian must start by looking at his or her particular community. If the librarian considers patrons to be an amorphous prototype that is not detailed by social, economic, or personal traits that characterize their quest for knowledge, then service cannot be delivered. (Orange, 2004) Youth librarians need to read about or take a class in adolescent psychology. A study of adolescents quickly shows that they are not operating as mini adults or older children, so their particular needs must be assessed in order to help them become library users. This is why larger libraries hire a person to be in charge of this particular group. This is also a group that could most use the library's resources as their cognitive functions are, according to Piaget, starting to formalize, and they are capable of accessing and using information to make their decisions using what he called formal operational thinking. (Steinberg, 2002) If the teenagers are not drawn into the library to find its resources with a knowledgeable adult guiding them, they will turn to other sources for their information such as peers and the media. When this happens, as young adult librarians or school librarians, we not only fail to serve our patrons, we put them at risk for their whole adult life. So, enticing teens to use the library becomes an awesome responsibility. In order to provide services, the young adult librarian must first examine the teen culture as a whole, then look at the differing gender needs of girls and boys, and finally address the specific needs of minority groups.

In the past, libraries felt that, if they were open to those who needed them, they had done their job and did not need to market themselves to the community. In fact, libraries have a history of being unfriendly to many groups: women in the 1800s, then children, then minority groups, and now people with disabilities. Minorities, in many instances, still view the library as part of an alien society. Another group that does not feel welcomed by the library is teenagers. Bernier, an advocate for making libraries accessible to teens, states, "The books and videos, and maybe even the magazines might be there, but the library's culture and space, as a whole, remains hostile and resistant to youth." (166) He goes so far as to state that the vast majority of young people "dread" the place, and he states that librarians frequently only tolerate these young. In fact, only 23% of the country's youth visit the library. (Minkel, 46) Bernier advocates recreating the young adult space by stating, "Materials alone cannot serve our young customers on their terms." (n/a) He states that the young adult section of the public library must address making teens see the library as a comfortable and valuable place in four ways: 1) Showcase and promote young adult talent and skills, 2) Provide or allow food in the library 3) Provide age appropriate seating and performance accom-

cont.

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Increasing Teen Use of the Library and Its Resources - cont.

modations and 4) Create a place that offers developmentally enriched opportunities for the youth. He also stresses that there is a need to build respectful and professional relationships. (168) While he delivers general guides for the library, stores like Abercrombie and Fitch, which market to teens, pay the Zandl Group consulting \$15,000 a year for six bimonthly updates examining what the teen culture wants at that moment. (Helmrich 11)

While libraries cannot afford this type of information, librarians can at least look at the malls, notice the latest trends, and decorate the library appropriately.

Bernier reminds librarians that space has a communication function, and so the young adult section must communicate that it understands teens. Bernier has several suggestions for revamping library space, based on research about teenagers' bedrooms. He found that teens like contrast and that their bedrooms frequently have dark next to light or old next to new. (171) He suggests that the library use this idea of contrast in displays, and also be aware that contrast is best provided by not placing all books on the shelf with spines out. He reminds librarians that publishers put a lot of money into covers to entice the readers. He asks librarians to get rid of the old notion that one third of the shelf should be open for space and instead make it more like half. Weeding is one way to do this, but he also suggests moving part of the older collection to the adult area. Longer shelves are better so as to have a display area. Having books facing out is only one way to provide contrast. Color choice is another. Bernier would not advocate the muted shades of tables and upholstery favored in the adult area.

Humor was the second thing he noted in teen bedrooms. He cited examples of teens hanging posters upside down, jokes posted on bulletin boards, and cartoons pinned to the walls. Here again he feels the shelves should reflect this. He recommends placing jokes, small posters, etc., on the back shelf wall. Humor enables teens to see the environment as friendly and also provides a means of socializing as the jokes are shared.

The third thing that Bernier noted is "reuse." He found tables, chairs, and all manner of discarded items used by teens in their bedrooms. This might be for lack of funds, which he does not address; on the other hand, it makes a good case for looking to garage sales and thrift shops for seating and tables in at least a part of the young adult section. Other things the library can use from teen bedrooms include old crates as tables and wastebaskets covered with stickers. In general, Bernier has found what every mother of teenagers already knows: teens enjoy a mess.

Bernier also discusses using toys to interest teens and help them interact with the staff. A survey discovered that getting help from library staff was the least important service for teens. (176) Staff must realize that they have to go to the teens, the teens will not come to them. Toys are effective with teens who come from cultural minorities where asking strange adults for help is not something that is commonly done. He suggests that the librarians and aides pick toys they are interested to engage the teens in conversations. He gives the example of a librarian who is interested in Spiderman bringing in a Spiderman toy and leaving it on a table or the circulation desk. This year I put out two challenge puzzles, one on snakes and one on the Civil War. I picked these because students are always coming in and using books and resources in these areas, so I would suggest also noting areas of interest, and picking toys in this area. The message is clear, those dealing with young adults must initiate the conversation. Finally, putting out toys is an excellent way

of saying that play is acceptable. Youth enjoy games as any middle school teacher can attest.

Finally, Bernier suggests that the best resource for helping create a good environment are teens themselves. He suggests enlisting them for the library board and getting them involved with decorating. The time of adolescence is a search for identity and socialization, and having teens help with decisions also aids in development. Relationships are important to teens, and their interactions with staff and each other help them see the library as a desirable place.

The winner of the \$10,000 Giant Step award in 2002 incorporates much of what Bernier advocates. When Helen Cox took over the Lindbergh School library, it was full of antiquated books with an average copyright date of 1965. She weeded the shelves mercilessly and cleaned the remaining books to make them look more attractive. Using ideas from bookstores, she transformed a library with only moldy shelves and tables into a vibrant reading center. Since Cox was an art teacher, she brought with her a new perspective on a library should be, and was not bound by the traditions of the past. (Walter, 47) Today, the physical layout of the library is the next best thing to a Barnes and Noble. Comfy couches and velvet-upholstered chairs are spread throughout the library. Cox purchased them at garage sales and re-covered them, thus using Bernier's idea of reuse. In the library, mobiles, banners, and posters abound, again reflecting teen culture. Books are arranged by genres instead of by the Dewey system, signs and she has even put the sports fiction books near the sports books. She got the local bookstores to donate reading racks so that some of the books could be displayed outward. Her husband painted chessboards on tables from thrift shops. Cox's library is not a place students dread. One teacher stated, "Thanks to Helen, my students think it's a reward, not a punishment, to come to the library. In fact, they bug me to bring the class here. (Walter, 49)

The next problem to address is how to get the teens into the library. Cox not only transformed the library environment, she created a Distinguished Scholars program, a voluntary project to get students to read. Students must come to the reading room, as she calls the library, and read before or after school in 15 or 30 minute increments. After acquiring a certain number of minutes, they can become distinguished scholars and qualify for field trips. The average score on the state's standardized achievement test has risen 71 points. (Walter, 47) While this library is still behind many nationally in number of books per student—7 versus the national average of 18—this librarian has proven that the environment can change the perception of teens and create library users.

Using the student's lunch hour for a special program is a way that school libraries can have students use the library. One school had the students come to the library to listen to recorded books and discuss them. This program required the cooperation of the public library, since the school's resources for recorded books was small. Many students for whom English is a second language improved their literacy by listening to these books and discussing them with peers. (Goldsmith 51) More importantly, they saw the staff as caring and as wanting to supply resources to aid their learning. Once the students realize how well they do with recorded books, they may be more willing to use the public library's supply.

Another way to lure teens into the library is to provide a homework help center. Teens may come to see the library as a helpful, friendly place while building their confidence with accessing and using the library's resources. It does this by providing help in completing assignments, offering positive interaction, and giving needed academic support. (Mediavilla,

Increasing Teen Use of the Library and Its Resources - cont.

58) To do this, the library must set aside time and space. As Bernier stated previously, the teens must perceive the space as theirs, and both food and talking must be accommodated. This may mean reserving a specific room in the public library, or in reserving the school library so that it is not used after school by another group. Other patrons must be flexible and deal with the noise and the food. The program will need staffing, as well as a supply of text books, so cooperation with the schools is mandatory. These programs generally gain significant parental approval since it gives the teens a safe place to "hang out." The program will probably be most successful if scheduled from 3-6 p.m. instead of later in the evening. The school district might even provide bus service to return the students to their homes. Although cooperating with the school district is essential, it is important to keep the program at the library, since the objective is to have teens recognize that the library has valuable resources that they can access. Supporting a program off-site is counterproductive.

Busing students to the library helped introduce homeless students to the Los Angeles Public Library. This program had a local bus company pick up homeless students at their motels and shelters and bring them to the library for a three and one half hour program that included a meal and creative movement taught by a choreographer from the neighboring Music Center. At first, the librarian in charge did not want to give out library card applications fearing the students would accumulate fines or be disappointed that parents could not take them back to the library. One chaperone did fill out an application card and this prompted the librarian to explain how the card worked and the responsibility associated with it. The week-long program was a success and the kids quickly learned that the library is filled with "treasures" and that access is free of charge. Even better, they returned to their shelters and motels to tell their peers about the fun they had. (Abramson, 41)

While the goal is to have students visit the main library, a bookmobile or extension service can be used to stimulate interest. Taking the resources to the students can be a way for them to not only see what is available, but also to form a relationship with the librarian. Book talks at the schools are the more traditional method, but others include visiting summer school, ESL classes, YMCA summer programs, and even the juvenile center. Bringing resources to the neighborhood and classes reminds the children, their group leaders, and their families about the public library, and can help spread the message to those who have gone unserved for too long. (Minkel, 48) While this idea may seem to run counter to the ALA president's principle that equity should be addressed at the home site, it helps a patron dip their toes in the water as a first step to taking the plunge and coming to the main facility. A bookmobile may also be the only way teens of low-income class parents can access the library. These parents may work more than one job or need children to babysit younger siblings, and it may not be possible for the teens to visit the main site.

