

PNLA QUARTERLY

THE OFFICIAL PUBLICATION OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION

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North to Alaska



pnla 2004/2005 officers and chairs

executive board

President

Jan Zauha
The Libraries
Montana State University-
Bozeman
P.O. Box 173320
Bozeman, MT 59717-3320
(406) 994-6554
FAX (406) 994-2851
alijz@montana.edu

First VP / Pres. Elect

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

Past President

Mary DeWalt
Ada Community Library
10664 W. Victory Rd.
Boise, ID 83709
208.362.0181
mdewalt@adalib.org

Second VP / Membership

Christine Sheppard
Library Association of
Alberta
80 Baker Crescent NW
Calgary, AB T2L 1R4
403.284.5818
FAX 403.282.6646
christine.sheppard@shaw.ca

Treasurer

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

Secretary

Marg Anderson
Southern Alberta Institute
of Technology (SAIT)
1301 - 16th Ave. NW
Calgary, Alberta T2M0L4
403.284.7016;
FAX 403.284.7238;
marg.anderson@sait.ca

state/provincial representatives

Alaska

Corey Hall
Kenai Community Library
163 Main Street Loop
Kenai AK 99611
907.283.4378
FAX 907.283.2266
chall@ci.kenai.ak.us

Alberta

Connie Forst
Northern Lights Library
System
P.O. Bag 8
Elk Point, AB
T0A 1A0
780.724.2596 X.239 (w)
780.365.2240 (h)
FAX 780.724.2597
cforst@nlls.ab.ca

British Columbia

Diana Guinn
Chief Librarian
Port Moody Public Library
100 NewPort Drive
Port Moody, BC
V3H 3E1
604.469.4580
F 604.469.4576
Diana.
Guinn@cityofportmoody.com

Idaho

Elaine Watson
Albertsons Library
Boise State University
1910 University Drive
Boise, ID 83725-1430
208.426.1737
ewatson@boisestate.edu

Montana

Norma Glock
Middle School Librarian
415 North 3rd Street
Columbus, MT 59019
406.322.5375
P. O. Box 871
Columbus, MT 59019
nglock@mcn.net

Oregon

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

Washington

Patience Rogge
696 Woodland Drive
Port Townsend, WA 98368
360.385.6975
rogge@macaid.com

committees

Bibliography

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

Elections

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

Intellectual Freedom

TBA

Nominations

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

Young Reader's Choice Award

Carole Monlux
Paxson Elementary School
101 Evans
Missoula, MT 59801
406.542.4055
monlux@montana.com

Webmaster

Linda Frederiksen
Access Services Librarian
Washington State Univer-
sity Vancouver
Vancouver, WA
frederik@vancouver.wsu.
edu

Electronic List Manager

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

PNLA Quarterly Editor Publications

Mary K. Bolin
319 Love Library
PO Box 884100
13th & R Streets
University of Nebraska-Lincoln
Lincoln NE 68588-4100
402.472.4281
mbolin2@unl.edu

Send all Quarterly mail to:

PNLA Quarterly
Mary K. Bolin
319 Love Library
PO Box 884100
13th & R Streets
University of Nebraska-Lincoln
Lincoln NE 68588-4100

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PNLA QUARTERLY

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PNLA Quarterly Editor
Mary K. Bolin
319 Love Library
PO Box 884100
13th & R Streets
University of Nebraska-Lincoln
Lincoln NE 68588-4100
USA

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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! My year as PNLA President is winding down and I'm rather blue about the prospect of stepping down, frankly. Why, you might ask? Is she crazy? Does she love flying THAT much? Is she a conference junkie?

My answer is: Yes, yes, and yes. What's not to like?

As long as you have the support of your home institution – which I have had in spades at Montana State University – serving in the position of president for this association is a wonderful opportunity, as I'll wager it is for many library associations. Okay – maybe it's a bit better serving as PNLA President because this is such a great region. My travels to 5 out of 7 of PNLA's chapter conferences this year – my apologies for missing Washington and British Columbia – have taught me that we are very lucky here in the Pacific Northwest.

Perhaps the very best aspect of being President has been a fairly self serving one: the opportunities for personal growth and professional development have been unbeatable. Indulge me while I recount some of the things I've learned and the ways I personally have benefited from serving PNLA in this office:

The power of good will: most people want to succeed, obviously – we could all guess that. But what is surprising is that most of us want to help each other succeed. The amount of assistance, helpful advice, good faith and plain good will I have encountered this year has been immeasurable and very heartening.

Mentoring: that it's possible to learn as much (or more) on the giving end of mentoring as it is on the receiving end. Serving as a mentor at the PNLA Leadership Institute was truly wonderful. I arrived running on empty and left completely filled and revved up.

Risk taking: while you'd never want to endanger the association, it is possible to take more personal and professional risks when leading an association like PNLA precisely because you are "queen" or "king" for a year, no more. At our regular jobs, the risk editor we all have in our heads has a louder voice because stepping down after stepping in it is usually not an option.

Confidence: that voice you get sick of in your head that questions how well you are doing or whether or not you even deserve to be listened to, a voice very closely related to the risk editor of my previous point, is trained almost out of existence in the presidency. You have a job, you have a title, people are counting on you: you will succeed!

Gains in professional skills: like project management, running meetings, dealing with budget issues, building morale and encouraging teamwork... It is possible to make great leaps in these skills and others in a concentrated presidential year. The wonderful thing is that you get to take those skills home with you.

This list could go on and on to include many other gains such as

- the ability to talk to almost anyone about almost anything in a buffet line;
- the ability to recognize (and stifle) things you should never say ever to anyone anywhere;
- specific regional skills like dealing with elk late at night when all you want to do is get back to your room (thank you, Alberta);
- and how long you can stand out in -45 degree weather before your glasses freeze to your face (thank you, Alaska)...

This August in Sitka, Alaska, at the PNLA Annual Conference, I will reluctantly pass the President's gavel to Charlotte Glover. I have no doubt that Charlotte will learn as much as I have, about different things, I'm sure. Her adept planning of the Sitka conference thus far has shown all of us on the board that we will benefit in learning many things from her as well.

As for me? Luckily, old presidents don't die immediately – they come back as Past President and Chair of the Nominations Committee.

So you will be hearing from me again. Please keep in mind all the positive things I've said here about serving PNLA as an executive officer – because they are all true and because you can be sure we'll need your help in the future!

Thank you for a wonderful year – see you in Sitka. ■

From the Editor

MARY K. BOLIN

This issue has articles which give practical advice, discuss the relationship of libraries with their communities, show us the importance of "library as place," and remind us of the profound impact that libraries can have on the lives of patrons.

Thanks to Carol Reich for the photos from state and provincial conferences that appear in this issue. ■

Call For Submissions

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

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

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

Fall 2005 Issue (Deadline September 1, 2005):

Winter 2006 Issue (Deadline December 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.

Rasmuson Library- UAF: That Was Then, This Is Now

DIANE RUESS

The library of the 21st century takes pride in providing electronic access to library materials while it continues to update and maintain access to traditional print, media and archival collections. Rasmuson Library, located on the main campus of the University of Alaska Fairbanks (UAF) has taken to using the phrase, *no matter where you go there we are*, as a way of highlighting the myriad resources available via the library's Web pages. Consortium licensing and university and statewide purchasing agreements allow an impressive growth in electronic offerings. However, physical collections, library staff and services, and the qualities of the facility continue to make the library relevant to campus and to the broader Fairbanks community. The recently completed project that officially began strictly as deferred maintenance became a true renovation and renewal project with the philosophical and financial support of UAF administration. On the books for a full ten years before the nitty-gritty planning even began, the renovation project took fifteen million dollars and two years to complete beginning in the spring of 2001.



Photo 1, ground floor before renovation.

Significance and Purpose

William Miller's excellent article, *The Library as a Place: Tradition and Evolution*, discusses the value of library buildings and collections and the real need for a communal meeting place as part of the educational experience. Miller states, "We need to see libraries as valuable resources, and reengineer them as necessary as we see how people want to use the physical facilities and make the best use of information resources." Sam Demas and Jeffrey Scherer echo Miller's statement of need for a commons or a public area where a diverse group of people who do not normally interact with each other, can meet and greet in a neutral space. Furthermore, Demas and Scherer state that libraries have a history of successfully creating a "spirit of place" through creative and appealing building design and by incorporating and presenting elements of local culture.

Common public space has been an understated but obvious need at UAF where buildings have necessarily been consumed by classrooms, labs, and offices. This need was articulated in a report on the quality of campus life with an eye on improving the out-of-class experience for UAF's diverse student body. The report specifically mentions the paucity of effective central gathering spaces, quiet study areas, meeting room space, and more. UAF's student center has potential to partially meet the need for public gathering space but is designed for recreation and student government activities. With an architectural layout of essentially one large open floor plan, sparse furnishings, and low light levels with little natural light, the student center serves very well for its planned purpose but is generally not conducive to nor inviting for individual or group study activities. Although the campus life report doesn't specifically target the library as a possible source for public meeting space, it reinforces the concept that UAF lacks such space and should consider creating more of these kinds of spaces to enhance student life on campus. In fact, the report compares library and student center spaces and concludes that quiet comfortable spaces in the library would have a very different feel and function than the student center.

Library Construction Planning

Planning discussions began a year and a half before construction was to begin with a consultant brought in to conduct a workshop for library faculty and staff. The idea was to obtain professional advice on such things as traffic flow, the logic of floor layouts, and locations of collections and service points. Discussions of rearranging the library were lively and resulted in a plan, albeit somewhat unrealistic, for the ideal use of

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"I was in love." Amanda McKinlay writing about her library.

The Vancouver Public Library's Beyond Words writing competition attracted 344 entries on the theme of "How public libraries changed my life for the better." In reading the beautiful and inspiring stories, I decided to compile commonalities of experience in the hopes that other librarians would find useful the wealth of expressed feeling and detail. The stories presented qualitative data that could be used for a variety of purposes including: insight to library services; encouragement and inspiration; planning; marketing; and advocacy.

In perusing the hundreds of stories, I found four major common themes:

- Enrichment of life: The value of free access to a diversity of resources that could be used for many needs and to enrich life experiences. The library makes a contribution to personal happiness.
- Love for books, and a passion and enjoyment of reading.
- The value of the library in creating opportunities for learning and knowledge.
- The library as a sanctuary, an oasis, a respite, an escape, a refuge.

First Theme: Enrichment of life

"I became a better person." – Ava Encarnacion

Writers saw the library as fostering community development and connection, supporting personal development, stimulating change and allowing transformation through ideas discovered in the written word.

The writers described many changes they had experienced in their lives. I was moved by the many ways a public library played a role in the often-dire circumstances that motivated a need for change. Transitions that were supported by the resources, accessibility, affordability and friendliness of public libraries. Included: becoming an artist, overcoming the breakup of a relationship, keeping a dying man company, and learning a new culture as an immigrant.

April Anne Caldwell writes about change and connections:

One of the powers that people always joke about wanting to have is the ability to travel back in time. As obscure as it may sound, the library allowed me, on that day, to do just that. Through years of reading I was given the chance to live the lives of others, and understand new and interesting ways to think about life. By following a path through reading, just like that film I'd loved so long ago, I got a glimpse into another person's life. What I learned from my reading Ted's choices was that no matter how strange a person you may think you are, there are others who share common threads woven with yours...that's the real reason they're called 'strangers'. Ted was a stranger, and it turns out he wasn't so strange after all. Neither was I for that matter. I was just a kid who liked to read, and by following Ted's literary path, I didn't end up too badly. In fact, I don't think it would hurt to say I turned out to be pretty cool after all.

An unidentified author writes:

My involvement with the Library changed me. As a Mother I helped with school functions & coached team sports. This was reliving my own childhood. My experience through the Library gave me confidence, a sense of accomplishment and education. I have skills in marketing, planning and sales all because the Library Board took me out of my comfort zone. I know I made a difference in my community's well being but the difference I see in myself and the friendships I have made through the Library have made the larger impact. Some say I am a leader, I say I was a person nurtured by the Library community.

