

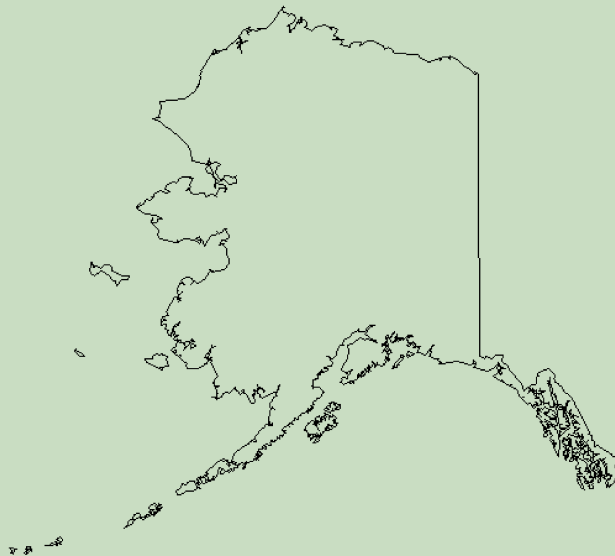
PNLA QUARTERLY

THE OFFICIAL PUBLICATION OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION

70:1 Fall 2005

www.pnla.org

Pacific Northwest Library Association
2005 Conference • Sitka, Alaska
August 3 - 6, 2005



pnla 2004/2005 officers and chairs

executive board

President

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

First VP / Pres. Elect

Jason Openo
Salem Public Library
PO Box 14810, 585 Liberty
St. SE
Salem, OR 97309,
503.588.6183
FAX 503.588.6055
jopeno@cityofsalem.net

Past 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

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
415 North 3rd Street
Columbus, MT 59019
406.322.5375
P. O. Box 871
Columbus, MT 59019
nglock@mcn.net

Oregon

MaryKay Dahlgreen
Oregon State Library
250 Winter St. NE
Salem, OR 97301
503-378-2112 ext. 239
marykay.dahlgreen@state.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 Oftedah
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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volume 70 number 1 (fall 2005)

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THE OFFICIAL PUBLICATION OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION

PNLA QUARTERLY

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

Subscriptions to libraries in the PNLA region are by membership in the Association only. Yearly rates for other regions of Canada and the United States are \$30 (in the currency of the subscriber's country). Yearly overseas subscriptions are \$40. Single copies are \$10.00, available from the Pacific Northwest Library Association, c/o Editors. Membership dues include a subscription. The subscription fee represents \$20 of annual fees.

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

The Pacific Northwest Library Association retains electronic representation and distribution right to contents. PNLA reserves the right to re-use text, photos, and artwork in subsequent editions, with notification to the submitter if possible. *PNLA Quarterly* (ISSN 0030-8188) is published quarterly: fall, winter, spring, and summer.

POSTMASTER: Please send all address changes to: Mary K. Bolin, Editor, *PNLA Quarterly*, 319 Love Library, PO Box 884100, 13th & R Streets, University of Nebraska-Lincoln, Lincoln NE 68588-4100 USA.

ALA-H.W. Wilson Library Periodical Award Winner: 1964, 1974, 1993.

The *PNLA Quarterly* is indexed in Library Literature and Library and Information Science Abstracts.

President's Message

CHARLOTTE GLOVER



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.

I always wanted to be the first librarian on the cover of People magazine. I guess Laura Bush beat me to that goal a few years ago, but it's still not too late for me to be next. It's not that I crave attention for myself, it's just that I was born with an evangelical fervor to spread the good news about libraries. Growing up, I attended thirteen schools in nine states. Libraries were my destination of choice and my home away from home, regardless of where I lived, and I came to rely on the familiar authors and titles as friends and family. Later, as an adult, I remain grateful to have a career that has given me so many challenging, fun and rewarding days. Now, I know that I'm preaching to the choir here because most of us love the libraries we work for, what about the people in your community? Have they gotten the word? We take for granted that everyone knows about the benefits of using the library and services we offer because most of us are seeing record circulation and record demands on our time and attention. The truth is, there are a number of people in each community who have no idea what the library has to offer and most of those people make policy decisions or vote on issues that could affect your budget. In my hometown, we recently discovered that our local newspaper owner had never used the library, despite working across the street for two decades, and she was delighted by what she found inside thanks to a three-year-old friend who brought her to his favorite place. Two glowing editorials later, we have a very visible friend of the library.