Once the space has been created to excite teens, and once they perceive the place as friendly to their needs, the librarian can start addressing the specific needs of gender. Gender-role identity, already an important part of the self-concept during childhood, may become an even more important aspect of identity during adolescence. (Steinberg, 283) Acknowledging this in the library means more than choosing books with equally strong male and female protagonists. Research shows that boys at this age are interested in mastering skills, so they will need displays of books on skateboarding or shooting hoops, and magazines that show the latest ways to beat video

games. They are also into "gross" stuff and can be enticed to read if supplied with books giving them these details. For example, the "You Wouldn't Want to Be" series describes being an Aztec sacrifice or being in a Medieval dungeon. By book-talking these, librarians can help boys start to perceive the library as a source of fun. The librarian can reach boys by giving them tips and tricks for using electronic resources, thus gaining their respect.

Girls, on the other hand, are interested in personal appearance and want fashion magazines and self-help books. By talking to them as they explore friendship and self-identity, the librarian can become a valued friend. Girls at this age are particularly vulnerable because they arrive at adolescence more likely than boys to prize intimacy and interpersonal communication. Throughout childhood, they have been rewarded for this more relational orientation. At adolescence, however, social cognitive abilities grow, and girls begin to realize that the very traits they have been socialized for are not valued in the broader, male-dominated society. (Steinberg, 283) Some have theorized that this is why there is a higher incidence of depression among females. Book-talking and creating displays of books where girls can read about strong females becomes critical to helping them develop an identity and more importantly to realizing their feelings are not unique, but are a natural part of growing up. Addressing these gender differences shows once again that the library cannot have the attitude that one style fits all.

Finally, the library must address the needs of the cultures it serves. Many people have mistakenly believed that all cultures, over time, will fuse with the majority American culture, but research is not proving this to be true. Instead, what is known as "alternating biculture" develops, in which people move between cultures and behave appropriately for the culture they are in at that time. For example, a Hispanic girl will behave one way at school, but at Grandma's house behaves as her traditional culture expects. There are also those who continue to feel separated, and do not adopt aspects of the majority culture, but view it with hostility. One study found this was particularly true of African-American males. These youth reported that they made no effort to fit in as they felt the society made no effort to include them. (Phinney, 128) Armed with this piece of information, it becomes critical for the young adult services librarian to do everything possible to first get these youths into the library and once there to meet and greet them.

To entice people of other cultures into the library, their culture must be honored. One way to do this is to provide opportunities for them to share their culture with others. The REAP program at the DeKalb public libraries offered literacy classes to adults while providing story time to their children. There was then a combined parent-child time built on crafts and food preparation. During this time, the adults shared their cultures crafts and foods. (Porter, 2003) To honor all of the different cultures, the women each created a quilt piece which now hangs in the library. Giving people ways to share their culture seems to be a successful way to encourage their participation in the library and its resources. A program similar to the one in DeKalb was started in Providence, Rhode Island among its Cambodian population. Here teens and adults came to the library to share stories and folktales for a book and Web project. (Ishizuka 20) Librarians helped them with the technology and teens discovered how important tattoos were to their elders and then proceeded to research them. By reaching, the librarians convinced the teens of this culture

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Increasing Teen Use of the Library and Its Resources - cont.

that a library was there for them. Neither of these programs addressed teens specifically, but they both show a way to help give ownership of the library to many cultures. Teens who have their culture honored will be far more willing to come to the library and use its resources.

In Kentucky, a bilingual story time was started because the community program showed that Mexican-American teenagers were concerned with ways they were losing their Spanish vocabulary. (Howrey, 38) With the help of the Hispanic community through their church, the library set up a once-a-month time where a story was read both in English and Spanish. None of the staff at the library were fluent in Spanish, so the language resources came from the community. This story time was accompanied by food, music, and even (with a warning) Piñata breaking. Both non-Hispanic and Hispanic families attended, and the youth librarian Sara Howrey states she knew the program was a total success when she heard a young non-Latino girl whisper to her mother, "I wish I were Mexican." (38) By embracing the culture, this program taught Hispanic teens that the library wanted to listen to and meet their needs.

The average teen watches or listens to eight hours of media a day. (Steinberg) This love affair with technology must be addressed by librarians. The more technologically savvy the teens become, combined with a complete lack of savvy in many adults, will make it that much harder to "tune in" to their world, and to learn, ultimately what drives them. (Helmrich 11) For young adult librarians to attract teens, they must keep up with the latest technology.

The first way they may show their expertise to teens is by creating an exciting Web site. Many articles appear in the library journals addressing the issue of how to create a Web site that will have teens using it, and thus being attracted to using the library.

Contrary to what might be expected, research on the subject says to eliminate extraneous graphics, movies, clips. Material should be organized into logical categories like college and homework. (Jones, 14) An important part of the site is hot links or connections to other Web sites that are appropriate for teens, with clear annotations describing them. This is particularly important in the area of health issues, because teens need accurate and factual information that they frequently search for without adult supervision. (Jones, 14) Teens are searching for identity, and allowing them to put poetry and their own book reviews on the Internet page gives them a sense of ownership. Finally, allowing teens to help create the Web page is another way to get them involved.

The most important conclusion to be drawn is that the young adult librarian needs to be less concerned with the traditional roles of the librarian. While collection development is important, there are many other jobs for the youth librarian. The young adult librarian needs to be an interior

decorator who will rework the space to reflect the culture of teens. The young adult librarian also needs to be willing to buck the traditional ways of doing things so that there can be shelving, food, and, yes, even noise in this section of the library. The young adult librarian must be sensitive to gender and culture differences. Finally, the young adult librarian must be willing to remain abreast of technology to keep up with the teens being served.

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Open Source ILS for the Non- Systems Librarian: A Reality?

CATHLEEN CARGILE

The first time I heard of open source software was about five years ago. With the help of an open source software developer, I found a free database software program that used php programming. I learned to modify it and develop a database for my students. The students entered their research topic and their chosen selection of resources that included LC call numbers, subject headings, recommended Web pages and library reference resources. In modifying that database, I learned a little php programming and could figure out simple text modifications. This allowed me get a taste of free open source software resources.

I wondered what has developed in open source software for libraries since I dabbled in it. As I researched it in more depth, I had questions about how the average librarian could implement. I wanted to know if small libraries could take advantage of an open source integrated library system (ILS).

I am a librarian comfortable with databases and html programming. But, could I actually put a system together? Many questions started to surface. What open source software needs to be installed to complete an open source system? Could I even think about tackling installing all the necessary parts to make an open source system work? Could a librarian without programming skills setup an open source system for their library? If help is needed, how could I educate myself to be able to discuss this with a programmer? What could I find online that could help librarians setup a computer environment to use in a small library? Is it realistic to think the average librarian possesses the necessary technical expertise to install an open source system?

There was much for me to research. I started by searching the Web. I was looking for information that would lead me step-by-step on the necessary components. Nothing added, nothing less. Could there actually be one Web site that could tell me what I need without requiring more programming skills than I had?

I started searching for Web sites that offered open source software and forums. A couple that surfaced often were OSS4lib, UNESCO Free Software Portal, and WebJunction. I found few articles for newbies on how to actually setup the complete system from scratch. Most of the articles that are geared to librarians extolled the value and philosophy of belonging to this open source community. It told of the advantages of having control over the library system and the budget savings. There seems to be a real need for not only programmers to develop software but users who will test the software and offer their feedback. This was all useful information but not what I was looking for.

I didn't find real beginners guides. The "getting started" articles talked in general terms. The programming articles talked in techie terms with an assumption of previous knowledge of configuring systems. So, the question I still wanted answered was the basics. Would it be possible for me to run an open source library system? If so, how? I decided that I would look through the installation instructions of open source ILS's and try to get an idea of what would be involved.

As I read the installation guides, I realized I was in over my head. I tried to get a grasp of some of the components and obtain enough knowledge to get a clue to the possibility of implementing it.

First of all, I had to figure out what computer hardware is needed. I found that both old Macs and PCs could run a Unix kernel. In fact, I could set this up on my own Mac Power Computer desktop. My laptop, an iBook, already has Darwin, a Unix-based system. A Unix based system was what I wanted to pursue. As much as I was tempted to think about "trying this out" on my own computers, it would be too risky. To attempt to proceed with actually installing an open source system with my limited knowledge would quickly get me in hot water. No, I would just have to settle with pretending to install it at this point.

If I wanted to think seriously about giving this a try in the future, I ultimately needed to look at a PC and not a Mac installation. The chances of finding an older Mac to install the system on might be more difficult.

cont. Cathleen Cargile can be reached at: cc@empnet.com.

Open Source ILS for the Non-Systems Librarian. A Reality? - cont.

A PC would be a better choice since they are less expensive and more plentiful. There is a long list of computer hardware incompatibilities, but, in general, you can install the necessary operating system on a variety of older PC computers. The next question was; what software would I need to run an open source integrated library system?

I began to look at the open source ILS's first and work backward. The OSS4lib Web site has a list of projects that libraries can use. Out of that list, I found three integrated systems: LearningAccess, Koha, and MyPhpLibrary. Through Web searching, I found Emilda. The four ILS that looked like the most promising to me were:

Koha is the first free open source library system and was developed in 1999. It has acquisitions, OPAC, circulation, and member management modules. It does not have a cataloging module yet, but that is being developed.

Emilda is the library system used in three schools in Finland. It is a fairly new system that is still in its testing stage.

MyPhpLibrary is a full Web-based automation system. It consists of cataloging, circulation, and Webpac modules. It has an import and export feature and uses USMARC.

LearningAccess ILS is a non-profit endeavor. It is a three-module system with circulation, cataloging, and OPAC and an acquisitions module being developed.