Reading Beyond Words

JOY HEUBERT

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Joy Huebert is the Director of the Trail and District Public Library, Trail, B.C. She can be reached at: jhuebert@traillibrary.com

Sifting through the P2P Puzzle: The Legalities of Downloading Music from the Internet

LISA WOJCIK

This article is a review of the literature and Supreme Court rulings surrounding the downloading of music from the Internet. For the purpose of this review, the definition of downloading is as follows, "Transferring a file that contains music onto a computer, with the result being that the file will be opened and accessed." This review differentiates a file that is "streamed" from a file that is "saved." A file that is "streamed" is not saved to the computer's hard drive of the computer. Once the site closed, the music is no longer accessible. A file that is "saved" has actually been downloaded into the hard drive of the computer and can be retrieved at a later date. Finally, a file that has been taken from hard drive and transferred to a disk or another computer will be referred to as "transferred."

Libraries are in a unique position. They offer Internet service without necessarily monitoring the actions of the user. Because of this range of supervision, users of Internet service can potentially access files that contain copyrighted material. The transfer of these files may be viewed as illegal. The world of file transfer and usage is confusing at best. Librarians and users alike may be confused and lack verifiable information to clarify these issues.

P2P is an acronym meaning, "Peer to Peer." This defines files in any given computer that have the ability to be shared with any other computer. One computer gives another computer the permission to "share" a file. "Piracy" is a term that describes downloading material from the Internet that holds a copyright. "Infringement" is taking a piece of work that has been copyrighted and using it for means other than its intended purpose. Piracy is infringement of that copyright.

A P2P file sharing vendor offers a service. This service is a portal for two or more independent Internet users to share a file. Music files are probably the most commonly shared files. For example, user number one has previously uploaded a song on to is or her computer. User A is connected to the Internet and to a P2P file sharing vendor. Along comes User B. User B is completely independent of User A. User B wants to download a particular song from the P2P vendor. The P2P file-sharing software takes the song from the computer of User A and places it on a list for User B to pick from. If User B chooses User A's song, the P2P software will transfer the song from User A's computer to that of User B.

In analyzing this issue, we can generalize the problem to many other technological issues facing librarians today. These technical innovations, while fascinating, have created a multitude of complicated concerns for librarians. Such is the case with file sharing. A review of the literature shows that P2P technology was created prior to the rules that govern it.

A stated in Fred von Lohmann's, *IAAL : What Peer-to-Peer Developers Need to Know about Copyright Law*;

"For the individuals who are sharing files, the question becomes whether all of these reproductions, distributions, and public performances are authorized by the copyright owner or otherwise permitted under copyright law (as "fair use," for example). So, if the files you are sharing with your friends are videos of your vacation, you are the copyright owner and have presumably authorized the reproduction, distribution, and performance of the videos. However, if you are sharing MP3's of Metallica's greatest hits, or disc images of the latest Microsoft Office install CD, the issue becomes more complicated. In that case, assuming that the copyright owner has not authorized the activity, the question of copyright infringement will depend whether you can qualify for any of the limited exceptions to the copyright owner's exclusive rights. If not, you're what copyright lawyers call a "direct infringer"—you have directly violated one or more of the copyright owner's exclusive rights. (2004)"

Lisa Wojcik is the Facility Librarian at the Long Creek Youth Development Center, in South Portland Maine. She provides library services to incarcerated youth, ages 11-21. Lisa has completed her graduate work in Library Science and is in the process of obtaining her certification as a Library Media Specialist K-12. She can be reached at: Lisa.wojcik@maine.gov

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Advanced Placement Curriculum Support in the Southern Nevada Vocational Technical Center School Library

LISA DIAZ

We are about to embark on a much higher academic curriculum, a novelty some think, in our vocational school. Vocational education is often the place for very motivated young people who actually know early in their lives what they want to do. They are most often college bound, and seek to make practical skills work in concert with academic talents.

Primary Project Objective

To create a specialized collection within the general library collection designed to support the new AP course offerings at Southern Nevada Vocational Technical Center School:

- AP Art, Two Dimensional Studio Art
- AP Biology
- AP Calculus
- AP Spanish
- AP United States History

Library Background

This library is located within Southern Nevada Vocational Technical Center, a comprehensive four-year high school, located in Las Vegas, which incorporates vocational and technical training into the standard academic curriculum. The library has 8,282 volumes including fiction and non-fiction books, books for academic and recreational reading, etc. The reference collection has 1,239 volumes. There are only eight serial subscriptions, and we are developing more media alternatives for next year. Video, CD, and DVD collections are held by academic departments. We hope to create a central location for cross-curricular. This would become part of a "professional library" created for teacher access.

The library provides opportunities for students to read materials they might not have at home. We do regular student instruction, so the students can learn what is available to them. We use an online catalog system and a number of electronic indexes, including Title-wave. The school has 1,748 students, 95 teachers, and 43 staff members.

The number of volumes circulated so far this year is 28,464. There is no separate "special collections" segment in our library, but the library is known for having an excellent collection of specialized vocational materials. There are some 200 volumes devoted to specific vocations, including an entire curriculum for cosmetology in the computer lab annex. This allows the cosmetology vocation to plan, teach, and test the students in preparation for their state board exams.

The school's latest plan is to add Advanced Placement (AP) courses. We are now trying to create a reference section that will support AP courses

Project Methods and Tasks

Collection Development and Maintenance:

- Evaluate the collection for materials which currently support the AP programs
- Select titles for a collection which promote the AP programs,
- Collaborate with teachers and the cooperating librarian to determine titles which support the AP curriculum unit for a classroom collection,
- Prepare bibliographies for AP courses,
- Prepare an order of AP support materials,
- Check and process an incoming shipment,
- Shelve materials,
- Read shelves,
- Assist with inventory,
- Assist with de-selection (weeding) materials,
- Discuss budgeting policies and procedures.

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Collection Inventory for a High School Library

CHARLENE BASINGER

Introduction

A library inventory provides an overview of materials and resources available in a library collection. Although completing a library inventory is not an easy task, it is an essential one! One must ensure that a system is in place to complete the inventory as quickly and efficiently as possible. Using a portable scanner or a wireless system is ideal. A system that is not computerized should be changed over as quickly as possible to ensure accuracy, not only in the inventory process, but also in the day to day tasks completed as part of the circulation process.

School Environment and Characteristics

Centennial High School in Las Vegas, Nevada, serves approximately 2,800 students. With an average of 5,867 volumes circulated annually, the size of the library collection appears to be appropriate for the school population. There are 18,236 volumes in the collection, including 4,126 reference volumes. The collection also includes 22 periodicals ranging from professional journals to science, history, health, weekly news, and popular magazines. No periodical indexes are available in the library; however, the school district does provide access to full text articles from thousands of periodicals through the Ebsco database. Professional books and career books are the only special collections provided in the library.

Follett's Destiny software is the library's circulation system. Books are barcoded, stamped with the school name and address, and have a security device inserted into them when they are processed and prepared for check-out. This procedure simplifies the check-out process and provides a small measure of security that discourages removal of materials from the library without following the proper check-out procedures. For many years the library catalog was only accessible through the computers housed in the library. Recently this library catalog became available throughout the school. Students and staff now have access to the library catalog from any computer within the school that is connected to the school network. It is hoped that students and staff will eventually be able to access the catalog from home. Web-based access to the catalog is in place, but the school district firewall is preventing access to the service. School district personnel are working on this problem and hope to have it resolved soon.

Literature Review

"Inventory is the process by which items and information listed in the holdings record are verified, and the physical condition of each item is assessed. The record should indicate the number of copies currently owned, the physical condition of the item and its container, its circulation records (card and pocket), and its cataloging information should be checked." (VanOrden, 192, p. 239) In addition, VanOrden (1982) notes that an inventory can uncover problems with cataloging, records, or materials that are not normally noticed during the day to day checkout process in a library. An inventory can be conducted while the library is open, sectioning off portions of the library at a time to review the materials in the collection, or the entire library can be closed to conduct the inventory.

Braxton (2004) shares reasons a collection inventory is essential. Some reasons listed include not only the obvious such as the need to ensure accountability for all resources and materials, that the reports generated are a true picture of the status of the collection, and the library collection meets the needs of students, staff, and curriculum but Braxton also provides a number of reasons that are much less obvious. These reasons include, but are not limited to: refreshing one's memory of items in the library so they can be recommended to users at an appropriate time, identifying areas that need new signage making it easy for users to locate materials, identifying areas that could be supplemented with online resources, and constructing a budget based on real needs, not ideal needs. Such reasons make it evident that a regular library inventory is

Charlene Basinger can be reached at: cbasing@interact.ccsd.net

not only an expectation, but it is an essential step in ensuring a useable, well stocked, well functioning library.

Yesner and Jay (1998) explain that a library inventory is important not only to the librarian, but also to the users of the library. They note, "The purposes of inventory are most important to the users. Only frustration can come from trying to work with an index that is too filled with error to be dependable. To the uninformed, the many housekeeping chores that are part of inventory follow-up many seem unnecessarily nit-picky, but they are functions urgently needed to ensure the availability of resources as shown in the catalog. The computer catalog must match the actual collection. Adjustments for missing irreplaceable materials, inconsistencies, outright cataloging errors, and problems of classification resulting from growth of a collection must be corrected once they are identified. This involves ordering replacement items, altering shelf list and/or accession records, or removing or correcting catalog records to maintain overall accuracy." (Yesner and Jay, 1998, p. 146-7) It is evident that a library inventory is essential to maintain user satisfaction and avoid frustration.

The story of the Jefferson Elementary School library, as told by VanOrden (1982), demonstrates the need to regularly conduct library inventories. For many years this library was noted as being a model library for other schools to look to as they developed their library collections. The size of the Jefferson library collection was a great source of pride for the school. In 1978 a new librarian walked into this school library and noted that the books in the collection were crowded onto the shelves, records were piled on tables, many volumes were sadly outdated, and a large number of items were damaged. This librarian had walked into a library that apparently had not been inventoried for a number of years. The school district hired staff to conduct an inventory of the materials. The inventory began as the collection was arranged in order according to the shelf list. Each item that was located in the library received a checkmark, while missing items were marked with an identifying clip. Titles that needed repairs were also noted. Several hundred items which were damaged beyond repair, sadly outdated, or terribly unattractive were removed from the inventory and marked appropriately on the shelf list. Equipment was then checked against an inventory sheet, also marking missing items. Upon completion of the inventory, it was noted that the size of the collection had decreased significantly, but the atmosphere had greatly improved. Conducting a regular inventory of the library collection might have been somewhat time consuming, but would have kept such a library from deteriorating to such a sad condition.

Inventories can be conducted in a number of different ways. Each librarian must determine the most efficient manner for their library. Libraries in the Kent School District in Washington follow a four step process to complete their inventories. First, they scan the barcode of each item being inventoried. Secondly, they print an "Exceptions Report" and use it to resolve the exceptions in the collections, including checking in items that were noted as "Checked Out," ensuring barcodes are valid, and creating records for items without a catalog record. Next, a "Find Missing Inventory" report is printed and items that are missing from the collection are identified as "Missing". Lastly, a "Missing Inventory" report showing items that have been lost from the library collection is printed and filed. This is one example of how a library inventory can be conducted.

Computers have largely changed the way inventories are conducted in many libraries. Ginzburg (2001) explains how one law school library instituted the use of wireless network computers to complete inventories on materials throughout the library and faculty offices. Prior to having a wireless networked circulation system, all materials were inventoried by recording call numbers and barcodes on a card which was then

filed at the circulation desk. As items were moved from one location to another, the cards had to be updated to reflect the locations of the individual items. Once the new wireless system was in place, library staff had to bar code the entire collection, then they simply moved through offices, classrooms, and other areas housed in the library, scanning the barcodes of each individual item and performing catalog maintenance at the same time. This process prevented a large disruption for students and staff utilizing the law school library.