During the "Pro-Active" session at the Sitka PNLA conference, I encouraged everyone in the room to get out of their buildings and get busy meeting the movers and shakers in their community to share the good news about the work that we do and the number of people that we serve. Do you know your mayor? City Council members? How about your newspaper editor or the local education writer? Any community Web sites in your area you could write for? When does your local Rotary club meet and do they need speakers? How about sending your library events to the Chamber of Commerce newsletter or the Arts Council bulletin? Do you have a local affairs program on public or commercial radio? Will they run public service announcements for free? The point is, there are dozens of different contacts you can make on behalf of your library that will eventually lead to a more informed public which can lead to more funding and more support when times are tough. You don't have to be the world's best speaker or writer, you just have to have your facts straight (I write statistics on index cards....that 60,000 checkouts a year in my children's library gets 'em every time) and a heartfelt desire to share your story. I use upcoming events such as the annual book sale or author visits as an excuse to book an appearance and then I take every opportunity to fill in with some general information about our circulation and services.

Well, I'm still waiting for that call from People magazine. In the meantime, I am delighted and honored to be serving as PNLA President. Hmm, I wonder if Oprah needs some good book selections for her magazine this year? Maybe it's time to get out the typewriter and ask. ■

From the Editor

MARY K. BOLIN

This issue has some of the papers and presentations from the PNLA Annual Conference in Sitka. Reading them makes me even sorer that I wasn't able to be there. Pictures by Christine Sheppard that appear throughout the issue show how interesting and how much fun the conference was. Read and enjoy and remember beautiful Alaska. ■

Call For Submissions

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

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

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

Winter 2006 Issue (Deadline December 1, 2005):

Spring 2006 Issue (Deadline March 1, 2006):

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.

Alaska's SLED Celebrates 10 Years on the Web

SUZAN HAHN

What is SLED?

SLED is Alaska's Internet portal to library and information resources dealing with Alaska and the north. Via an easy-to-use computer menu system, SLED (sled.alaska.edu/) connects anyone with Internet access to library, government, local community, Internet information resources, and more.

SLED History

Plans for SLED began in early 1993 with a consultant's study, the Alaska Community Information System Investigation Report, sponsored by the Alaska State Library. The study investigated the feasibility of creating a statewide community information system (Elliott, 1994:1). Alaska covers a large geographic area with a scattered population and with electronic information growing rapidly; the purpose of the new system was to help bridge the information gap between urban and rural areas of the state by providing public access to information online, free-of-charge (Newkirk 1, 5).

By working collaboratively the Alaska State Library and the Elmer E. Rasmuson Library, University of Alaska Fairbanks and the University of Alaska Computer Network (UACN) developed a statewide information system, called SLED. The project was developed with funding from the federal government, the State of Alaska and the Rasmuson Foundation (Elliott 1994:5; "Introducing SLED"). The mission was to provide easy and equitable access to electronic information for Alaskans.



It began its run in April of 1994 using an HP 9000 system at the Rasmuson Library, University of Alaska Fairbanks. Thanks to funding by the Alaska State Library, high speed access to SLED was available in the public libraries in Anchorage, Fairbanks, and Juneau. Users could also telnet into SLED via the UACN network or the Internet, or by dial-up through library systems

and via Alascom's X25 network, AlaskaNet (Elliott 1994:5). AlaskaNet is a packet switching network with local telephone access, developed by Alascom, a major telephone carrier (West 136). By 1998, AlaskaNet's local dialup served 51 communities, more than 98% of Alaska's population. By dialing into the Alaska node nearest their city or village, users throughout most of the state could access SLED using a local telephone number, without the added expense of a long-distance telephone call! Soon other libraries around the state were providing access to SLED and hosting community workshops for the public on how to use SLED (Elliott 1994: 1).