After looking at their Web sites, I chose MyPhpLibrary for my ILS for several reasons. I liked the amount of documentation that is available on the Web site. It includes installation instructions, a checklist for configuring the systems and a comparative analysis of an open source and other vendor library systems. This system has a cataloging module which Emilda and Koha do not have at this time. The LearningAccess ILS looks very promising, but I have sent several messages to ask about availability and progress and have never received an answer. They are probably not established enough to be a solution for my small library at this time.

After looking through the installation instructions of the three Web sites, I found that they all had similar components that need to be installed first. The following software components support the open source integrated library system.

Linux operating system - Debian, Redhat, Mandrake-Linux are some of the common products.

Apache is the Web server software. This also runs on my Mac X.

MySQL version 4.X. This is the favorite relational database that is used on the Web. It also runs Mac X.

PHP version 4.3.9. The preferred Web developers' scripting language that is used in conjunction with MySQL.

Perl is another popular programming language that is used.

The software listed above forms a Web platform that is so common in usage that the acronym LAMP is used. This stands for L (Linus) A - (Apache) M - (MySQL) P - (Perl, PHP). These four components form a popular base for millions of Web uses and applications such as Yahoo and Amazon. This is the structure that must be in place before MyPhpLibrary is installed.

So, how does one go about installing the components? According to Eric Lease Morgan, the pattern for installation of open source software is the following:

1. Download the software - ftp or http
2. Uncompress and un-tar the package
3. Run some sort of configuration program prior to compilation
4. Compile (make) the software
5. Test it
6. Install it

I found that setup and configuring the software could be quite frightening to those who have not attempted the task before. A certain amount of technical background and experience is needed to get started. For me, it would be better to learn in a hands-on environment with a teacher by my side. I did find a fairly new tool called Apache Toolbox. It is a menu-driven utility for compiling Apache with MySQL and PHP and is recommended for novices who do not want to use source code.

The first step in meeting the open source challenge is to understand the world of Linux. Without the operating system, none of the other components will operate. You can find *The Beginners Guide to Linux* on the Web. (www.linux.ie/newusers/beginners-linux-guide) There are some very friendly articles on the basics of setting up your computer and using commands. Once you look through the guide, you may ask yourself, "I wonder how much it would cost to hire a computer programmer to set this all up?"

Gaining this knowledge will be the main problem with implementing an open source system for a small library. It is not something you can learn by reading a few articles and put together in a short time. Hands-on workshops and intensive classes could help. Librarians could also partner with the computer services departments of nearby colleges. Those who do not mind the learning curve will find a community on the Web that is available through listservs, Weblogs and forums. But, does the small library librarian have time for learning Unix, perl, php commands and to take the time to create an open source system?

Without paid or unpaid help from computer support personnel, librarians in small libraries may find implementing a system on their own too overwhelming. But it is not impossible for those who can spend the time and want to learn some programming. New utilities like Apache Toolbox might make the job easier. I would like to give it a try. If I could just get my hands on the hardware and find a geeky friend I would be up for the challenge.

A Few Resources

Chudnov, Dan. [Open Source Library Systems: Getting Started. oss4lib.org/articles/oss4libarticle.php3](http://oss4lib.org/articles/oss4libarticle.php3)

[Deploying LAMPS for your Web development www.geocities.com/mchuthor/LAMPS.htm](http://www.geocities.com/mchuthor/LAMPS.htm)

Lee, James and Brent Ware. [Open Source Web Development with LAMP www.opensourceWebbook.com](http://www.opensourceWebbook.com)

Morgan, Eric Lease. [Open Source Software in Libraries: A Workshop. infomotions.com/musings/ossnlibraries-workshop](http://infomotions.com/musings/ossnlibraries-workshop)

Sisler, Eric. [Linux in the Library. gromit.westminster.lib.co.us/linux/linux-library.html](http://gromit.westminster.lib.co.us/linux/linux-library.html)

Satterley, Renae. [Open Source Software and Libraries. gslis.mcgill.ca/marginal/mar10-2/opensource.htm](http://gslis.mcgill.ca/marginal/mar10-2/opensource.htm) ■

From the Pacific Northwest Back East to Concord, Massachusetts - cont.

MIT and author *The Machine in the Garden* among many other publications. About Thoreau, Marx said, and I paraphrase, what was remarkable was not so much that he conducted his experiment at Walden Pond or spent a night in jail, but that he wrote about it. I was moved by Marx's observation and appreciation of the time Thoreau devoted to reflection and writing, without which we might never have heard that voice crying out in the Walden Woods.

The Thoreau Society is continuing its efforts to ensure that Thoreau's voice be heard for upcoming generations. They are currently developing an educational DVD that will be offered free to schools and educational associations called *Life Without Principle*. It will introduce the writings of Henry David Thoreau to high school audiences through situations and issues that face us today. Its main emphasis will be on Thoreau's penetrating, provocative questions about how to live ethically and responsibly as a part of nature and part of society. A full educational curriculum will accompany the DVD. By this effort they are demonstrating Thoreau's

"faith in a seed!" More information about the project can be found at www.aa.psu.edu/thoreau/teach1.htm, or by contacting the Thoreau Society's Executive Director, Jayne.Gordon@thoreausociety.org.

People gathered from all over the world to honor *Walden*, Thoreau, and Transcendental thought last summer. I met environmentalists, scholars, teachers, writers, and fellow librarians (most a combination of all of the above) from across the country and abroad. We all share a common admiration for one man who continues to have a tremendous influence and lasting impact on social and environmental ethics in our world. By leaving us a "fit inheritance," Thoreau provides hope for "generations and nations." Being there gave me hope. I was honored to represent librarians from our corner of Turtle Island. I would encourage all of you to find out what The Thoreau Society has to offer and to attend their annual gathering sometime. In 2005 it will be on Thoreau: Nature, Science, and Higher Laws. ■

2005 and 2006 YRCA Nominees

The Pacific Northwest Library Association's Young Reader's Choice Award is the oldest children's choice award in the U.S. and Canada. The award was established in 1940 by a Seattle bookseller, the late Harry Hartman, who believed every student should have an opportunity to select a book that gives him or her pleasure. Nominations are taken only from children, teachers, parents and librarians in the Pacific Northwest: Alaska, Alberta, British Columbia, Idaho, Montana, Oregon and Washington. Nominated titles are those published within the previous three years, printed in the U.S. or Canada, and are already favorites with readers. Only 4th to 12th graders in the Pacific Northwest are eligible to vote. In March, 1999, over 56,000 young readers voted for this prestigious award. Annual voting takes place March 15th through April 1st. Balloting results are sent to the State/Provincial YRCA Representative. These are then sent on to the Graduate School of Library and Information Science at the University of Washington in Seattle, Washington.

Junior Division 4th-6th grades

2005:

The Runt by Marion Dane Bauer
The Beloved Dearly by Doug Cooney
The Secret Life of Owen Skye by Alan Cumyn
Thief Lord by Cornelia Funke
Coraline by Neil Gaiman
Hoot by Carl Hiaasen
Saffy's Angel by Hilary McKay
Camp X by Eric Walters

2006:

Granny Torrelli Makes Soup by Sharon Creech
Gregor The Overlander by Suzanne Collins
Kensuke's Kingdom by Michael Morpurgo
The Mayor Of Central Park by Avi
Olive's Ocean by Kevin Henkes
Rodzina by Karen Cushman
Sahara Special by Esme Raji Codell
The Tale Of Despereaux by Kate DiCamillo

Intermediate Division 7th-9th grades

2005:

Crispin by Avi
Stravaganza: City of Masks by Mary Hoffman
Search of the Moon King's Daughter by Linda Holeman
Son of the Mob by Gordon Korman
Same Stuff as Stars by Katherine Paterson
A Dance of Sisters by Tracey Porter
Surviving the Applewhites by Stephanie Tolan
Heir Apparent by Vivian Vande Velde

2006:

The City Of Ember by Jeanne DuPrau
The Conch Bearer by Chitra Banerjee Divakaruni
East by Edith Pattou
Eragon by Christopher Paolini
Into The Wild by Erin Hunter
Millicen Min, Girl Genius by Lisa Yee
The River Between Us by Richard Peck
Shakespeare Bats Cleanup by Ron Koertge

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Another Kind of Leader

Every day libraries strive to make collection and service decisions that are based on basic freedoms and community good, all under the watchful eye of certain individuals or groups who seem unable to think beyond their own agenda.

This past year has been a particularly challenging time for librarians. CIPA was upheld in the courts and many libraries struggled with the difficult decision of whether to filter in order to preserve LSTA funds and e-rate discounts, Attorney General John Ashcroft called us "hysterical" when we cried out against the PATRIOT Act, nearly every community experienced challenges of the presence of certain books, music and videos in the library collection, and a southern lawmaker decided to make it his goal to ban all novels with gay characters from all publicly funded libraries in his state, including university libraries.

Through it all, PNLA has had a staunch advocate for intellectual freedom diligently working in our midst. We have come to rely on her to communicate the issues and provide links to supporting documents and organizations, which might assist those of use faced with tough decisions. She has been active in the local, regional and national community and was acknowledged nationally last May for her efforts with the *2004 Freedom to Read Foundation Roll of Honor Award*.

At the PNLA 2004 annual conference in Wenatchee it was our turn to acknowledge her for her efforts on behalf of PNLA membership. At the membership meeting I asked members to join me in thanking this special woman for her tireless work, consistently sharing information with us about the issues and actively working on our behalf in the national arena to preserve all areas of intellectual freedom. At that time the 2004 President's Distinguished Service Award was bestowed to June Pinnell-Stephens.

About June Pinnell-Stephens:

Collection Services Manager for the North Star Borough Public Library in Fairbanks, Alaska, June has been a librarian for over 30 years and active in PNLA for decades including PNLA president from 1992-93. June has also been president of the Freedom to Read Foundation and has served on various ALA committees. June represents leadership at its best. We are very fortunate to have someone like June working in our PNLA region and on our behalf.

About the Award:

The PNLA *President's Distinguished Service Award* was established in 1987 by then President Peggy Forcier. It recognizes members of PNLA who served the Association in an exceptional manner during the current President's term of office. Contributions to PNLA must be long-standing, of a significant nature and represent time and effort clearly above that of an elected or appointed position.