Collection Inventory Project

The objective of this project was to conduct an inventory of the Centennial High School Library collection, including all fiction, nonfiction, reference, and professional library material. Student aides were trained to assist in the inventory process, not only helping finish the inventory in a timely manner, but also providing the practicum student with an opportunity to supervise library aides.

The inventory started with the fiction collection and progressed to nonfiction, then to reference materials, and concluded with an inventory of the professional library. Books in the fiction section were inventoried in alphabetical order according to the last name of the author (the same as they are shelved). Nonfiction books were inventoried according to Dewey Decimal order, beginning with 000 and moving in numerical order until all nonfiction books were inventoried. Reference and professional materials were inventoried in the same order they had been shelved.

Prior to beginning the inventory each day, the scanner was removed from the docking station and set to beep when it encountered books that had been shelved improperly. Each day the inventory began at the spot marked by a ruler or shelf marker where the inventory was stopped the previous day. Books were removed from a single shelf and put onto a book cart. The portable scanner was used to scan the barcode of each book. When the scanner beeped, signaling that a book was out of order, that book was set aside to be properly shelved once the rest of the books on the cart had been scanned. If the book was properly shelved yet the scanner beeped when the barcode was scanned, the book was set aside until the remaining books on the cart had been scanned, and then the practicum student worked to determine why the scanner indicated there was a problem with the book and resolved the issue. Once all books on the cart had been scanned, the shelf was dusted and the books were returned to the shelf in their proper order. At the beginning of breaks and at the end of each day of the inventory, the portable scanner was docked to recharge and inventory information was downloaded into the computer.

Library student aides were trained on how to conduct a library inventory. One day was dedicated to training student aides as they arrived each hour in the library. Their training began with an explanation of the inventory, why it was necessary, and how it was to be completed. They then learned how to properly remove and replace the portable scanner from the docking station. They were also taught the correct way to turn on and handle the scanner to avoid damage. Student aides were also instructed on how to remove books from the shelf keeping them in order, how to scan each book and ensure that it was scanned correctly, and to reshelve books they found that had been shelved incorrectly. If the scanner beeped indicating a problem with the volume they were scanning, library aides were instructed to take that volume directly to the practicum student or the librarian so the problem could be resolved. Aides were shown the proper way to dust the shelves to ensure cleanliness in the library and how to reshelve the books they had inventoried into their proper

cont.

Collection Inventory for a High School Library - cont.

order. Finally, students assisting with the library inventory were taught to use a ruler to mark the place they left off on the inventory so the next person assisting with the project knew exactly where to continue the inventory from.

Upon completion of the collection inventory, a "Missing Items Report" was printed. It was reviewed one final time to ensure that all errors had been addressed and corrected. Once it was determined that the items on the "Missing Items Report" were indeed missing, this report was three-hole punched and stored in a binder in the librarian's office.

An inventory of this library collection had been conducted approximately one year earlier. This inventory revealed some problems with the collection including a number of volumes that were not age and interest appropriate for the student body, materials that were shelved but not entered into the circulation system, and books that belonged to other libraries in the school district. Apparently a large amount of time has been spent over the past twelve months addressing these problems. As a result, there has been a major change in the collection. In addition, with students and staff checking materials in and out of the library on a regular basis, it has been determined that this school library needs to conduct an inventory once a year to review the collection and ensure it is appropriate for the school population. Finally, this library has recently changed their circulation software from one program to another. As patrons have checked out materials, it has become evident that there are some discrepancies in the collection and records. The Centennial High School librarian has determined, therefore, that this year's inventory should be conducted immediately to provide an ample amount of time to address any problems that might be revealed through the inventory before the school year ends.

Project Timeline

January 28	Gather project materials	3 hours
January 31	Train student aides / Begin fiction inventory	6 hours
February 1-2	Finish fiction inventory	8 hours
February 3-8	Begin nonfiction inventory	20 hours
February 15-18	Finish nonfiction inventory Complete Reference Section inventory Complete Professional Library inventory Print and file inventory reports	22 hours

Problems Encountered

As expected, this inventory process was not without problems. There were unexpected occurrences, most of which were fairly simple to address and did not impede the progress of the inventory.

1. Scanners were not communicating with library system and had to be reconfigured

Due to the recent change in library software, the existing portable scanners were not communicating with the circulation system. The practicum student worked with the librarian to reconfigure the portable scanners to communicate with the updated library circulation software. The update took approximately one and one half hours.

2. Books with extensive damage were discovered

There were a number of books in the collection that had such extensive damage that it was determined they were negative factors in the collection and had to be weeded. Some books had large, unattractive stains on the pages (coffee or soda spills), others had entire sections of pages falling out of the books (bindings had come undone and could not be repaired), while other books (paperbacks) had torn or missing covers and bent pages. Each book the practicum student removed from the collection as part of the weeding process was set on a cart in the back room to be reviewed by the librarian who then determined whether to send the book for repairs or weed it from the collection, printing a copy of the record, telling why it was weeded from the system, filing it in a notebook in alphabetical order according to title, and lastly deleting the record from the computer system at the end of the process.

3. Torn covers on books, missing spine labels, damaged spines, and torn or damaged pages

Books with obvious damage were easily repaired. Torn book covers were taped with clear book tape. In some situations the cover had to be completely removed from the book because the damage to the cover was so extensive. The practicum student ensured that spine labels and barcodes were on the books where the cover had previously been, and then the book was returned to the shelf. Books with torn pages were also quickly mended with clear book tape and returned to the cart. A few books which had come unglued at the spine were glued, allowed to dry, and returned to the shelf. Finally, spine labels which looked pretty shabby on the books were carefully removed and replaced with new spine labels printed by the practicum student. A clear tape sticker was placed over each new spine label, and the books were re-shelved.

4. Inactive barcodes

One major situation that was discovered during the inventory process was a number of books had inactive barcodes. Upon review of these situations, it was evident that the books were showing as inactive because they did not have catalog records. It was determined that the catalog records for these books were not copied when the catalog information was transferred from the old circulation system to the new circulation system. The practicum student had to locate the records for these books through the school district's union catalog. In some cases, the records were not in the union catalog so the book was placed on a cart where the librarian could catalog it by hand at a later date.

5. Books on shelves that were actually showing as "Checked-Out" to library patrons

A line item review of daily inventory reports revealed that some books that had been showing in the computer as being checked out to students had actually been scanned during the inventory and were shelved in the library, ready for circulation. In this situation, the practicum student checked the book in, re-shelved it, deleted the fine, and sent for the student to tell them the book was found during the library inventory and the fine had been deleted.

Collection Inventory for a High School Library - cont.

6. Student aides did not always check barcode against scanner

The library student aides repeatedly tried to skip checking the barcodes on the books against the print-out on the scanner screen to make sure they matched. This required the practicum student to continually check and monitor the progress the student aides made as they moved through the library inventory

Conclusions

Although inventory takes a lot of time, it is well worth the effort. As was the case with Jefferson Elementary School (VanOrden, 1982), it becomes easy to forego the inventory process and continue only with the day to day management of the library collection, allowing a build up of outdated, damaged, and unattractive volumes. A library in such a condition is not acceptable! It is the responsibility of the librarian to ensure that records are accurate, that volumes are well maintained, and materials are easy to locate in the collection. An inventory, although a large and challenging task, is just the tool needed to uncover any such problems in the collection and prepare to weed materials that are not beneficial to the collection or to the library patrons.

An inventory must be done correctly. Careful training is required to review each item in the collection, to look for errors in barcodes and catalog records, and to determine whether or not materials should be given to the librarian to be reviewed for weeding purposes. Inaccuracies in catalog records should be corrected immediately. Damaged books should be repaired or replaced as quickly as possible. Items that show as "Checked Out" but which appear on the shelves during inventory should be checked in and the patron should be notified that the item has been found and all fines have been deleted. Finally, items that have been determined as

"missing" or "lost" should be marked and removed from the catalog records.

Library patrons should be provided with a library collection that appeals to them, the users of the collection. Materials that appear in the catalog should be available for them to use. Shelf tags should be visible and easy to read. Spine labels should be accurate and legible. Library staff should be familiar with the collection and able to provide patrons with suggestions of materials available in the library for their use. A library inventory is essential to any librarian who wants the library to be seen as a place for information, study, and quiet reflection.

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A Small Public Library and Its Community: Case Study of Churchill County Library

LAUREN O'NEILL

A library has a distinct personality based on the population it serves. Rural libraries are especially unique as they often face distinctive issues. Rural America comprises 2,288 counties, containing 83% of the nation's land, and home to 21% of the population (Vavrek, 2004). Often "rural" and "country" are interchangeable when speaking about small libraries, as some view "rural" in a negative light. In the United States, 79% (7,158) of libraries are located in population centers serving up to 25,000 people. Statistics indicate that libraries servicing populations up to 24,999 are often staffed by two full time librarians and operate on a budget of \$173,185 (Chute, 2002). Additionally statistics gathered indicate that 89% of the libraries have access to the Internet and 72% have access to electronic services (Chute, 2002). While these statistics might look impressive, they do not give the full picture of many struggling country libraries. New Mexico's public library consultant, Valerie Nye, has personally seen the struggle that many rural libraries face. Nearly half of the community libraries in New Mexico serve small, rural populations Libraries in New Mexico (Pierce, 2004). Rural libraries in New Mexico and many other states face significant funding shortages, planning concerns, and unease on how to implement and maintain technology.

Typically public libraries are institutions that are administered locally. The federal government is assuming less and less of a role in traditional library services. So the question becomes who is responsible for the inadequate funding base of America's rural libraries? Finding the answer to funding must begin with the need for public libraries to express their value to community leaders to the point that these leaders are convinced of the public library's contribution to the community's well being. This has not been emphasized and as a result public libraries now fight for the continuation of their institutional lives (Vavrek, 2004). One source of funding is grants. The Libri Foundation helps rural libraries acquire new, quality, hardcover children's books ("Grants and Awards," 2004). This foundation works with local organizations and matches funds with a ratio of 2-to-1. The Ezra Jack Keats Minigrant awards \$350 to libraries for projects that instill love of literature in children and foster literacy and creativity (Anderson, 2003). Librarians must be on the look out for other sources of funding to help defray the cost doing business.

Libraries have not changed their mission and goal, to provide knowledge and seek wisdom, but what has changed is the need to adapt to today's fiscal crisis and the tactics they use. Currently only nineteen states have library district legislation (Hennen, 2003). The American Library Association continues to provide model legislation for the formation of library districts for the other thirty-one states. They have advocated for the formation of library district in order to eliminate some of the overhead and duplication found in splintered library service units. It has been suggested that one solution to help with financial issues would be to form a team at the regional, state, or national level that could go in and assess situations. They could then recommend cost-effective mergers and consolidations.

Library foundations have been used to ease library budget problems, but often there are a number of conditions to the use of their funds. One being the local city or county expects the library to substitute donations for tax funds. This leaves the library no further ahead than before. This means that library boards must have clear statements written to ensure that donations are not in the place of tax funding so that what happened to the Boston University will not happened to other libraries. David Mugar, a donor, asked for his unused \$3 -million gift back as he felt double-crossed, as his gift did not go toward library improvement, but toward tax abatement (Hennen, 2003).

Other ideas for funding issue consist of community foundations that manage funds; Internet based options, impact fees, better publicity, and direct political action. Internet based options might include the use of

Lauren O'Neill is an aspiring librarian who is currently a special education teacher at Lahontan Elementary in Fallon, Nevada. Lauren received her Master's in Curriculum and Instruction from Lesley University and her bachelor's degree from the College of Charleston. Lauren is completing her library science endorsement in hopes of becoming a children's librarian and enjoys the small town atmosphere of Fallon. She can be reached at oneilll@churchill.k12.nv.us

the Amazon Honor System, which allows individuals to donate as little as one dollar to their favorite Web Site. Impact fees are property-tax assessments that are placed on a new home while it is being built. The idea behind this is that new building brings new people who in turn impact the need for increased library service. Better publicity and direct political action go hand in hand as San Francisco voters discovered in 2001. Friends of the San Francisco Public Library launched a publicity campaign that resulted in San Francisco voters nearly doubling funding for libraries (Hennen, 2003).



Along the Columbia Parkway in Alberta, en route to Jasper Park.

Accelerating the always poignant issue of library financing is not only the continuing costs of doing business on an everyday business, but wondering what imminent cuts in the federal budget--particularly in relation to the Library Services and Construction Act [LSCA], will bring. Cuts in LSCA funding will affect future library programming, cooperative efforts, and a diminution of services provided through state library agencies. The majority of taxpayers are against raising assessment to pay for services, but these same individuals want institutional activities to remain at present levels. Community leader have to be very flexible in attempting to raise sufficient funds to support the local library. What once may have been viewed as fundraisers to enhance endowments or provide for special programming is now a built in factor for raising working capital to enable the library to function on a day-to-day basis. The Colusa County library is an example of a library using creativity to make ends meet. This library recently traded a new refrigerator and HP color printer for a retired transit bus that would become their mobile literacy lab (Watkins, 2004).

Funding and planning are interrelated, as libraries need to consider both as they seek to grow and expand services. The first step of successful planning is the community study. While some libraries have multi-year plans available, other libraries have not completed a formal community study in several years. They rely on library personnel who will use interpersonal methods of information gathering. They believe that they are familiar with everyone in the community who use the library, but this approach obscures situations involving new people who have moved into the service area and does not include individuals who are presently not members of the library. Libraries must work to expand the overall number of people who are library regulars to obtain a broader picture of library use.

Developing a publicity plan is one way to gather support for libraries. Yet small towns are often very conservative and this may manifest itself in an unwillingness to accept new ideas. The library personnel and board members may share this conservative approach, as they see no reason to change the routines of library. One solution to this dilemma is the development of the board's skills with planning issues. Many state library agencies provide workshops and other educational training for board members. Nebraska has even gone as far as establishing certification requirements for board members to remain active (Hennen, 2003). A board and the library staff must work together as a team to insure that the library plans for the future, uses its resources wisely,

and becomes a community information center.

Planning and development can also be limited due to the lack of academically trained staff. In 1994, 34% of the full-time librarians in rural libraries had an American Library's Association master's degree (Hennen, 2003). While these statistics are ten years old, the reasons behind them have not changed. Few schools of library and information science serve a geographically dispersed population. Individuals are often unable to leave their positions to participate in classroom course work, as the distance to an accredited facility is

unrealistic. Sometimes staff does not recognize that they have a need to pursue formal education. Solutions to this problem have come in the form of long-distance educational opportunities to students either in person or via satellite/cable. The Library and Information Science Distance Education Consortium is another resource that is available to meet the needs of rural libraries.

Along with training comes the need to keep up with the "electronic age". This is the age of electronic access to information through a variety of networks, such as Inter, Free, Use, LANs, WANs, RANs etc. For some this might mean the first time that the library has a fax or scanner. As the influence of cooperative library ventures increase, the smallest library is now being included in online catalog access, statewide databases, Internet connections etc. Typically, the infrastructure to support the daily use of all of the newly applied technology in the library does not exist. The CSRL conducted a preliminary investigation that suggested that libraries had at least one personal computer, fax machine, and CD-ROM workstation and the reported personal computer is used for a variety of tasks, word processing being the most popular (Hennen, 2003). Rural and small communities must utilize electronic information services to improve infrastructure. The use of technology brings its own problems as some librarians feel that they need to police the Internet. A recent study by the Colorado State Library's Library research Service found that many teens use the public library for after-school Internet access (Minkel, 2003). Public library staffs often feel awkward dealing with a lot of these kids as they think that they are only fooling around on the computers. Technology also brings the need to keep up educationally. Librarians are expected to become computer experts. Technology planning and implementation goes back to the community study and should be part of the goals and objectives.

Ultimately, what rural libraries have is a willingness to work together as is found in a library in Jeffery City, Wyoming. They link their library to a well-known children's book, *Stone Soup*. The citizens came together when the town could no longer afford the branch library due to closure of the uranium mine. The women of the fire department auxiliary kept the library alive by hosting bake sales and haranguing local officials and property owners until they agreed to provide the bare essentials (Woodward, 2004). Continued research must be done on the present and long-range impact on the people in rural communities who have access to the services of a

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Librarian Reading Selections on a Late Night Flight from Barrow to Anchorage, March 2005

JAN ZAUHA

This is a snap shot in time of the reading choices of our tribe, captured in the cold night air somewhere over the Alaskan wilderness. The Alaska Library Association's 2005 conference in Barrow had just ended and many of us had waited for hours in the tiny Barrow airport for the Sunday night flight to Anchorage and points beyond. The plane was as full of librarians as any airplane ever will be.

Thanks to Alaska librarians Ann McCann and Katie Sanders, the list below was generated by passing a paper from seat to seat on this librarian-packed flight. I've merely put it in order and researched the names of authors so more complete information could be provided. A few non-librarians were present, and their reading choices may even be reflected here. We've no way of telling.

The 9/11 Commission Report, by the National Commission on Terrorist Attacks
Above the Thunder, by Renee Manfredi
Acceleration, by Graham McNamee
Agent 146: The True Story of a Nazi Spy in America, by Charles Whiting
An Alchemy of Mind, by Diane Ackerman
The Assassin, by Ted Bell (?)
A Bend in the River, by V. S. Naipaul
The Blind Assassin, by Margaret Atwood
Cage's Band, by Carter Coleman
Cold Mountain, by Charles Frazier
Death in a Strange Country, by Donna Leon
Discount for Death, by Steven F. Havill
Don't Let's Go To the Dogs Tonight, Alexandra Fuller
Eleanor of Aquitaine: A Life, by Alison Weir
A Fine Balance, by Rohinton Mistry
Four Spirits, by Sena Jeter Naslund
Girl in Hyacinth Blue, by Susan Vreeland
Hanging Valley, by Peter Robinson
His Excellency: George Washington, by Joseph J. Ellis
The Hitler Options: Alternate Decisions of World War II, ed. by Kenneth Macksey
The Honey Thief, by Elizabeth Graver
In the Rose Garden of the Martyrs: A Memoir of Iran, by Christopher de Bellaigue
Jesus: A Historian's Review of the Gospels, by Michael Grant
The Last Detective, by Robert Crais
The Last Juror, by John Grisham
The Lavender Butterfly Murders, by Sharon Duncan
The Librarian, by Larry Beinhart
Libraries: An Unquiet History, by Matthew Battles
Long Life, by Mary Oliver
Love and Other Demons, by Gabriel Garcia Marquez
Night Watch, by Terry Pratchett
Oranges Are Not the Only Fruit, by Jeanette Winterson
Ordinary Wolves, by Seth Kantner
The Patron Saint of Liars, by Ann Patchett
Penguin History of New Zealand

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PNLA ELECTIONS: 2005

The following PNLA members have generously agreed to put forth their name as candidate for PNLA office. Watch for your official ballot sometime in June. Becoming a candidate and voting are just two ways to become involved in your association. Other potential opportunities for PNLA members include:

Leadership Institute planning committee -
Contact Mary DeWalt, Past President

Centennial Anniversary (2009) celebration planning committee -
Contact Charlotte Glover, VP

YRCA committee work -
Contact Jan Zauha, President

Annual Conference (2006 - Oregon) committee -
Contact Mary Kay Dahlgren, OR Rep

Submissions to the *PNLA Quarterly* -
Contact Mary Bolin, Editor

Vice President/President Elect:

Jason Openo
Salem Public Library
1130 22nd Street NE
Salem, OR 97301
Phone: Fax:
jopeno@cityofsalem.net

Biographical Information:

Jason Openo is the Outreach Services Manager at the Salem Public Library in Salem, Oregon. At Salem Public, he manages the West Salem Branch Library, the Salem Public Library's growing bookmobile program, home-bound delivery services, and all of the adult programming for the library system. Before becoming a librarian, Jason worked with homeless families in Seattle for five years. He assisted with the creation and implementation of Solid Ground, a \$3.5 million, long-term case management program designed to break the cycle of homelessness and move families into permanent housing. Most recently, he participated in PNLA's Leadership Institute in 2004, where he co-authored the PNLA Leadership Institute Vision Statement. He coordinated a panel at the Oregon Library Association to discuss the impact of the Leadership Institute and is coordinating a similar panel for the PNLA Sitka conference. A highly creative individual with a background in Political Science and Comparative Religions, Jason enjoys working with teams to vision new services and figure out how to implement them. He continually challenges himself to live the philosophy "There are no problems, only solutions."

Personal Statement:

"I am running for the position of Vice President/President of the Pacific Northwest Library Association because the organization provided me a very powerful experience to grow as a professional at the Leadership Institute at Dumas Bay. I would like to continue the bold steps PNLA has taken to promote leadership development within the profession, and I have the skills and leadership style necessary to help PNLA's impact resonate across the library community. I will also work to manifest the PNLA Leadership Institute Vision Statement on regional basis as well as at my local library system. I hope to increase the visibility of and participation in this important library association. I also plan to assist with the coordination of another Leadership Institute to create leaders in the region who can develop solutions to the many challenges libraries at all levels have to surmount. Completely committed to PNLA and the position of Vice President/President, I will work to ensure that PNLA continues to thrive and impact librarianship in the Northwest."

cont.

PNLA ELECTIONS: 2005 - cont.

Treasurer:

Pat Kilmain
Palmer Public Library
655 S Valley Way
Palmer, AK 99645
PHONE: 907-746-4700 FAX: 907-746-3570
Email address: pkilmain@palmerak.org

Biographical Information:

After working at several library positions after college, Pat received her MLS at the University of Washington in 1974. However for the next 25 years she worked in the business world, developing other skills especially in the area of management information systems. In 1999, Pat took a position as the Library Automation Systems Manager, for the Matanuska-Susitna Library Network in Palmer, AK. In 2001, she became the Director of Palmer Public Library, a member library of the Matanuska-Susitna Library Network. Pat is current Chair of the Public Libraries Roundtable for the Alaska Library Association. In addition, she feels fortunate to have been a participant in the first PNLA Leadership Institute.

Personal Statement:

"I feel it is important to be involved in the local and regional professional associations, both for the profession and for my own development. For this reason, I am putting my name forward for Treasurer. While I do not have formal financial training, I deal with financial matters and budgets on a daily basis, and feel qualified to do so for PNLA."

Treasurer:

Kay Vyhnaneck
Washington State University
Holland/New Library Room 101
Pullman, WA 99164-5610
Phone (509) 335-5517 FAX (509) 335-0934
Email address: kayv@wsu.edu

Biographical Information:

Kay Vyhnaneck is Scholarly Communications Librarian at Washington State University Library in Pullman, Washington. She was formerly Head of Interlibrary Loan at the state institution and held this position and variations since 1981. She has been actively involved in PNLA for quite some time. She was co-founder of the Interlibrary Loan Interest Group when such groups existed. She was an invaluable planner of the 2004 Leadership Institute - *PNLA Leads* - and on-site assistant to the Coordinator and participants. She has served one term as PNLA Treasurer. Kay holds a Masters degree in Librarianship and Bachelor of Arts in Business Administration. Areas of expertise include managing budgets, managing staff, ILL and document delivery, World Wide Web application to document delivery, technical expertise in computing and office equipment, in depth knowledge of copyright as it relates to ILL and document delivery.

Personal Statement:

"I am running for my second term as Treasurer for PNLA because the organization is a vital component of the library world in the Pacific Northwest, both US and Canada and I want to continue to be a part of the continued good work of the Association as well as to explore new areas to add in sort of the libraries in our region. PNLA provides a unique model of an organization that serves libraries because of its binational structure. I have been actively involved with PNLA for the past four years, first as the Representative from the Washington Library Association and then as the Treasurer. I also worked on the group that developed and presented the PNLA Leadership Institute. I would be very pleased to continue to serve as Treasurer for the Association and would appreciate your support to achieve that goal." ■



Carol Reich at the Oregon Library Association Conference with her Leadership Institute poster.