Mary DeWalt
Past-President, PNLA
Director, Ada Community Library
Boise, Idaho ■

The Stories We Share

Make plans to share your stories with your colleagues at the 2005 PNLA Conference, "The Stories We Share," August 3-6 in lovely Sitka, Alaska. The program planning is well underway, with a focus on archives, collection development, storytelling, and Alaskan authors. Key-note speaker Rick Bragg, formerly of the New York Times, and author of the bestselling books "All Over But the Shoutin'" and "Ava's Man" is a Pulitzer Prize winner and one of the finest feature writers and storytellers in the country.

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

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

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

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

Meeting The Information Needs Of A Community: ... - cont.

Center in Richland, Kennewick General Hospital, and Lourdes Health Network in Pasco—employ a total of 2129.

The remaining six of the top 25 area employers include Benton County; Tri-Cities Airport in Pasco; Lockheed Martin Services, Inc; Boise Cascade Corporation, Paper Division; City of Richland; and U.S. Department of Energy, Richland Operations. These businesses range from 700 down to 457 employees each.

Unemployment rates vary considerably throughout the region. Richland has the lowest rate at 6.0%. Kennewick is closest at 8.3%, and Pasco lags at a distance with an unemployment rate of 13.2%.

The local telephone directory lists 27 radio stations located in the Tri-Cities or within one hour of here. These produce a wide variety of programming including, but not limited to, talk/news, classical, religious, Spanish, oldies, rock, country, metal, etc. There are also about 7 television stations in the Tri-Cities or within an hour's drive that broadcast to this area, including representation of major networks, public television, Spanish language programming, and religious programming. Through the purchase of cable or other paid services, a nearly unlimited variety of options is available from outside of the area.

The predominant source of printed news is the *Tri-City Herald*, a daily newspaper that serves the entire Mid-Columbia region. Other smaller publications are available to serve specific needs. Examples include *La Voz*, which is a local Spanish language newspaper published weekly, and several weekly or bi-weekly papers that publish classified ads. Out-of-area papers from other communities, both larger and smaller, are readily available at libraries, book stores, and supermarkets.

Although each city has its own school district, it is not uncommon for students to cross school boundaries or district lines. Applications must be in by a given date. Once in, application must be resubmitted each year, but districts generally will allow the child and all upcoming siblings to attend the requested school continuously unless there is a particular emergency, such as in-district crowding, that interferes. Most students still attend as zoned, but requests are made based on particular programs offered, prior difficulties with a school, or convenience of location in relationship to the parent's work place.

More options are available than just the traditional public school classroom. The public schools also offer alternative education for at-risk students or for those desiring a more vocational-technical focus. Many area families attend private schools: There are at least two K-12, four K-8, one high school, and several other private schools serving a variety of other grade level combinations. Some are church-affiliated and some not. In addition to the schools mentioned, approximately 200 families in the greater Tri-Cities area homeschool all or some of their children. Among these families are many who choose to work together in co-ops.

All of the above students may take advantage of Running Start, so long as they demonstrate minimum competency on subject area testing. This program for high school juniors and seniors allows students to attend the local community college for college credit during their last two high school years. Many students take advantage of this opportunity, some earning concurrent high school diplomas and AA degrees.

Those who wish to remain in the Tri-Cities while seeking education beyond high school may attend Columbia Basin College (junior college), Washington State University Tri-Cities, or City University, which primarily provides business, education, and human service courses.

The area boasts approximately 95 churches. There are large numbers of LDS and Catholic. There are also several sizeable congregations of Protestant churches: Baptists, Assemblies of God, Nazarene and nondenominational churches are represented. Most recognized denominations are represented, albeit with smaller congregations. Many churches offer services in Spanish, with a few offering them in other languages represented within the community.

Politically, the area is conservative. Although there is fair representation for both major parties, as well as for independent candidates, the Republicans are the dominant party. Points of disagreement frequently create tension between the eastern side of the state and the more liberal coastal communities, particularly those located in King County (Seattle). A major issue over the past couple of years has been the dams on the Columbia River. Liberals have advocated tearing them down because of ecological ramifications. Conservatives have asked where Seattle thinks its power will come from then. The issue of the dams also affects Mid-Columbia farmers who would not have a consistent source of water without them (Scofield).

Socially, there are many opportunities for people to join service clubs or other organizations. Area groups include Eagles, Elks, Friends of the Library, Kiwanis, Lions, Master Gardeners, Rotary, senior citizens centers, and Veterans of Foreign Wars. Other clubs support a variety of special interests and hobbies such as astronomy, geology, quilting, Mothers of Preschoolers (MOPS), and even yacht clubs. Organizations for children include 4-H, Boys and Girls Club, Camp Fire, Girl Scouts, Junior Achievement, Scouts, YMCA, Young Life, several church-sponsored organizations for children, and school clubs.

A myriad of recreational opportunities are readily available in or near the Tri-Cities. There are ten area golf courses. The river affords opportunities for boating, water skiing, fishing, and swimming, not to mention the annual Columbia Cup hydro-plane races. The area boasts a soccer complex, several baseball parks, and hockey leagues for all ages. All three cities offer many parks, ranging from small neighborhood play areas to large community centers along the river. There is also a network of walking/biking trails along the river that winds through the area and encompasses both sides of the river. For indoor recreation there are several health clubs and gymnasiums, and those who enjoy the outdoors have easy access to climbing, camping, hunting, snow skiing, and so forth.

The History of a Community

As noted in the community study, Pasco's population is more than half comprised of Spanish speakers. Many businesses that have sprung from, and specifically cater to, this population make their homes on the east side of Pasco. Driving through town, one finds businesses small and large placarded with Spanish signs declaring their wares—*llantas, llamadas a México, ropa para damas, muebles, libros*—and street vendors selling *raspas y helados* and *churros* from push carts. All area grocery stores carry Hispanic products, several make fresh tortillas and salsas in-store, and some specialize on a much larger scale in service to Latino customers. In April of 2000, Spanish teachers from Ellensburg, Washington brought their classes to visit downtown Pasco (O'Neil). Students experienced Mexican culture as they visited "...a bakery, grocery store, butcher shop, La Campesina radio station and restaurants." Teacher Ray Bevilacqua, formerly of the Richland School Dis-

cont.

Meeting The Information Needs Of A Community: ... - cont.

trict, organized the outing to give students the opportunity to use the Spanish they had been studying in a practical setting and to experience Hispanic culture. Bevilacqua was quoted by the Tri-City Herald as saying, "This is a little bit of Mexico."

How did this cultural hub develop in Pasco? Too far north to have ever been part of Mexico, the residents are not here because generations were established long ago, as is the case for many southwestern cities in the United States. And although many migrant farm workers labor in the fields and orchards nearby, Pasco's residents are not generally migrants, but consider themselves permanent. However, much of Pasco's Hispanic population did originally come to the Mid-Columbia as migrant agricultural workers—many in the 1970's and '80's, and others since then. Over time, families who had come to find work in the States, often planning to return to Mexico either seasonally or permanently, gradually settled here. It is the immigrant story, as each successive generation raises the bar of education and expectation. The growth and experience of the Hispanic population, most of whom came from Mexico, is chronicled in Hagey's 1998 series mentioned earlier.

A personal friend recently told the author her family's story. Gracie Campos' parents owned a successful business and a lovely home with domestic help in Mexico. After a family tragedy, her parents had a difficult time recovering emotionally. They sought a new start by bringing their young family to the United States. For years, father, mother and everyone who was old enough to do so worked as agricultural laborers. They settled in Othello, Washington and eventually moved to Pasco. The family established a trucking business, and each of the five children graduated. All now have successful careers, are married, and have settled permanently in the United States. For many years, Campos' parents held on to the property in Mexico. However, the children eventually convinced them that none had any plan of returning to live there, so the family sold its Mexican holdings.

Latino families throughout the Tri-Cities have similar stories. Many, like Campos' parents, have established businesses, providing services in trucking, retail, and restaurants. Others, like Campos and her siblings, have gone into professional careers. However, many, particularly those newer to the area, grapple with employment, health care, and housing issues, struggling with finances and raising families. Those who seek education often rise economically, but in other families children are encouraged to help out financially as soon as they are able, which often interferes with education and short-circuits opportunities for better employment later⁴.

Defining the Information Needs of a Community

Sharon Chickering Moller establishes the need for library programs specifically targeting Spanish speaking people in her book, *Library Service to Spanish Speaking Patrons: A Practical Guide*. She addresses the history, perceptions, and current use of libraries by Spanish speaking patrons. Moller's personal history places her in a unique position to understand this population's needs:

Shortly after marrying, Moller and her husband relocated to Chile, where they lived for three years. Initially, this was a very difficult time for her as she strove to make a three-fold adaptation: a new marriage, a new language, and a new culture. That experience gave her a somewhat rare insight into what many Hispanics face in the United States today (Herring, LS C422).

In addition to living from the perspective of the person who doesn't speak the dominant language of an area, Moller's

work serving a Spanish speaking population in Leadville, Colorado, has further honed her perceptions. She writes:

I can thoroughly understand the relief I see in people's faces when I speak to them in Spanish and can appreciate why Spanish-speakers are more inclined to visit my library when I am there rather than approach other staff members who speak little or no Spanish (Moller xv).

Moller endorses bilingualism in the library setting because she has been on both sides of the conversation and truly understands the need for first language access to information.

A third area of contribution from Moller is her extensive travel. In her book, she briefly examines the state of libraries in Mexico, Ecuador, Chile, and Puerto Rico. Her findings indicate a lack of adequate library services, which would in turn be an indicator that immigrants would not be accustomed to having access to a free library. Consequently, getting recent arrivals to use the library in their new community entails educating them to the resources that may be found there (Moller 10-15).