Support staff have significant opportunities for professional development through membership in library associations. Membership has traditionally been a way to make essential connections that benefit one's work and personal life. However, many support staff do not consider association membership as a regular part of their career development. With encouragement from progressive directors and department heads, support staff can begin to see association membership as a vital, natural component of their professional journey.

Membership as a Staff Development Initiative

JOHN CHRASTKA

Membership is an often overlooked staff development area. Studies have consistently shown that feelings of "connection" motivate staff to perform better at work, have lower absentee rates and stronger personal identification with the success of projects. Look for ways to encourage your support staff to make connections with others in their field by joining a library association. Demonstrate that you believe in your staff by identifying ways they can personally contribute to a library association as a member.

Your state organization may have a special interest group for support staff. Local paraprofessional and support staff groups are often organized "by staff for staff" and can be an excellent venue for involvement. The American Library Association (ALA) recently lowered membership dues for support staff to \$35.00/year, making membership in the national organization very accessible. ALA offers distance education and skills building workshops, support staff conferences, and opportunities for committee work. Information about support staff participation can be found at www.ala.org/ssirt along with information about specialty divisions and round tables at www.ala.org/membership.

Membership can also be used as a staff appreciation technique. Consider gifting a yearly membership in ALA or your state association for an employment anniversary. Offer membership as a prize during National Library Workers Day or a staff appreciation day. You can encourage your board or friends group to provide membership as a non-salary benefit for key employees. Any efforts to encourage support staff in their career development will return dividends to your library through a well motivated, better informed, and more connected staff. ■

John Chrastka is Manager for Membership Development for the American Library Association. He can be reached at: jchrsatka@ala.org

Librarian Reading Selections on a Late Night Flight from Barrow to Anchorage, March 2005 - cont.

- A Place of Hiding*, by Elizabeth George
Polar Bear, Polar Bear, by Bill Martin Jr. and Eric Carle
The Problem of the Media, by Robert W. McChesney
Raising Ourselves: A Gwich'in Coming of Age Story From the Yukon River, by Velma Wallis
Ramayana, by William Buck
Reading Lolita in Tehran, by Azar Nafisi
The Restaurant at the End of the Universe, by Douglas Adams
Rising Tides, by Emilie Richards
Saving Cascadia, by John J. Nance
Secret Life of Bees, by Sue Kidd
The Shadow of the Wind, Carlos Ruiz Zafon
Sisters: Coming of Age and Living Dangerously in the Wild Copper River Valley, by Aileen and Samme Gallaher
Snow, by Orhan Pamuk
Stiff: The Curious Lives of Human Cadavers, by Mary Roach
Sword of the Rightful King, by Jane Yolen
Tacos on the Tundra, by Lyn Kidder
The Testament, John Grisham
Through Yup'ik Eyes, by Colin Chisholm
The Titanic Murders, by Marx Allan Collins
The Two Princesses of Bamarre, by Gail Carson Levine
Two Old Women, by Velma Wallis
Vanity Fair, November 2004 issue
The Way We Are, by Margaret Visser
Wealth and Our Commonwealth, by William H. Gates, Chuck Collins
White Sky, Black Ice, by Stan Jones
Wind on the Water: A Story of a Pioneering Alaskan Couple, by LeNora Huntley Conkle
Winter Walk: A Century-Old Survival Story from the Arctic, by Loretta Outwater Cox
Yoga Journal ■

Rasmuson Library-UAF: That Was Then, This Is Now - cont.

space for patrons, collections and staff alike. However, reality settled in as we were reminded that we were to plan only for the very limited deferred maintenance essentials. We were to focus on code compliance and upgrading the basic building systems such as HVAC and lighting, selected floor and wall coverings, roof repair, and ADA compliance. The workshop was beneficial in that the people who live and work in the building began seriously thinking about the upcoming project, which proved to be helpful as we progressed further into the planning process. At the time however, it was disappointing to think that the planning discussions would likely not result in substantial changes outside of essential building functions. In any case, discussions and planning of building functional upgrades continued throughout the first year of planning. Project objectives at that time included:

- Repair or replace ceiling and selected floor and wall finishes
- Replace elevators
- Correct ADA deficiencies
- Improve archives security system
- Retrofit book stacks to meet seismic codes
- Replace HVAC (heating, ventilation, air conditioning)
- Upgrade lighting
- Modify sprinkler system and plumbing
- Replace mold contaminated walls
- Repair uneven surfaces on exterior plaza
- Repair roof leaks and improve exterior water control
- Replace exterior stairs

Change of Administration/Change of Plan

In the spring of 2000 after the first year of planning, the stars aligned in the heavens as the library welcomed a new director and the University greeted a new chancellor, both of whom were trusted, long-time educators in the University

of Alaska system. Since the project had not yet begun the new administration naturally wished to review the current construction plan. The chancellor had a strong commitment to the library as an integral part of campus academic life and initiated further discussions on how to update and upgrade the building for the future. The planning process moved forward with this in mind but the idea of going beyond exterior, mechanical, and surface reparations seemed impossible even while such ideas were percolating slowly amongst library faculty and staff.

Abigail Van Slyke, historian and author of a history of Carnegie libraries, proposes that the physical space of a library communicates a philosophy of service more clearly than words. What was the Rasmuson Library building communicating with its dark, outdated interior and serious code and maintenance problems? How could the library project help meet UAF's need for attractive and welcoming public spaces, improve upon the existing library building design, and resolve code issues? Not very welcoming in appearance and layout, the library had necessarily retrofitted public spaces for computer workstations and printers along with the necessary furniture and storage cases. First impressions of the building were about clutter and confusion as to the organization of interior spaces. Some public areas functioned more as storage for displaced furniture rather than useful and inviting study space. However, when looking at the big picture of how the library fits into campus life, the library possessed a great deal of "commons" potential with six floors of book stacks, study spaces, and service points along with its central campus location. Issues with the organization of the building interior as well as networking and power needs could be addressed and resolved with a true renovation project, along with a multitude of other building and programmatic issues. In a discussion of the library as place, Frieda Weise presents an informative

Rasmuson Library-UAF: That Was Then, This Is Now - cont.



Photo 2, ground floor after renovation.

overview of features that library users want in their libraries: print/electronic resources seamlessly accessible, group study rooms 24/7, collaborative work spaces, computers with web access, wireless networking, cafes and access to food, comfy furniture and tables, quiet places/no computers, natural light, art galleries, meeting rooms, rooms for cultural events, and teaching and learning spaces. Overall, Weise stressed the importance of making libraries into beautiful and functional spaces that are transcendent and transporting.

There is no question that the change in administration was the key factor in the development of the new construction plan that focused on creating a functional and welcoming facility for faculty and students whose teaching and learning styles had changed over time. Justification for an extensive renovation came from the belief that it would be foolish to take the library building apart and put it back together for the sole purpose of code compliance, without considering other campus needs and uses for the facility. As the modified plan had significant financial impact, it became clear that the Chancellor would need to secure additional funding. In the end, expanded renovation work was financed with new money and reallocations from other campus construction projects.

Ultimately, meeting the need for common public space, various academic activities, and greater attention to aesthetics became part of the expanded renovation plan. Once these concepts were accepted and adopted it became necessary to revisit the construction plan, still holding firm to the original start and stop dates of spring 2001 to fall 2003. Library administration, faculty, and staff working with local design, architecture, and construction firms began to revise and expand the original plan. In addition, design concepts from the workshop held the year before were brought out, dusted off, and re-examined for potential application. By the fall of 2000 the library project was transformed from deferred maintenance work into a renovation and renewal project that included a great deal more than mechanical systems, paint, carpet, and code corrections. Although it was discussed and considered highly desirable, adding a "garden café" to the library did not make the cut to become part of the final construction plan. However, most of Weise's desirable features were incorporated into the final construction plan. Additions to the project added functionality to library services and addressed preservation of collections, but also brought aesthetics and the use of space into the mix. The expanded renovation plan included the following additions:

- Replace/extend data communications system
- Replace all wall finishes
- Replace book stacks end panels
- Replace all floor finishes
- Add wireless networking/walk-up ports
- Replace furniture for public spaces
- Redesign selected interior architectural spaces
- Redesign/replace circulation and reference desks
- Add public workstation pods
- Add windows to two floors
- Replace/extend intercom system
- Add power outlets
- Replace security and alarm systems
- Add compact shelving in archives and medium-rare collections
- Add climate control for archives and rare books
- Add storage coolers for photographic negatives, film and video
- Reconfigure existing art and add pieces on long-term loan

A Simple Plan

During the two years of construction the library continued to provide all regular services and access to collections while retrofitting six floors of library space. What was the actual plan for implementing construction so as to avoid total disruption of library services and access to collections? To maintain library functionality during construction, contractors agreed work on one floor at a time as much as possible. But in order to clear one floor for construction, additional space had to be identified and cleared for temporary relocation of staff and collections. This was accomplished by designating the fifth floor as a "swing floor" where staff and collections would be moved while another floor was being renovated. Since the fifth floor was filled with print collections the key factor in creating space was moving little-used materials (20 years or older or no circulation record) to an off-site storage facility with daily courier retrieval service. Student assistants pulled materials from the shelves using a printout refelecting item level circulation counts. Seldom used volumes of periodical titles, (based upon re-shelving statistics) were boxed up and stored for the duration while needed articles from these titles were supplied electronically via interlibrary loan. This system worked extremely well for two reasons: 1) very effective



Photo 3, reference area.

cont.

Rasmuson Library-UAF: That Was Then, This Is Now - cont.



Photo 4, reference area.

electronic delivery services provided by interlibrary loan staff
2) extensive online access to full-text periodicals.

It was clear that the size and complexity of the project would require very close monitoring and that the general contractor and campus construction engineers would need continuous, clear, and consistent communication with the library. The library director placed an experienced librarian already familiar with the facility into a full-time position as project coordinator representing the library's ideas and concerns. The project coordinator was critical to the overall success of the project and served as ombudsman, communications link, interpreter, troubleshooter, and active partner with contractors, design firms, and campus construction engineers to make everything happen according to plan and on schedule. She was able to facilitate quick decision-making when necessary and recognize and take advantage of opportunities when they came along. This daily contact with the campus engineers and the contractor's construction superintendent allowed many potential problems to be identified and resolved before they actually became problems. In addition to the library's project coordinator, a part-time assistant was hired to handle the moving crew contracts, coordinate details of moving departments and collections within the building, and to retrieve/return materials from/to off-site storage. After the first few months of moving people and collections around the building the professional moving crews began to feel like they were part of the library team and had a greater appreciation and understanding of the library's service ethic. This positive relationship proved to be generally helpful and served to smooth out the occasionally bumpy moving process.

Way finding occasionally became complicated as collections and staff were moved around the building, but the use of yellow caution tape and a low-tech white board announcing daily activities and locations worked quite well. Since the library remained open and fully functional during the entire project the low-tech approach provided flexibility without unnecessary complication. In addition, moving main floor public services such as circulation and reference was scheduled during the summer to lessen any negative impact on faculty and students. During this time, a student assistant was positioned at the entry doors to provide personal assistance and directions to library users. The project coordinator kept library staff well informed of both long and short-term work schedules through regular messages to the library listserv. Issues of significance such as floor closures and the use of off-site storage for materials were communicated by the library director

through the Dean's and Director's Council. All of these strategies worked well as a whole, and anecdotal evidence indicated few complaints during construction from either library users or library staff. In fact, complaints about building problems in general have ceased since the renovation was completed. In the end, the library was closed to patrons for only one day to allow testing of new electrical systems. Construction was completed five months ahead of schedule.

Next Generation Renovation

The Rasmuson Library renovation moved the building from a 1980s vintage infrastructure and décor to a modern, appealing, and highly functional university library capable of meeting the needs of current and coming generations of students and faculty. Clearly, an impressive amount of work was completed on the structure, much of which remains invisible although crucial for human comfort and safety. Replacing HVAC systems has made a significant difference in many areas of the building that had been almost uninhabitable. Retrofitting library stacks with seismic frames was essential for safety, particularly in the Alaska seismic zone. Replacing mold-contaminated walls makes sense not only for health and safety, but also for library collections.

Architectural modifications were few but also provided significant results. The ground level entry floor was literally transformed from a hodgepodge, orange and brown tunnel-like space to a bright, expansive floor with functional areas clearly defined through the use of carpet colors and furniture placement. (Photo 1, page 4; Photo 2, page 19) and The circulation desk that had been an imposing and very long run of orange laminate with harsh overhead lighting was shortened, rounded and moved out into the main flow of traffic to become a part of the activity on the floor. A complementary reconfiguration of the reference desk into a half-circle shape strategically placed near the public workstation pods, creates an effective service point placing librarians near patron activity and encourages patron requests for assistance. (Photo 3, page 19; Photo 4, page 20) Workstation pods group computers around structural pillars using space more effectively and providing a feeling of space and order where clutter and disorder once prevailed. The main floor 24-hour study area has been given new life with carpet, paint, window treatments, and furniture, but more important for this space was the addition of secure after-hours access, wireless networking, walk-up



Photo 5, natural light from south windows.

cont. on page 22

UAF RASMUSON LIBRARY



That was then...

THIS IS NOW!



Access your library resources from anywhere on the planet @ www.uaf.edu/library. (Your Aurora user ID is your password for off campus access).
"No Matter Where You Go, There We Are"



Web-based library catalog
BYE-BYE Gnosis, HELLO Goldmine.uaf.edu



Everything from laptops to digital camcorders—check out using your Polar Express Card



More full-text online journal databases @ www.uaf.edu/library



Renovated and retrofitted library building—still "Under Construction" but open for business!
• More study space for students
• Walk up ports—plug-in with your Aurora user ID
• More windows—mountain views and natural light
• Wireless networking



Looking for a job? Check our student job openings @ www.uaf.edu/library



Improved library web page @ www.uaf.edu/library

Questions or comments about resources or services? Contact Diane Ruess ffder@uaf.edu x6349



**Elmer E.
Rasmuson
Library**

Rasmuson Library-UAF: That Was Then, This Is Now - cont.



Photo 6, renovated reading room.

ports, and 24/7 access to a computer lab. The sixth floor regained significant open study space through the removal of under-utilized faculty carrels, an outdated music-listening lab, and a long-unused smoking lounge.

Other changes were highly visible and similarly meaningful for patron comfort and aesthetic appeal. For example, the fifth floor was originally designed and built without windows while the sixth floor had windows only at the top of its twelve-foot walls. The renovation added a row of south-facing windows on both of these floors providing natural light at eye level, an important element for those living in northern latitudes. (Photo 5, page 20) The fifth and sixth floors now afford an enviable view of the Alaska Mountain Range rather than cement block walls. (Photo 6, page 21) With the addition of a fresh coat of a light neutral paint, carpet in muted teal and oatmeal colors, mission style lounge furniture, study tables and chairs, and incandescent accent lighting, the library now has a classic and welcoming ambience.

Reflections of Alaska's Culture

One interesting and important issue that came to the forefront during early planning workshops was that the building lacked any touches reflective of the beauty and cultures of Alaska. Demas and Scherer suggest that libraries have expanded their purview to include "visual information that contains power, beauty, and the ability to provoke beyond the word." They also discuss methods of obtaining art through collaboration with local artists, museums, galleries, and percent for art programs.

The Rasmuson project did not qualify for Alaska's public building "1% for art" allowance, as it was a renovation rather than new construction. Much consideration was given to possible no or low-cost options for acquiring art to display throughout the building. Fortunately, the UAF campus is also home to the University of Alaska Museum of the North with an active fine arts curator that had already placed art in the library on a long-term loan basis. The complete collection of Fred Machetanz lithographs graces three walls in a running display on the sixth floor giving that space a gallery like feeling. A wall-sized Rusty Heurlin painting depicting Vitus Bering's first anchorage in Alaska greets visitors to the third floor. Renewed discussions with the Museum's fine arts curator resulted in the long-term loan of additional Heurlin paintings

interpreting Alaska Native cultural traditions and contributions to Alaska's history. Two paintings are displayed on the main floor and one depicting the WWII Alaska Territorial Guard is appropriately located on the floor housing Rasmuson's Alaska and Polar Regions Collections. The desire to display pieces created by Alaska Native artists prompted a call to the Museum's ethnology curator who immediately offered to curate a display of Athapascan beadwork and basketry. Two display cases of Athapascan pieces are prominently displayed on the main floor and draw the attention and interest of passers by while providing a reminder and recognition of Alaska's first peoples. Discussions with the Museum are continuing in hopes of placing more Native Alaskan art pieces in the library.

Additionally, discussions with Art Department faculty resulted in an opportunity to display sculptures created by graduate students in the Fine Arts and Native Arts programs. One student's larger than life sculpture of a raven, a favorite creature in Alaska's landscape, has captured the attention and affection of students, faculty and visitors. It's not uncommon to witness someone having a picture taken with the big black bird. After a time, funding was found to purchase the raven and two additional student pieces for permanent display. Finally, several prints of historic photos were reproduced by Rasmuson's Alaska History Store for framing and display throughout the library (digital photos online @ photolab.elmer.uaf.edu/store/index.html). Museum quality art, historic photos of early Fairbanks, Athapascan beadwork and basketry, and the big black bird add a touch of interior Alaska soul to a modern functional building.

If You Build It They Will Not Only Come, But They'll Stay

Harold Shill and Shawn Tonner recently published a groundbreaking study entitled *Does the Building Still Matter? Usage Patterns in New, Expanded, and Renovated Libraries, 1995-2002*. Based upon a survey of 171 libraries in academic institutions they found that 80% of reporting libraries experienced greater facility usage after the completion of a major improvement project. The study doesn't address the types of use patterns in improved buildings but it clearly shows that the quality of interior spaces attracts students to the library, irrelevant of remote access to library resources. Weise agrees and wisely advocates that libraries should be "uplifting as well as functional." According to Shill and Tonner, "well-designed libraries remain essential as flexible, evolving, and relevant learning centers in an increasingly decentralized information environment."

Rasmuson Library, similarly to half of the libraries in the Shill and Tonner survey, does not have reliable data to compare pre- and post-construction facility usage. Comparisons of numbers gathered from Rasmuson's home grown gate counters to numbers from new equipment would be questionable. However, one trend is very anecdotally clear. Students are coming in to the library and staying to use a variety of spaces for a variety of activities, rather than retrieving materials to immediately turn around and leave the building. Now, designated quiet study floors with south facing windows, wireless networking, and walk-up ports are occupied with students and faculty engaged in the work of academe. The main floor has been particularly active with its 28 public access workstations, media carrels, and comfortable and inviting study areas, including round the clock use of the 24-hour study area. Meeting rooms are regularly used for group study, tutoring sessions, viewing videos, and more. Designated quiet

Rasmuson Library-UAF: That Was Then, This Is Now - cont.

study floors are populated with students looking for silence and solitude while other floors are noisy with activity. To our delight, students are gathering daily on the main floor to study, research, socialize, check email, browse the best seller collection, or hang out between classes to people watch. It seems clear that the renovated building satisfies some of the campus need for communal meeting and greeting space. Moreover, Rasmuson Library is a success both functionally and aesthetically as a modern university library, capable of meeting the diverse information needs of faculty and students as well as providing for creature comforts. Who knows? The "Library Garden Café" could be next.

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Reading Beyond Words - cont.

Marie Henry writes:

I got into my car and began to drive around town, and came upon a small sign that pointed to a door at the back of the local hall. I didn't know it then, but that sign would change the direction of my life from retirement to purpose, activity, educational growth and artistic development... A Library book took me from a life of retirement to a new life of inner discovery, satisfaction and happiness.

The Library offers a great many subject areas and supports many diverse interests. Writers commented on reading magazines, newspapers, cookbooks, fashion, entertainment, art and science, children's books, genealogy, and how-to books. They used computers and attended programs for children and adults. I enjoyed a very moving description of a member of the Kwakiutl nation finding old maps that the writer felt would help to keep his culture alive.

Cathleen Busch writes about diversity:

Raising six children has left little free time for me to read and little free money with which to buy books. When I read, I want it to be worthwhile. Just one trip to the library, and, voila! An opportunity to open a book and my mind. There is such a large choice of books that one can easily find a book that will certainly be worth your while.

Dawn Poitvin writes:

One of the most beneficial aspects about my book group is the diversity – the different opinions and viewpoints on the books that we have read – and we've read some dandies.

As well as offering a diversity of resources, the Library meets the needs of people of diverse ages and phases of life. The resources offer "the flexibility to take one through many phases of life" (Bev Peterson).

Many writers had memories from childhood. An example is the writer who kept her summer reading program badges, eventually gaining employment in a library. When the writers had children, they looked forward to sharing the library experience with their children, taking them to story times and borrowing enjoyable books for them to start them on their own life's journeys. Immigrants wrote of the excitement of finding libraries for the first time, and learning how to enjoy reading and books in a new culture. One moving story described a father's death and how books helped in that transition. In another a woman recently divorced and bankrupt described using the public library to read about relationships, recovery; and eventually, resumes and job searching. The overall message was clear: The library was there for people in times of trouble, and for each stage of life from childhood to parenthood, through grief and happiness, in work and retirement, alone and raising children, and finally, to the end of life.

The Houston Library had provided me with my architect, plumber, shrink, electrician, doctor, counselor, comedian, home decorator, educator and entertainer, all for free, from one convenient location.

– Dee McRae

Theme Two: Love for Books and Reading

Writers described the magic found in a rich world of books read for entertainment and education. The written word transforms: "Part of the beauty of the Library is not finding the books you're looking for, but stumbling upon the books that you need to read to explain the mystery of life."

– Ann Hoy

I believe, and I know my mother does as well, if you foster a love of reading in a child you help create a life-long learner. The Summer Reading Club helped me learn to love reading, books, and libraries. Teaching a child, or adult, to read is one of the most valuable gifts I think you can give because it empowers them to take ownership of their learning, and opens up a world of possibilities. Feeding that gift, and growing it into a love, creates a life-long learner who will continually seek out new knowledge, sources of joy, comfort, fantasy, wonder and more in books and reading. The Club, and the library, fed the gift my mother gave me, and contributed to my development as a life-long learner.

– Belinda Boyson

Now she found herself standing at the window, feeling severed, isolated and, even worse, totally blank with no feelings at all. Please, she asks, just give me the strength to move away from this window of nothingness, put on my coat, and leave this house to go to some other place. But where? There was no point in going somewhere that would tempt people to come and talk to her. She could bear no more words of sorrow and sympathy, no matter how well meant, and needed to bypass the words of grief and tragedy, for she has heard a surfeit of them now. So she decides to go to the one place that is filled with silent words – stories of people in other lives; books of travel, humour, faith, mystery, experiences, romance or danger. She will go to the library and find a book – any book – but it will have to be strong enough to band-aid her fragmented mind and heart.

– Ruby Cameron

In those days I got so that I read a book everyday and as I did so I discovered another love, another beauty: the beauty and love of the written word and a love for the picture frame containing that beauty – a book.

– David J. Randall

Theme Three: Learning and Knowledge

The library supports children's fascination with the world around them; it nurtures a quest for knowledge; it is a "portal to other worlds." – Ava Encarnacion

Where can such a wide range of ages from tots to seniors get such pleasure at such a price? – Barbara Lane

The library fosters two types of learning: resources to support the development of personal wisdom and the ability to develop practical skills and knowledge through information.

Some information areas mentioned included: cooking, genealogy, newspapers on microfilm, research support, resumes, how-to, gardening, business management, and health. I was surprised at how many times cookbooks were mentioned – not something we always associate with transformative impacts, but obviously highly valued by our members – and writers frequently described their gratitude at being able to learn how to use computers.