However, many families have resided in the U.S. for years, sometimes even generations. Some may use the library as a result of exposure in school. However, many do not. One possible reason for this may be that, although these individuals have learned English to varying degrees of proficiency, they may not feel comfortable using English for study or recreational reading. Aggressive marketing by libraries to make communities aware of the materials and services they provide for Spanish speakers may be what is needed to bring these patrons in.

Meeting the information Needs of a Community⁵

The Pasco Library is located on the east side of town, not far from the center of Latino commerce. It is a quiet and unassuming building, one story, with windows beneath the eaves of the low-pitched roof. The entry area is comfortably sized, with a meeting room, a glass display case, and a hallway leading to a bulletin board and restrooms to one side. Proceeding straight through the entry, one comes through glass doors into the main room of the library. The environment is pleasant; the natural desert colors of sage green and sand are gentle on the eyes and help to create a peaceful environment for work or study. A tour through the facility reveals a good mix of seating areas, work tables, and computers, with appropriate sections designated for children's books, fiction, nonfiction, large-type, used book sales, video and audio materials, reference, young adult services, and...the Hispanic Services Collection.

The Hispanic Services Collection is one that the library in Pasco has worked particularly hard to develop. Recognizing the need for service to the ever-expanding Spanish speaking population of Pasco and the surrounding area, the Pasco Branch is constantly evaluating what the collection needs, how to display it, and perhaps most importantly, how to market themselves such that the Hispanic community will come in and come back.

Judith Rizzuti-Hare is Branch Manager of both the Pasco and Keewaydin Park branches of the Mid-Columbia Library District (MCLD). There is a special place in her heart for patrons who speak little or no English. Having immigrated from Italy with her family when she was eight years old, Rizzuti-Hare has a good perspective of what non-English speaking families deal with. She is unwavering in her press to provide better service and materials to all patrons, but her "top priority is to make people trip over the Hispanic Services Collection."

Meeting The Information Needs Of A Community: ... - cont.

How did this focus on Hispanic services get its start? When Rizzuti-Hare first worked for the Pasco Library in the 1960's and 1970's, grant money helped the library to take simple Spanish language materials to Spanish speaking farm workers and to teach them basic English skills. Although this program was very successful with the workers, the employers felt threatened, seeing it as somehow related to union activities that were fostering discontent at the time. After that library program ended, Rizzuti-Hare looked for work elsewhere. One reason was that the library seemed stagnant without outreach opportunities.

In 1994, not long before Rizzuti-Hare's 1996 return to the system, a grant was received for establishing Hispanic services. In 2001, and under Rizzuti-Hare's leadership, MCLD added the position of Hispanic Services Associate. The first year, the position went through two employees. However the current associate, José García, has been serving for over two years in this capacity. Although he works throughout the community, his base is at the Pasco Library. In addition to assisting patrons in-house, García works in the community to get the word out about current programs, communicate with patrons to assess current needs, and work toward improving or adding programs.

The Hispanic Services Collection is comprised almost exclusively of Spanish language materials. The Pasco Branch is the hub for all Spanish language materials in the 13-branch MCLD system. Every Spanish language title in the system is housed at the Pasco Branch, including a mixture of fiction and nonfiction, a small reference section, children's picture books, video and audio materials, as well as shelf space dedicated to displaying new items. Materials at all other branches are duplicates of what is held at Pasco, and no other branch has as extensive a collection. The total general count at the Pasco Branch is approximately 93,600 items. 10% of those are in Spanish, and the Spanish language collection is constantly growing. The district wide budget for Spanish materials is \$16,000 per year. Rizzuti-Hare, García, and Keewaydin Branch Supervisor, Lori Portugal, work diligently together to squeeze every penny of the budget they are given when making purchasing decisions, ordering materials primarily through Libros Sin Fronteras in Olympia, or off of the BMI Web site. They pay close attention to what items in the collection are actually being used, because materials printed in Spanish are generally more expensive to obtain than similar items in English—there is no room for whims. Patron requests for specific materials are evaluated more carefully for overall value to the collection than might be a request for less expensive English language materials. And although other areas of the library are weeded regularly, the Hispanic Services Collection holds pretty tightly to its Spanish language materials during this time of growth.⁶

Subjects of greatest interest to the area's Spanish speaking families seem to be family and parenting, parapsychology, carpentry and other home improvement themes, and periodicals. Additionally, self-help tapes for learning English as a second language are very popular. Although the collection holds ten to twelve sets—each with workbook, video, and CD or cassette—when the author visited the Pasco Library all parts of these 12-14 volume sets were out. Sets for children are also available, and all of those were in use, as well.

Once purchased, materials must be processed before they are usable. This was a major problem at one time, with new materials sitting on a shelf for over two years awaiting processing. Rizzuti-Hare saw it as blatant prejudice and worked to demonstrate the process could be done more efficiently. It now takes two weeks.

Are the materials being used? Thanks to the diligence of García in getting the word out through venues like prime-time Spanish radio, and the care of the Pasco staff to be friendly and helpful when a patron comes in, the answer is a resounding, "Yes!" Circulation of the collection has gone up 68% over the last year. The language lessons mentioned above are one of the draws, but children's picture books are also very popular. Additionally, ESL classes from both Pasco High School and Columbia Basin College come in to use the collection. Outreach beyond the library's walls extends collection use: a limited number of Spanish materials are on the one bookmobile; García's storytelling visits to many area locations acquaint people with the possibilities of the library; and children's theme boxes, many of them bilingual, are used in Head-Start and other daycares and preschools.

When Spanish speaking patrons do come in, it is Rizzuti-Hare's policy that they will be made to feel welcome and valued as patrons—these patrons get what they ask for. Half of her twelve-person staff is prepared to assist them, speaking both English and Spanish, although the only position that expressly requires bilingualism is that of Hispanic Services Associate, the position now held by García. There are no positions where speaking Spanish is expressly preferred, but the ability is taken into consideration when making hiring decisions⁷. Also, Lori Portugal is prepared with materials and lesson plans to offer staff training in Spanish. However, her duties as the Keewaydin Branch Supervisor have not allowed her to get away to offer the classes in Pasco yet.

Use of the collection and requests for reference assistance are not the only in-house services or programs offered. The system has provided computer classes in Spanish, and the two computers in the Hispanic Services area at Pasco, currently only usable for word processing, will soon be expanded to four, with the two new ones Internet ready for use with the online catalog, as well as other search capabilities. Jose García offers his bilingual story times in-house as well as off campus. A bilingual book discussion group, also hosted by García, has recently studied *The House on Mango Street* and *Bless Me, Ultima*. September 11 was a Patriot's Day celebration and included a push for Latino voter registration. Between September 15 and October 15 many activities were offered in commemoration of Spanish Heritage Month. This included an open-mic, bilingual poetry reading on September 19, 2004, as well as a solemn ceremony commemorating Rosh Hashanah (Judaism 101. Rosh Hashanah, Tishri) for Mexican Jews who have recently moved to the Mid-Columbia. A photo of an art display with the works of Gabriela Rosales and Ricardo Aquino was featured on Pasco's page of the MCLD Web site. Their works were displayed at the Pasco library last spring. Federico Bata, a professor from the University of Mexico who was guest lecturing at WSU Tri-Cities and who is the teacher of Rosales, was to give a bilingual lecture on art.

The Pasco Branch is not yet ready to rest on past successes. Representatives recently visited the Kennewick Barnes and Noble store to look at the marketing program for that business. In the near future, Barnes and Noble representatives will be visiting the Pasco Branch to make recommendations on how the library can better market itself to the public. One area of presentation that Rizzuti-Hare already knows she wants to improve has to do with line of site. Although the core of the library has a very open feel, employees at work stations cannot readily see very far beyond where they are seated. The general reference section is gradually going through a severe weeding, as multi-volume sets are being removed to

cont.

Meeting The Information Needs Of A Community: ... - cont.

the basement because Internet access to their online counterparts is more practical. This will soon make removal of shelving in the center of the room, or at least its replacement with shorter units, possible. This will also help make room for ten more computers, including the two already mentioned that are slated for the Hispanic Services area.

And still plans continue. Pasco will offer more computer classes. The addition of a self-service checkout machine will free more staff time for offering one-on-one assistance. Rizzuti-Hare would like to see a small remodeling project open a door from the Hispanic Services area to an enclosed garden reading area where coffee, or even a small cafe could be offered. Ultimately, with all this growth, Rizzuti-Hare dreams of opening a second Pasco branch on the rapidly developing west side of town. She has the ideal spot picked out—near the freeway that runs from Richland and around the north side of Pasco, making access convenient to hundreds of commuters who are living in the crush of new housing put in recently in that area.

Evaluating Service to the Spanish Speaking Community

The Mid-Columbia Library District, and specifically the Pasco Branch, is doing a tremendous job of providing for the information needs of Spanish speaking patrons in this area. The staff is working through all conceivable means to market the library to this community, and striving to anticipate needs before they come up. Programs cover a range of topics for children and adults. Friendly attentive service has been effective in drawing patrons back to the library after they have stepped through the doors for the first time.

There are only two areas for which I would recommend change for the MCLD and the Pasco Branch at this time. The first is perhaps inconsequential. Nevertheless, if I noticed, others probably have, too. The outside of the Pasco building is boring. Muted colors and the low physical profile make it unremarkable. The reader board sign, though amply large, does not attract attention. There are two things I would recommend concerning the physical appearance of this branch:

- 1) Emblazon the name of the library somewhere on the building—perhaps along the long narrow strip just below the eave, or on one of the flat faces of the building.

- 2) Commission a mural for one or more of the large exterior surfaces on the north and/or east sides of the building. The library is bland in comparison with the nearby commercial district that is home to so many Hispanic businesses. A mural would add life to the building and would tie in well with the library's focus on art. Actually, when I mentioned this idea to Judith Rizzuti-Hare, she shared that they are already researching the possibility. They looked into having Pablo Soto do a mural, but couldn't justify the \$5000 price tag. Rizzuti-Hare is considering other possible artists and, being an artist, may even tackle the project herself.