Without a doubt, one of my allies in becoming successfully self-employed has been Richmond Public Library. Throughout the past seven years, I have turned to the library for a wide variety of materials. Early on, I borrowed easy readers for my reading students. In addition, I used many of the library's instructional resources; books about learning to read, books that explained how to approach math problems as well as writing guides. Apart from seeking out materials to use with my students, the library has been invaluable with respect to

Reading Beyond Words - cont.

starting and growing a business. I have used library books to learn about marketing a service, finding ways to expand an existing business and E Commerce.

- Carolyn Hart

I owe this confidence, in large part, to the existence of public libraries. For if it hadn't been for all those years of autodidact training, I might have lost my taste for knowledge, and my ability to follow the thread of a writer's argument. I might not even have had the confidence to apply for University. What is more, I might not have felt the ongoing passion for learning which in the end is so much more important than the actual diploma. I also suspect that, long after my studies are over, I will continue to be an active library patron. That reading is to me, like an 'itch' that can only be satisfied by further reading, which in turn produces further itchiness for more books.

- Catherine Bryson

Reading can also create another kind of more intimate, emotional knowledge that leads to psychological awareness and wisdom. Insight into human psychology, interpersonal problem solving and the ability to heal from adversity through the knowledge found in library books were experiences described by many writers.

Theme Four: Sanctuary

Writers described the experience of entering a library and being at home, belonging, finding a refuge, a respite, an oasis; and enjoying the soothing, inviting, warmth of staff.

"The library was there for me as a haven, giving me the space I needed to nurse my aching soul."

- Iris Santos

"Libraries in general are welcoming places for people without the pressure of a salesperson asking, "May I help you?"

- Bonnie Reinhardt.

"The library offered me a safe sanctuary."

- a Bonnie Reinhardt.

"The Courtenay Library became my solace and comfort,"

- Bev Petersen.

The library as a place is important. The physical realities of the library were frequently described as inviting, pleasurable, peaceful and social. The contrast between the austere or inadequate libraries of the writers' childhoods and the bright, pleasant libraries of modern times was often mentioned. The library can be a comforting place to be alone and it can also provide social experiences through book clubs or when meeting other regular users. The importance of library staff cannot be overemphasized. Many librarians were described, from the cold aloof librarians frequently (but not always) found in the past to the friendly, warm, helpful, engaging librarians who tended to be in the present. It is extremely important to be cognizant of the impact a librarian can make in a personal interaction - an impact that can stay with someone for his or her whole life.

Conclusion

There are some stories that defy classification, as they describe experiences that are completely unique. I am thinking of Linda Thiessen's amazing quest to locate a long-lost book *The One-Winged Dragon* to read to the children of a friend who had died of cancer.

The public library, as described with eloquence, imagination and passion by these writers, is depicted as offering a free and friendly place of solace and comfort where knowledge and wisdom for all ages and all stages of life can bring transformation, comfort, and help. I encourage library staff to be inspired by their roles and to use these stories to focus on what matters most to people when planning, promoting, and designing services.

I would like to leave you with this quotation: "I was overwhelmed with the fun we had had and the hours of joy we would still have once home with our library treasures. I thought to myself what an amazing, essential institution the public library is." Jennifer Genereux ■

Sifting through the P2P Puzzle: The Legalities of Downloading Music from the Internet - cont.

We can also contrast the differences in the court opinions regarding this issue. A layperson may not be aware of the legality of listening to a song through P2P file sharing. Patrons may ask, how can something be illegal if there is no accountability? There are analogies that can clarify this question. If stealing from a retail store is illegal, but know one will stop a person from walking out of that store with a tv in their possession, is it technically illegal? Such a blatant example brings home this point; of course something is still illegal if you don't get caught!

The most current court rulings are at the center of this issue. In, *MGM v. Grokster* (2005), Kazaa, Morpheus and Grokster were "grandfathered in" before any legal rulings stopped P2P vendors from distributing copyright material. The opinion states,

"In April 2003, the district court ruled that two of the defendants—StreamCast (maker of Morpheus) and Grokster—could not be held liable for contributory or vicarious copyright infringement. This represented the first U.S. victory by P2P developers in a copyright action brought by the entertainment industry. The Ninth Circuit Court of Appeals (the same court that issued the *Napster* ruling in 2001) affirmed the district court's ruling in August 2004."

The report goes on to state, "In other words, a copyright owner has to show that you had knowledge of infringement *when you could have done something about it*. StreamCast and Grokster (like vendors of photocopiers and VCRs) never had knowledge of a specific infringement at a time when they could have prevented it. The critical factor was the decentralized architecture of the Grokster and Morpheus software. The software gave the defendants no ability block access to the network, or to control what end-users searched for, shared, or downloaded. Accordingly, by the time the defendants were notified of infringing activity, they were unable to do anything about it (just as Xerox is not able to stop infringing activities after a photocopier has been sold). In the words of the court: "even if the Software Distributors closed their doors and deactivated all computers within their control, users of their products could continue sharing files with little or no interruption.... The *MGM v. Grokster* (2005) ruling suggests that, with careful attention to the relevant legal principles, indirect liability can be avoided by P2P developers. Because this case may still be appealed to the Supreme Court, however, developers should exercise caution in relying on the ruling. "

This information is the most definitive so far, and it may be a bit difficult to understand. What we now know, however, is that the P2P vendors are not liable at this moment in time. As part of section 512 of the Copyright Act, which in turn appears in title 17 of the U.S. Code (17 U.S.C. § 512). There are four safe harbors that apply to "online service providers." According to this section, an online provider has to provide the following four functions: transitory network transmissions, caching, storage of materials on behalf of users (e.g., web hosting, remote file storage), and the provision of information location tools (e.g., providing links, directories, search engines) (*A&M Records v. Napster*, No. C 99-5183 MHP 2000). When Congress enacted these safe harbors, they didn't necessarily know about P2P. Now, P2P vendors can mold their products so that they do not fall out of these safe harbors. Napster is a good case in point for this discussion. In the *Napster* (2000) case, an online service provider cannot use the "transitory network transmission" safe harbor unless the traffic in ques-

tion passes through its own private network. According to these proceedings, Napster failed in this regard.

The file-sharing world is complex. New and existing vendors have attorneys who specialize in this niche. It appears that a vendor's ability to stay in compliance may be only as good as its attorneys. The P2P vendors who have done their homework are the ones who are staying afloat. Keeping the vendor from becoming vicariously liable seems to be the key. If a vendor claims no responsibility for the end user, then they are, at least for the time being, not liable.

According to the United States Copyright Office;

"The United States has filed an amicus curiae (friend of the court) brief supporting the petitioners (plaintiffs) in *MGM Studios Inc., et al v. Grokster, Ltd.*, No. 04-480 on the Supreme Court's docket. The Supreme Court granted a petition for a writ of certiorari on December 10, 2004. (A writ of certiorari is an order issued by the Supreme Court directing the lower court to transmit records for a case for which it will hear on appeal. (2005))"

The Supreme Court will decide whether the providers of P2P software that is used by great numbers of persons to engage in online copyright infringement can be held liable for those acts of infringement. Argument began on March 29, 2005, and a decision is expected this summer.

If you are not an active stakeholder in this niche world, it is difficult to remain clear on the current issues. Again, the U.S. Copyright office offers some clarification:

"Uploading or downloading works protected by copyright without the authority of the copyright owner is an infringement of the copyright owner's exclusive rights of reproduction and/or distribution. Anyone found to have infringed a copyrighted work may be liable for statutory damages up to \$30,000 for each work infringed and, if willful infringement is proven by the copyright owner, that amount may be increased up to \$150,000 for each work infringed. In addition, an infringer of a work may also be liable for the attorney's fees incurred by the copyright owner to enforce his or her rights.

Whether or not a particular work is being made available under the authority of the copyright owner is a question of fact. But since any original work of authorship fixed in a tangible medium (including a computer file) is protected by federal copyright law upon creation, in the absence of clear information to the contrary, most works may be assumed to be protected by federal copyright law.

Since the files distributed over peer-to-peer networks are primarily copyrighted works, there is a risk of liability for downloading material from these networks. To avoid these risks, there are currently many "authorized" services on the Internet that allow consumers to purchase copyrighted works online, whether music, ebooks, or motion pictures. By purchasing works through authorized services, consumers can avoid the risks of infringement liability and can limit their exposure to other potential risks, e.g., viruses, unexpected material, or spyware (2005)."

Sifting through the P2P Puzzle: The Legalities of Downloading Music from the Internet - cont.

After an exhaustive search and review of the literature, both amateur and professional, we can clearly state that downloading music on the Internet is an infringement of copyright laws and is illegal. Libraries that allow their patrons to listen to music on their computers may look the other way, but they are allowing their patrons to perform an act that is in violation with the United States Copyright Office. After reviewing various publications from the American Library Association (2005), it seems clear to state that they too cannot defend a patron's ability to download music from the Internet in the library.

We may wonder how we, as librarians, can offer our patrons access to legal music on the Internet. It is very simple. A Napster product (2005), for example, can be purchased for a nominal fee and can be used for downloading unlimited music on several computers. This is a reasonable and cost-effective solution to a host of legal issues and problems. After all, artists work hard at creating their music. The Internet has created a way to pirate music, but that doesn't make it right. It is our job as librarians to keep current on the issues that affect our patrons and be constantly creating new ways to promote and provide the best service possible.

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Advanced Placement Curriculum Support in the Southern Nevada Vocational Technical Center School Library - cont.

Circulation:

- Charge and discharge media,
 - Compile and record circulation statistics,
 - Handle reserve materials and prepare notices for students,
 - Search for missing media,
 - Prepare and distribute overdue notices,
 - Collect and account for fines.
- Cataloging and Classification:
- Catalog media using standard library practice,
 - Re-catalog/classify materials,
 - Catalog materials using automated system.

Reference:

- Answer reference questions,
- Assist student/faculty/administration with information needs,
- Compile a bibliography using an automated catalog,
- Select materials for a teacher to use in the classroom,
- Evaluate a portion of the reference collection,
- Use Internet to locate information for patrons.

Audio-Visual Equipment:

- Discuss maintenance schedules,
- Discuss methods for inventory control,
- Demonstrate the use of available audio-visual equipment practice.

Library Environment and Atmosphere:

- Plan and prepare displays or bulletin boards introducing the AP curriculum,
- Organize exhibits to coincide with school and/or classroom activities and events.

Professional Development:

- Attend faculty meetings,
- Observe other media specialists at schools with AP programs,
- Attend curriculum committee or technology committee meetings,
- Attend district library media specialists meetings or conferences.

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Literature Review

ERIC #: ED459200 Title: Measuring Knowledge of Introductory Psychology: What Are the Relevant Constructs? Authors: Milewski, Glenn B.; Patelis, Thanos; Descriptors: Advanced Placement; Factor Structure; Goodness of Fit; High School Students; High Schools; Psychology; Test Content; Test Items; Journal Name: N/A Journal Citation: N/A Publication Date: 2001-08-00 Pages: 31 Pub Types: Reports - Research; Speeches/Meeting Papers Abstract: The 1999 Advanced Placement [R] (AP[R] Psychology Examination contains items drawn from 13 factors related to the study of psychology. This factor structure had not been explored previously. This study focuses on evaluating the fit of confirmatory factor analysis (CFA) models to examination items. Since examination items were dichotomous and polytomous, the CFA models were fit to polychoric correlation matrices using weighted least squares with the inverted matrix of asymptotic variance/covariance estimates serving as the weight matrix (W-1). A rationale for using this method is provided. The correlations among items, as well as their asymptotic variances and co-variances, were estimated with PRELIS 2.3, and the CFA was performed with LISREL 8.3 (K. Joreskog and D. Sorbom, 1999). Results indicate that the proposed CFA models fit the data well, which suggests that the theoretical factor structure of the examination is plausible. The paper discusses limitations and next steps. (Contains 1 table, 13 figures, and 25 references.) (Author/SLD)

ERIC #: ED460223 Title: Educational Opportunities in Washington's High Schools under State Education Reform: High School Responses to Expectations for Change. Final Report. Authors: McLain, Barbara; Thompson, Madeleine; Descriptors: Educational Change; Educational Opportunities; Educational Policy; Graduation; Graduation Requirements; High Schools; Higher Education; Planning; Portfolios (Background Materials); Public Schools; Relevance (Education); State Standards; Teacher Expectations of Students; Journal Name: N/A Journal Citation: N/A Publication Date: 2001-09-00 Pages: 120 Pub Types: Numerical/Quantitative Data; Reports - Descriptive Abstract: This report describes educational programs and opportunities available to Washington state's high school students, emphasizing changes brought about by the state's education reform. Information came from surveys and interviews with teachers, students, and parents and state and national data. The study examined whether high schools were increasing the rigor of what students learned, making learning more relevant for students, and providing learning options for 11th and 12th grades (e.g., Advanced Placement and vocational-technical education). Most Washington high schools are increasing rigor by emphasizing state standards and changing graduation requirements. Most are developing portfolios, culminating projects, educational pathways, and educational plans to help students plan for post-high school transition. National research is not conclusive about whether such efforts are effective. Most learning options identified in statute for 11th and 12th grade were readily available statewide. It is not clear how the Certificate of Mastery and other graduation requirements will influence learning options.