The other area that needs improvement is much more serious than decoration of the building. The catalog search provisions for Spanish speakers and the actual catalog entries for Spanish-language materials are both severely lacking. Regarding catalog search provisions for Spanish speakers, the online catalog does have a link titled "Español"; however this link only allows the viewer to see, in Spanish, "...basic information about what could be used as identification for obtaining a library card, the hours of operation of the various branches, [and] the lending periods for various types of materials" (Herring, LS C525, Lesson 14). No Spanish link to the catalog is available anywhere on the site. Patrons can be

trained to find the catalog and then may search it using Spanish words, but those who do not speak or read any English may not be able to use the catalog independently without prior instruction or a lot of frustrating hunting around.

Once the user knows to click on the "Catalog" button, they then have a choice of language. However, even after clicking in to use the catalog in Spanish, some options are still presented in English and would require a translation guide, instruction, or ample time to work through and figure it out before the catalog would be usable.

The actual catalog entries for Spanish materials is another area of concern. When asked about this problem, Rizzuti-Hare related that when cataloging of Spanish language materials for the automated system began, there was no Spanish speaking cataloguer employed at MCLD. Catalog information does generally come from OCLC, but entries obtained there have been rife with errors. Now that Spanish speaking cataloging staff is available, it is just a matter of going through the long and tedious process of updating the entries that are already on file and attempting to input all new entries in acceptable form and with a reasonable degree of information.

Based on her approach to everything else related to the Hispanic Services Collection, it is not surprising that Rizzuti-Hare is on top of this problem, as well. She considers Spanish catalog entries and access to the catalog by Spanish speakers to be among her top priorities. However, these areas will require a considerable amount of staff time to correct. Rizzuti-Hare did indicate, though, that she anticipates strong support from Danielle Krol, the new Director of the Mid-Columbia Library District. Like Rizzuti-Hare, Krol also immigrated to this country at the age of eight, her family coming from Belgium. Both women come from a European "no mousing around", down-to-business mindset, and Rizzuti-Hare believes she has found an ally for her quest to continually improve service to Spanish speaking patrons in the Mid-Columbia.

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Meeting The Information Needs Of A Community: ... - cont.

Judaism 101. The Month of Tishri. (www.jewfaq.org/holiday1.htm)

- - - . Rosh Hashanah. (www.jewfaq.org/holiday2.htm)

L & M Companies. "L&M Companies, exclusive marketing agent for First Fruits of Washington, is proud to announce that First Fruits' founder Ralph Broetje has been named Apple Grower of the Year." (www.lmcompanies.com/body_PR_2.html)

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O'Neil, Melissa (April 15, 2000) Ellensburg High Students Get Taste of Hispanic Culture (www.tri-cityherald.com/news/2000/0415.html)

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TRIDEC: Industry and Major Employers, "...top 25 employers in the greater Tri-Cities area..."(www.tridec.org/welcome/index.cfm?sectionID=2&subsectionid=94)

Additional Resources

Books on library service to Hispanic populations:

Immroth, Barbara and Kathleen de la Pena McCook, eds. *Library Services to Youth of Hispanic Heritage*. Jefferson, N.C.: McFarland, 2000.

Guerena, Salvador, ed. *Library Service to Latinos: An Anthology*. Jefferson, N.C.: McFarland, c2000.

Note: I have not actually used these two books. One I have had on hold for an extended period of time, but it has not come available. The other I discovered too late to be able to read for this work. However, their content seems so relevant that I wanted to make them known to readers.

Demographic information:

AreaConnect: Pasco Population and Demographics (pasco.areaconnect.com/statistics.htm)

City-data.com: Pasco, Washington (www.city-data.com/city/Pasco-Washington.html)

This site presents a wealth of information in a format that is easy to scan through. Use of an aerial photo, graphs, and charts add interest and ease to use of the site. More statistical information is available in one place here than is found on the other two sites mentioned here.

Nationmaster.com (www.nationmaster.com/encyclopedia/Pasco,-Washington)

Resources for the selection and/or purchase of Spanish language materials:

BMI Educational Services (www.bmiedserv.com/)

Libros Sin Fronteras (www.librossinfronteras.com/)

Schon, Isabel. *Recommended Books in Spanish for Children and Young Adults: 1996 through 1999*. Lanham, MD: The Scarecrow Press, Inc. (2000).

Endnotes

- 1 Herring. LS C525, L2, #3. Information in this community study has been modified from the author's earlier writing to reflect information pertinent to Pasco where possible.
- 2 Statistics related to population are from the US Census 2000 unless otherwise noted. However, they were accessed through several private sector Web sites which were easier to navigate than the Census Bureau site. These sites carried the same information regarding population, but each presented its own variety of additional information. See "Additional Resources" for a list of those sites.
- 3 It is interesting to note that the US Census 2000 addresses cultural or national heritage as "race". Consequently, many people end up classified as "one race" while being counted for both the "white" and "Hispanic" groups, causing a skew in the totals.
- 4 Although the author read of this recently, she cannot now find the source. However, it was likely a story in the print version of the local newspaper, The Tri-City Herald, some time in the late spring of 2004, as students were making decisions about what to do after high school.
- 5 This segment draws heavily on an interview with Judith Rizzuti-Hare. All statistical and program information here may be credited to her unless otherwise indicated.
- 6 Pasco's collection also contains one shelf of Vietnamese materials and three of Russian.
- 7 Other than her own ability to speak Italian, which Rizzuti-Hare admits is not highly requested in the Mid-Columbia, no other languages are represented within the staff, although there may be a staff member who speaks Russian in the near future. ■

Marketing the School Library - cont.

Using this information to get the support of the principal is the first step in the marketing strategy of a school librarian. The next key ingredient is to gain support of the teachers by showing them how the library can enhance the learning of their students. *Information Power* states that the librarian is to be a leader in the school. Knowing the curriculum of the building will guide the librarian to purchase materials that support the curriculum. Approaching teachers and offering to get materials they can use with their students will help create a "team" feeling within the building. Showing teachers and students how to use technology will only enhance the importance of the role of the school librarian. Knieren states, "...we as media specialists have to collaborate with teachers and administrators to make ourselves visible and convince them that they cannot function without us" (2001).

The internet is full of websites that offer useful suggestions for advertising the school library. Fifty ideas are listed below to help the novice school library media specialist begin a marketing blitz. It is important to note that it would be impossible to try all fifty suggestions within one school year. Choose to try ideas that seem appropriate for a given situation or clientele.

1. Hold Book Fairs a couple of times per year. Offer times for parents to attend in the evening with their children. Not only will sales improve when parents attend, the LMS will have an important public relations opportunity to share the library's resources and programs.
2. Write articles about library programs, contests, events, etc. to include in parent newsletters or on the school Web site, if one is available.
3. Invite guest readers during National Book Week or Library Week. The guest list might include the principal, nurse, superintendent, custodian, town mayor, school board members, etc. Have the guests share how reading helps them in their jobs.
4. Take pictures of teachers holding their favorite books. Display these pictures on a creative bulletin board.
5. Invite authors of children's book to visit the school. Authors are very willing to share how they got started in writing and how they go about creating their stories.
6. Contact local newspapers and other media about events that are happening at the local school library.
7. Have a suggestion box available for teachers and students to offer titles of books they think the library should have. Make every effort to then acquire these materials.
8. Whenever new textbooks are adopted, be sure to ask teachers about supplementary materials needed to use with those textbooks, then go about ordering them.
9. Use the local library's interlibrary loan services if the school library does not have materials needed by teachers for projects.
10. Offer to display student projects in the school library.
11. "Host a computer lab evening and invite parents to come and preview new software programs their children will be using or programs they are currently using" (Knieren, 2001).
12. Conduct in-services for staff members on library procedures and routines. Be sure to offer a handout and have flowcharts available on the procedures and routines.
13. Start and/or maintain a professional collection of materials so that teachers will have access to best practices currently in use.
14. LCD projectors can be used, as well as SMART Boards, to demonstrate useful Web sites and computer programs to students.
15. "If you have local or state reading contests and have access to next year's titles, send a list of them to students before school gets out for the summer. The kids can get a head start by reading them over the summer" (Knieren, 2001).
16. To encourage research skills, have a trivia question of the week and request that students list the bibliographic information as to where they found the answer to the question.
17. Have a permanent bulletin board in the teachers' lounge area that is dedicated to library media events, information about technology classes, interesting field trip destinations, new book lists for children and adults, new software, etc.
18. To announce great Web sites that teachers might find of interest, print out the home page on brightly colored paper. Post these in a specific location, perhaps in the teachers' lounge. Teachers may be drawn to the color and discover a useful Web site in the process.
19. Find out where teachers are taking students on field trips. Visit the Web site of the location to share with the teacher and students. This is a good way to prepare students for what they will be seeing on their trip.
20. The technologically savvy media specialist (or building technician) can set up a link at the school's Web site for the library media center. This is a great way to communicate with parents about what students are learning in the media center. Links can also be set up for Web sites that students can use for research, as well as for fun.
21. Create reading contests for students like "The Read 1000 Challenge" whereby students must read 1000 pages within a ten week period in order to earn a free book of their choice. Contests are good for generating interest in library materials, and they encourage students to read.
22. Keep in mind that even a novice Library Media Specialist has computer skills that other staff members may not have. Offer in-service training on using email, word processing, newly acquired technology, etc. The staff will appreciate learning new skills that will help them feel more confident.
23. Network with other librarians to learn about new or different "tricks of the trade." This can happen at a public library, librarian meetings within a school district, or at regional or national conferences. Listserves are another way of sharing information with other librarians.
24. Read professional publications such as *School Library Journal*, *Booklist*, *The Journal*, etc. to keep current on best practices, popular literature, and the ever changing landscape of the school library.
25. When scheduling library events, be sure to check on other scheduled school activities to avoid time conflicts. At the same time, plan library activities around school themes such as holidays, The First 100 Days, Martin Luther King Day, Cinco de Mayo, etc.
26. Always be flexible. Working in a school setting demands that everyone be flexible. This ability helps create a pleasant atmosphere for everyone.

Marketing the School Library - cont.

27. Just as the teacher must have the ability to work with every student, the Library Media Specialist must be able to work with all teachers. The LMS is a leader in the building. Teams working together will accomplish more than individuals working alone.
 28. Write grants to acquire materials or programs that are not attainable with budgeted funds. Online help can be found at the American Library Association website: www.ala.org.
 29. Give teachers advance (defined as a week or two) notice of library programs. This will help them as they plan their schedules. Also, due to the hectic lives we all lead, send reminders the day before scheduled events are to happen. Teachers will appreciate these last minute reminders; they are actually good public relations tactics.
 30. Send e-mails to teachers notifying them when supplies arrive that would be of interest to them. This lets teachers know that you are responding to their needs, and they will appreciate that.
 31. Create displays of new materials so that anyone who enters the media center can see the new and exciting things there are to explore.
 32. Create a pleasant atmosphere in the library. Greet everyone who enters with a smile. Work to help clients find answers to their questions. Seek other sources for information if necessary, to find an answer to a question or a solution to a problem.
 33. Get involved at the district planning level to ensure that funds are distributed to libraries. If no one speaks up for the libraries, funds can be diverted away from them .
 34. "Attend staff development courses that teach how to analyze student achievement data" (Whelan, p.41). As more and more schools are being driven by data, understanding this data will guide library media specialists in ways to improve student scores through library media programs.
 35. Create displays that celebrate authors' and/or illustrators' birthdays. Have pictures of the authors/illustrators near a collection of books written/illustrated by that person. If the author is very prolific, include a list of books if the library does not have all of them. This might encourage students to search the public library for more titles created by a favorite author/illustrator.
 36. Create a form that students can complete about a book they think everyone should read. The forms can then be placed in a binder called "Highly Recommended Books by [School Name] Students." This activity can encourage other students to read books recommended by their peers. In addition to reading, students are now writing about books they enjoy.
 37. Offer food as an incentive for students to read. Ice cream socials are a great incentive for students to increase reading time. Set up a program where students have to read one book from every Dewey Decimal category (a total of ten books), or they have to read so many pages within a certain time period, and they can attend an ice cream social where they can create their own sundaes.
 38. Using the free paperback books libraries can earn through Scholastic Book Fairs, offer a free book to each student on his/her birthday. This idea would work especially well in an elementary school.
 39. If Halloween costumes are a concern, have students dress as their favorite author or favorite character from a book.
 40. Create a questionnaire for students and teachers to help determine information needs that the LMS can address. Use this information for planning lessons with classes or in-service training for teachers.
 41. "Hold a photographic competition for the best photograph of a school staff member 'caught' reading." (Library promotion ideas, 2003)
 42. Invite students to work in the library. There are many tasks that they can manage such as checking books for repair needs, sorting books by category so that adults, or capable older students, can shelve them, helping put up or take down bulletin boards, collecting classroom books on library days, pulling books requested by teachers, etc.
 43. Try to schedule flexible plan times or rotate lunch times in order to connect with all staff members. This casual time may be used for "impromptu collaboration" (Kniereen, 2001).
 44. Seek ways of collaborating with the public library in the community. Encourage students to obtain public library cards by having the forms available. Once completed, deliver the forms to the public library and students will soon receive their cards. The school LMS can also invite public librarians to come and do "book talks" with students. These opportunities will open new worlds for students to explore.
 45. Become involved with the school's P.T.O. or P.T.A. These organizations can provide manpower to help with library events like Book Fairs, as well as provide financial support for library programs. This is a great networking opportunity to advance the library programs.
 46. In order to avoid negative feelings about books/materials being removed from the library during a "weeding campaign," offer those materials to anyone who would like to have them. If this is done in a party atmosphere, it can actually be fun!
 47. Have a map of the library available so that anyone can find what they are looking for.
 48. Invite school board members to the library during National Library Week so that they can see first hand how important the library is to everyone in the school.
 49. If there is a parent newsletter, provide titles of books on parenting skills, or how to help their children be better students. Offer evening programs showing them how to use the internet, or computer programs their students are learning in school.
 50. Create a poster with the words "from and old issue of Teacher Librarian that states, 'What a school thinks about its library is a measure of what it thinks about education.' Make sure it's in a prominent position and can be seen by anyone walking through your media center" (Kniernan, 2001).
- This is only a sampling of the many ways that a school library can be marketed. Professional publications and Web sites have much to offer in helping the LMS learn the necessary skills for this profession. Networking with other librarians,

cont.

Marketing the School Library - cont.

teachers, administrators, and community members will not only offer opportunities for collaboration, but will demonstrate the importance of working together to accomplish goals.

It has been known for thirty-five years that a quality library media program can enhance the learning of students. Keith Curry Lance and his associates conducted research published in 2000 that confirms the importance of the library program in schools. Ross Todd and his associates conducted the Ohio study recently in which students described how the LMS helped them learn research skills as well as how to write better research papers. There is both quantitative and qualitative research showing that students who attend schools with library programs coordinated with the school curriculum will score higher on standardized tests.

Yet, even in this information age, this information is not reaching the decision makers who determine the fates of our schools. By actively, and continuously marketing the importance of libraries in the lives of our students, not only will our students benefit, those all important scores required by the No Child Left Behind Act will go up, and so will the job security of the school library media specialists. Life-long learning is the wave of the future, and the local librarian has access to information now.

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2005 and 2006 YRCA Nominees - cont.

Senior Division 10th-12th grades

2005:

Catalyst by Laurie Anderson
First French Kiss:
And Other Traumas by Adam Bagdasarian
Hanging on to Max by Margaret Bechard
House of the Scorpion by Nancy Farmer
What Happened to Lani Garver by Carol Plum-Ucci
Acceleration by Graham McNamee
Breakout by Paul Fleischman
Fat Kid Rules the World by K. L. Going
A Northern Light by Jennifer Donnelly
Time Traveler's Wife by Audrey Niffenegger

2005 State and Provincial Representatives

Alaska - Elaine Daw
Alberta - Ilona Storie
Idaho - Mary DeWalt
Montana and YRCA Chair - Carole Monlux
Oregon - Ruth Murray
Washington - Barbra Meisenheimer ■

Blueprint for Collaboration: an Information Literacy Project... - cont.

University of British Columbia in 1998 and is a joint project between the Education Library and the Faculty of Education. Specific objectives of the project are to increase pre-service teachers' knowledge of 1) the role of the teacher-librarian as instructional partner, 2) integrated collaborative school library programs, 3) information literacy skills and 4) selection and critical evaluation of learning resources for resource based teaching. Pre-service teachers learn about these concepts and skills through first-hand collaborative experiences with teacher-librarians.

Areas of Professional Performance Essential for the Blueprint

As part of the Information Literacy project, pre-service teachers gain first hand experience in three key areas essential for their professional performance and development. These include experiences with collaborative planning and teaching; resource based learning, and information literacy outcomes. Canadian publications such as *Achieving Information Literacy* (2003), *CSLA Guidelines* (1988), and *Developing Independent Learners* (1991), together with *Information Power: Building Partnerships for Learning* (1998) of the American Association of School Librarians & AECT explicate collaborative models of resource based learning, information literacy standards, and position the teacher-librarian as a collaborator and leader in a community of learners.

In the collaborative model of resource based learning, teachers and teacher-librarians coach students and actively engage them in structuring meaningful inquiries and constructing knowledge through use of multiple print, non-print, and human resources. Resource based learning is also the primary means by which students' information literacy is developed. When teachers and teacher-librarians collaboratively plan and teach resource-based units that are grounded in core curriculum, they address the skills and strategies students need to use information resources effectively. The Canadian document, *Students' Information Needs in the 21st Century: Competencies for Teacher-librarians* (ATSL/CSLA, 1998) states, "The teacher-librarian provides leadership in collaborative program planning to ensure both physical and intellectual access to information and commitment to voluntary reading." Similarly the American Association of School Librarians (1998) highlights collaboration between teachers and teacher-librarians, and integration of information literacy skills in authentic learning contexts:

Students will master information literacy skills when teachers and library media specialists guide them as they use information with a discipline or through an interdisciplinary project. Resource-based learning calls for all members of the educational community to become partners in a shared goal, providing successful learning experiences for all students. (p. 2)

Teacher Knowledge of the Role of the Teacher Librarian

An over-riding goal of the Information Literacy Project is to enhance pre-service teachers' understandings of the role of the teacher-librarian and the importance of collaboration in the teaching of information literacy skills. Teacher beliefs are central to how teachers teach (Shulman, 1987) and starting points in learning to teach (Richardson, 1997). Research in pre-service teachers' beliefs shows their past experiences with teaching, learning, and curricular areas have a significant influence, acting as filters for their coursework and practicum experiences (Borko & Putnam, 1996). Teacher education is

seen as a "critical period" for the development of alternative beliefs consistent with current views of teaching and learning (Powell, 1996). What most effectively guides reformulation of pre-service teachers' beliefs is explicating their entry beliefs alongside learning and supportive practice. Constructivist approaches to teacher education assume that each student must construct their own understandings by identifying their own personal beliefs and modifying those as they work with new experiences and information.

Given the influence of teachers' past experiences, it is not surprising that teacher knowledge about the role of the teacher-librarian and library program appears to reflect past notions of the teacher-librarian as resource provider or instructor of decontextualized library skills, and the school library as warehouse (Craver, 1986). In a survey of 40 elementary teachers, Moore (2000) found that teachers are unclear about the meaning of information literacy and equate information literacy with older notions of library or research skills. Results of Moore's survey also revealed teachers' undeveloped understandings about how to effectively plan resource-based learning. Finally, Moore found that teachers were unsure about the role of the school library program in student learning.