Eleven appendices include information on survey responses, case studies, state support of remediation for students at risk of failing graduation tests, state adjustments to standards-based graduation tests, Oregon's Certificates of Mastery, career academies, grants, college level learning enrollment, student demographics in college level learning, state support for college level learning, and a glossary of school-to-work terms. (SM)

ERIC #: ED458247 Title: Advanced Placement and International Baccalaureate Examination Results in Texas, 2000. Authors: N/A Descriptors: Advanced Placement; Advanced Placement Programs; College Entrance Examinations; High School Students; High Schools; International Baccalaureate; Participation; Racial Differences; Scores; Tables (Data); Test Results; Journal Name: N/A Journal Citation: N/A Publication Date: 2001-08-00 Pages: 105 Pub Types: Reports - Research Abstract: The participation and performance of 11th- and 12th-grade Texas public school district students on the College Entrance Examination Board's Advanced Placement and International Baccalaureate Organization's programs during the 1999-2000 school year were studied. Results show the largest 1-year gains to date in the number of Texas Advanced Placement (AP) examinees, examinations taken, and examinations earning scores in the 3-5 range. The number of students participating in the International Baccalaureate (IB) examination was also higher in 2000 than in previous years. Participation rates for African Americans and Hispanics in both programs continued to climb, but still lagged behind those for Whites and Asian Americans, and the rate for females continued rising faster than the rate for males. Performance as measured by the number of AP examinations scoring in the 3-5 range and the number of IB examinations scoring in the 4-7 range was higher in 2000 than in previous years, consistent with the trend of steady increases since 1995 for AP and 1996 for IB. Performance as measured by the percentage of AP examinations scoring in the high range, however, continued a moderate but steady decline, likely due in part to the rapid increase in the number of AP examinees. Asian American and White students continued to outscore African American and Hispanics on AP and IB examinations. Comparisons of AP results to those from other states and the nation were also drawn for all Texas public and nonpublic school students. The dramatic increase in state funding for the Texas AP/IB Incentive Program in the 2000-2001 biennium, as well as the funding available through federal and local incentive programs, helped provide many necessary supports for substantially increasing the numbers of Texas high school students taking the AP and IB courses and examinations during the year. Appendixes contain summary tables, results by district, and results by district analysis categories. (Contains 30 tables, 6 figures, and 65 references.) (SLD)

ERIC #: ED450669 Title: Preparation of California Public High School Graduates for College, 1996 to 1999. Fact sheet. Authors: N/A Descriptors: Academic Achievement; Asian American Students; Black Students; College Bound Students; College Preparation; Ethnicity; High School Graduates; High Schools; Higher Education; Hispanic American Students; Student Characteristics; Journal Name: N/A Journal Citation: N/A Publication Date: 2001-01-00 Pages: 4 Pub Types: Numerical/Quantitative Data; Reports - Descriptive Abstract: This fact-sheet describes important changes in the academic characteristics of recent high school graduates that relate directly to university eligibility and student preparation. Data show that by ethnic-racial group, in 1999, 55% of Asian graduates

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Advanced Placement Curriculum Support in the Southern Nevada Vocational Technical Center School Library - cont.

and 41% of White graduates completed the university-preparatory curricula, while only 26% of Black graduates, 22% of Latino graduates, and 23% of Native American students did so. Between 1996 and 1999 the percentage of graduates who completed Advanced Placement (AP) examinations rose from 14.6% to 16.3%, but large disparities continue to persist in AP participation by racial/ethnic group, with the participation of Asian test takers (31.4%) nearly twice the overall rate of 17.9%, and the AP rate for Black students less than half the overall rate.

The number of students taking the Scholastic Assessment Tests (SAT) has increased by 15.9% from 1996 to 1999 and the number of students taking the ACT Assessment increased by 16.7%. The average SAT verbal score has increased by 2 points since 1996 but is still below the national mean. The SAT mathematics score, however, has risen to a few score points above the national mean. Statewide SAT performance appears to be associated to some degree with socio-economic status, as does the average ACT score, which has also increased slightly. (SLD)

ERIC #: ED475932 Title: Using Threaded Discussions as a Discourse Support. Authors: Gray, Gregory; Descriptors: Comprehension; Computer Mediated Communication; Discussion (Teaching Technique); Group Discussion; Instructional Innovation; Interaction; Learning Strategies; Online Systems; Reciprocal Teaching; Scaffolding (Teaching Technique); Secondary Education; Student Participation; Journal Name: N/A Journal Citation: N/A Publication Date: 2002-06-00 Pages: 17 Pub Types: Reports - Research; Speeches/Meeting Papers Abstract: Students construct meaning from text through conversation and social interaction. This research examines how the use of an online, threaded discussion, as a discourse support, can facilitate deeper levels of student understanding. The basic assumption being tested is that using discourse supports, applying various discussion strategies like reciprocal teaching, creates an underpinning to do intellectual work and that these supports can be employed in an online dis-



Christine Sheppard, Alberta Representative, with Jan Zauha at the Alberta Library Conference in Jasper Park.

ussion environment. Four online discussions were conducted over a period of 2 months, 2 in Advanced Placement American Government classes, and 2 in college-prep American Government classes. In an online discussion, the students and the teacher have a visual record of the conversation and the quantitative and qualitative aspects of the conversations. The online discussion environment allowed more students to participate in class discussion and increased the amount of their participation. Appendixes include: a course outline; several sample screens from the classes;

and a threaded discussion evaluation form. (Author)

ERIC #: ED480056 Title: Assessment and College Course Placement: Matching Students with Appropriate Instruction. Authors: Noble, Julie P.; Schiel, Jeff L.; Sawyer, Richard L.; Descriptors: College Students; Educational Assessment; Educational Testing; Remedial Instruction; Student Evaluation; Student Placement; Journal Name: N/A Journal Citation: N/A Publication Date: 2003-08-00 Pages: 17 Pub Types: Information Analyses Abstract: College course placement systems match students with instruction that is appropriate to their academic preparation and other characteristics. At a minimum, course placement involves assessing students' academic skills and providing them with instruction that is appropriate to their skills. Upon entry to college, students might encounter different types of course placement: remedial course placement; advanced, honors or accelerated course placement; credit by examination; or English as a second language placement. Remedial course placement is perhaps the most common type and affects a relatively large number of entering college students. Remedial course placement is the focus of this chapter. After brief discussions of the other three types of placement, the authors discuss the characteristics of remedial course placement systems, currently debated issues concerning remedial instruction, the types of measures, and technical issues. (Contains 33 references.) (GCP) ■

A Small Public Library and Its Community: Case Study of Churchill County Library - cont.

public library and the impact of no library. Additionally the value of a public library having the services of an academically trained librarian and how to overcome the limited availability of academically trained staff are other matters that affect library growth. Policies must be in place to help with technology and its implementation. Finally, librarians must be aware of how the public perceives the library and look for ways to continue to improve library services to ensure lifelong learners.

The Churchill County library is located in Fallon, Nevada, which is located in Churchill County. Fallon is a high desert town located between the Stillwater Mountain range and the Gold Hills. As of 2002 we have a population of 24,000. Churchill County has 4.5 persons per square mile and covers 2,000 square miles. Fallon is a farming town of alfalfa and hay located 65 miles south east of Reno, Nevada at the junction of 95 and 50. Reno and Carson City are equal distance away and they are the nearest towns with more than 25,000. Our schools serve 453 children aged five to twenty.

The Churchill County Library has 6.13 full time employees. The library director is concerned that the increasing number of new families moving into Fallon and has struggled to increase the number of full time employees. There is one reference librarian, one children's librarian, and the library director. The library has a budget of approximately one-half million dollars. Twenty-five percent of the budget goes towards materials, such as books, audio materials, databases, etc. The majority of the budget is used on salaries and benefits. The Friends of the Library, a dedicated organization, provides monetary means for the library to make purchases not other wise covered by the library budget.

The collection policy was adopted in 1996 and included the mission of the Churchill County Library to provide a quality level of library service, to promote personal satisfaction, entertainment, continued intellectual growth, and to address the interests of the population served. The library has identified four service roles, which are reference and community information, popular materials, services to youth, and formal education library. The selection of material is shaped by budget, space considerations, and the accessibility of alternative information sources. The library director has overall responsibility for the selection of library materials. The library makes a special effort to purchase all Nevada materials available. Materials, along with donations, are selected based on a contemporary significance, permanent value or popular interest, accuracy and reliability, format, durability and ease of use, scarcity of information in subject area, reputation of author, publisher or issuing body, and physical quality of material. Currently the library purchases videocassettes in VHS format, but this may change as DVD's become more popular and the majority of people have DVD players. The library has seen an increase in circulation from 145,156 items in 2000-2001 to 154,911 items in 2002-2003. This is an average of 5.6 books per resident of Churchill County. The Churchill County Library Board adopted "The Freedom to Read" in 1997.

Reference services available to the community of Fallon include on-line and CD-ROM assistance, ready reference, referrals, school and college assignments, telephone service, walk-in service, and special clientele. A large number of patrons are United States Navy personnel, and librarians make an effort to work with the base librarian to answer reference questions.

The Churchill County Library has outgrown its present space. The county has purchased three city lots located next to the library for an expansion project of 4,000 square feet. The

library expansion is expected to cost \$1.5 million. The library currently has \$52,000 in its building budget. This money has been raised through community functions. There are plans to hire a grant writer in the next fiscal year. The board would like to break ground in three to four years. Currently there are 15 computers in the library and some are designated for research. There is a bank of five computers for email that they have labeled the "email bar". Along with the library expansion, the staff is planning a Spanish story time.

The library's five-year plan includes five goals. The first goal is to reorganize the budget and address the existing and future needs of the library. Goal two is for the library to increase fundraising activities. Goal three is to develop further cooperation with local school librarians and teachers. Goal four is to increase the effectiveness and awareness of the library's role in the community by creating a process of continuous planning and evaluation. Goal five is to encourage staff and the library director to participate in all appropriate training, seminars, and workshops. The library has also adopted a theme: "your library- it's not just books anymore."

The library is a member of the Cooperative Libraries Automated Network (CLAN). The CLAN provides reference services that can be accessed from home or at the library. Western Nevada Community College and the local school district have a working relationship with the public library. Also located in Fallon is the Churchill County Law library, The Family History center at the LDS Church, and Naval Air Station Fallon base library. Each of these libraries has special collections that the local library does not duplicate, but can refer patrons to them for services or to request loans.

The biggest challenges facing the director are the issue of expansion and increasing publicity to advertise all the available resources at the library. Increasing publicity might result in increased donations. The library needs to reach out more to our Spanish speaking population and possibly look at reorganizing current resources.

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