Pickard (1993) noted that teachers have had few opportunities to see strong models of instructional partnerships. Results of this state-wide survey showed that although library media specialists understand the importance of the instructional consultant role, only ten percent carry out the role at Loertscher's (1988) higher levels—where joint planning, teaching, and evaluating of resource-based curriculum units occur and where leadership in curriculum development is evident. Similarly, McCarthy (1997) found that implementation of *Information Power* was constrained in many schools by such factors as budget, scheduling, and lack of administrative support. These findings imply that teachers are exposed to limited models of effective school library programs.

In this project the goal was to model how the teacher-librarian plans with teachers to incorporate the teaching of information literacy skills within a resource based unit. Pre-service teachers experience an authentic collaborative planning session with a teacher-librarian as part of their language education course and are required to design an information literacy lesson as part of a resource based unit. To make this as meaningful and worthwhile an experience as possible, pre-service teachers plan a resource based unit on a topic that they expect to teach during their spring and/or fall practicum.

What is Information Literacy Project?

The Information Literacy Project is offered within the context of a required elementary language arts course for pre-service teachers (kindergarten through grade 8) during the second term of their post-baccalaureate teacher education program. Initially, eight sections of pre-service teachers learned first-hand about the role of the teacher-librarian and how to collaboratively plan a resource-based unit of study for use in their practicum. Learning environments during the first two years of the project were the university classroom and academic libraries (Education Library and Language Education Research Center) where two education librarians at the university and eight volunteer teacher-librarians from the community met with pre-service teachers during two 2-hour planning sessions. During these planning sessions, a wide variety of learning resources were gathered for each of the unit topics and six pre-service teachers met with one teacher-librarian. Effects of these collaborative experiences

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on pre-service teachers' understandings of the school library program and the role of the teacher-librarian were tracked both years. Results reported for the first two years of the project showed positive effects on pre-service teachers' understandings (Asselin, 1999).

During the third year, the project was continued and extended to meet two purposes: a) to increase authenticity of the planning periods and b) to support transfer of the course-derived learnings to application during school practicum. Several sections of the language education course continued working on campus. Four extension projects were conducted in four school districts where pre-service teachers collaboratively planned their resource-based units with the teacher-librarian in the schools where they would be doing their spring practicum. Researchers collected data from the pre-service teachers and teacher-librarians through group interviews and analyses of pre- and post- concept maps. The results indicated that when pre-service teachers work with teacher-librarians in authentic contexts, they significantly increase their understandings of resource-based learning, information literacy, and collaborative planning and teaching. In addition, results of the extension projects had an impact of not only providing a professional development program for pre-service teachers, but also one for teacher-librarians, teachers, and administrators in their respective districts.

The following year the Information Literacy Project continued; however, the extension projects did not. There was no funding to support release time for teacher-librarians or for the faculty time required to co-ordinate the project. Although school based planning was the ideal and provided an authentic context, it was impractical and too labour intensive to sustain within the present structure of the teacher education program. As a pragmatic alternative, the Information Literacy Project continued on campus and increased to twelve sections of the language education course. Only the French Immersion and French as a Second Language cohorts collaboratively planned with teacher-librarians in a school library environment because of insufficient French resources on campus to support the wide range of their practicum topics.

Mentoring Relationships Are Integral

Pre-service teachers in this project appear to gain the most new understandings about the concept of collaboration from their experiences in collaboratively planning with a teacher-librarian. They spoke about how collaboration with the teacher-librarians was a way of extending and enriching ideas. For example, they commented that "all of sudden we had a whole bunch of things we could go from rather than just a small set of ideas we had on our own," that the teacher-librarian was able "to give us different teaching strategies and ideas that maybe we've never used or seen," and "how it leads you to a new place you might not have thought about—gives you a whole new perspective." They also talked about how collaboration helped them focus ideas that were initially too vague or large to actually write down. One pre-service teacher described how "it's much easier to collaborate because I often have the idea that maybe I could do this, but it's such a big idea that I don't know how to get from the small to the big or from the big to the small." For one student the experience is "more realistic—just to be able to say, 'this is what I'm thinking—is it too much? Too little? Am I heading the right way?'"

The pre-service teachers learn that the teacher-librarians' knowledge of resources and abilities of students made the assignment of planning an integrated unit more realistic: ". . .

. you have background knowledge of children. So you know what their needs are and I think that I feel more competent about meeting their needs through you because you've seen them through the school and the system and you know what is possible with a particular class."

The teacher-librarians describe the collaborative planning experiences as the process of negotiating a fit between available resources and ideas and between contrasting perspectives on teaching and learning. During these exchanges teacher-librarians support the less experience pre-service teachers by posing clarifying questions, offering empathy and agreement, and simply by serving as a sounding board for the pre-service teacher's instructional ideas. Evidence of a mentoring relationship between pre-service teachers and the teacher-librarians gleaned in the interviews, suggests that this could be an effective strategy for supporting new teachers' professional development. Similarly, Doiron (2001) concludes in a project where pre-service teachers, classroom teachers and teacher-librarians collaborated to develop information technology (IT) projects as part of larger resource-based learning units, that pre-service teachers "thrived on this type of partnership with the teacher-librarian as mentor for them."

Experience With Learning Resources

For pre-service teachers especially in the extension projects, for some of them it was the first time they had spent any time in their libraries (school and university). They found that resources in their schools and districts differed from those at the university, and they learned about the effect available resources has in unit planning. As one pre-service teacher exclaimed, "There's just so much information out there, I mean, I don't know how to take it . . . you are looking at information and you're thinking, okay, how am I going to tie this into the classroom and the students. This is like taking the information you have and making it so much more useful." During the collaborative planning sessions, the teacher-librarians sometimes showed students how to access and navigate their district resource databases, library catalogues and the Internet. This pre-service teacher explained "I know we spent some time there when we were teaching and looking around, but to hear about the journal, the catalogue or encyclopedia, I guess of the resources that are available and I know that for me wanting to do a novel study and realizing that not only are there supporting resources, but basically a whole class set of novels there—whenever they want—that's really, really helpful." Another described how seeing the resources in her school changed her unit focus: "Rather than my first assignment on parliament, there's not enough books for all students on parliament so what I'm going to do is most of my unit on government, politics, and the law."

One of the teacher-librarians talked about the role of resources in planning: "it is much easier to go from resources to plan, than from plan to resources because otherwise, the resources may just not be here and all that you've done is all that work, and there's nothing to back it up." Finally, pre-service teachers commented that becoming familiar with not only the resources in their school library but how they were organized as well was helpful.

Information Literacy

Pre-service teachers expressed that the collaborative planning experience helped them to begin to understand what information literacy actually is: "the whole idea makes a lot more sense after you work one on one. I understood it

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before, but now, seeing how it relates to what I am doing and what I am planning and getting some actual examples that are not only "out there" but can actually relate to my lesson and my unit." Another pre-service teacher discovered "there is actually a library skills book that you can use to kind of keep yourself on track. I have never even seen or heard of that before. You get to see the librarian's whole perspective plus you have your own lesson plans that you've already worked out." Finally, a few remarked on specific aspects of information literacy they had learned about from the planning sessions such as kid search engines and teaching tools for helping kids evaluate web sites.

Learning and Teaching Conditions

For the past eight years, the Information Literacy Project has continued and some funding for the project has been provided by the Faculty of Education as part of information technology initiatives. The funding has been split between the Education Library and the Language Education Department in order to 1) support release time for education librarians and to hire graduate students in Education or from the School of Library Archival and Information Science to participate in the planning sessions and 2) to cover incidental costs such as parking passes and a end of term lunch for volunteers. Faculty from the Language Education department support the project by participating in it and the course co-ordinator undertakes a large share of the work, arranging meetings with faculty and volunteers, introducing instructors to the project and providing them with the necessary handouts and assignment templates. The course co-ordinator draws up the timetable for the information literacy lectures and planning sessions and troubleshoots in the event of sickness or last minute changes. The Education librarians conduct the information literacy lectures and select learning resources to have available for the planning sessions. A digital video entitled *Information Literacy Instruction* (2002) was created to support the project. Eight to ten volunteer teacher-librarians (retired, part-time, and those in consultant roles) continue to support the project. Some have been involved since its inception. One assumes the role of volunteer co-ordinator and as such is responsible for co-ordinating and scheduling all the volunteers.

Oberg identified two factors that support strong school library programs: 1) a culture of collaboration and 2) time for teachers and teacher-librarians to collaboratively plan and teach.

The principles in a true collaboration represent complementary domains of expertise. As collaborators, they not only plan, decide, and act jointly, they also think together, combining independent conceptual schemes to create original frameworks. Also, in a true collaboration, there is a commitment to shared resources, power, and talent; no individual's point of view dominates, authority for decisions and actions resides in the group, and work products reflect a blending of all participants' contributions (Minnis, John-Steiner, & Weber, 1998, p. C-2).

At UBC a strong culture of collaboration exists between the librarians in the Education Library and teachers in the Faculty of Education. Education librarians as trained teacher-librarians serve as members of the instructional team and engage in planning and teaching with faculty. A next step is to seek funding for the information literacy instruction as a planned part of the academic program. Currently it operates year to year as an individual initiative. (Whitehead & Quinlan, 2002).

Conclusion

In British Columbia where this Information Literacy Project is implemented, a number of political factors have been threatening the existence of school libraries and morale of teacher-librarians. However, with recent ministry announcements and large scale advocacy efforts, it is hoped that this trend may be reversed. Through this project, it is hoped that new teachers may come to see that libraries and librarians are places and people who can guide them through the information literacy and lesson planning maze and not as mere providers of books and study space. Knowing more about concepts such as resource based learning and information literacy skills may better prepare new teachers so that they may form instructional partnerships with teacher-librarians in their own schools and communities. Perhaps then support for school libraries will grow stronger and as educators they will play a key role in shaping the information literacy skills of their students. Such is our evolving blue print for collaboration at the University of British Columbia.

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