As technology and telecommunications improved, SLED adapted. By July 1995, SLED had been redesigned and migrated to the Web where it resides today. In 2001, as local Internet Service Providers became widely available, local dial-up service was discontinued ("SLED FAQ"). Today, anyone with access to the Internet can access SLED.



Contents

Providing access to Alaskan information has been the primary focus of the project. Since its beginning SLED has been committed to providing quality information to Alaskan users. Each month the SLED Advisory Committee, a group of citizens and librarians, meets via audio-conference and interim listserv discussions to evaluate and select new web resources of statewide interest to add to SLED. Each potential Web site is carefully reviewed for accuracy, timeliness, unique-



Alaska's Statewide Library Electronic Doorway, more commonly known as SLED is celebrating 10 years on the Web.

Suzan Hahn, MS, is Off-Campus Librarian, University of Alaska Fairbanks, Elmer E. Rasmuson Library, University of Alaska Fairbanks, Fairbanks, AK 99775-6800 She can be reached at: ffsh1@uaf.edu

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The Nature of Leadership

RICHARD A. WILSON

Over 30 years ago, I began an exploration into the nature of leadership. I was asked recently to suggest a few good books on the topic. I chose *Stewardship* (Block), *Leadership and the New Science* (Wheatley), and *On Leadership* (Gardner) to provide a framework for my observations. I invite you to read one (or all) of these classics; then consider the following questions. Do you agree or disagree with the author? Why? Based upon your previous answers, how will you lead or follow someone whose answer is the opposite of yours?

I present a brief introduction to each book and author followed by a glance at what the reviewers had to offer. I combine the reflection about each work into one section. I close with a few observations and thoughts arising from my journey through the literature on the nature of leadership. *Stewardship: Choosing Service over Self-Interest* (Block, 1993)

Peter Block challenged the traditional, Western, mechanistic, paternalistic paradigms for organizational design, management, and leadership. For over twenty-five years, Block consulted with businesses, schools, and governments about why to change their organizations. He authored a series of books that demonstrated the development of his thinking and research into organizational dynamics, applied democracy, and empowerment. Block was a founding partner of Designed Learning. He sits on the editorial advisory board of the Association for Quality and Participation (AQP) and is a regular contributor to their publications and conferences.

Stewardship (1993) follows *Flawless Consulting* (1981) and *The Empowered Manager* (1987) in presenting Block's ideas for how we view the dynamics of power, relationships, freedom, and choice as individuals participating in organizations. Block suggested that if the central tenets of democracy are good enough to govern our lives outside of work, why shouldn't we apply them at work? He presented arguments against the perpetuation of patriarchy, self-interest, dependency, and control in our work relationships. He contended that choosing stewardship, democracy, and service will lead to increased accountability, productivity, and maybe even a better social order.

Block built a definition of stewardship throughout the book—"stewardship is to hold something in trust for another[;] is defined in this book as the choice to preside over the orderly distribution of power[;] it is accountability without control or compliance[;] as giving order to the dispersion of power[;] is to hold in trust the well-being of some larger entity—our organization, our community, the earth itself[;] One intent of stewardship is to replace self-interest with service as the basis for holding and using power."

Block divided the book into three parts to build his case from ideas, to applications, and finally to implementation. Throughout the book, he wove observations and stories from his consulting career. His central messages are about freedom and choice. It makes no difference to Block whether he is addressing the boss or the file clerk. They both have the opportunity to choose freedom and then make choices leading to democracy, service, accountability, and a meaningful life. Block proposed that "if we took responsibility for our freedom, committed ourselves to service, and had faith that our security lay within ourselves, we could stop asking the question 'How?'"

Reviewers of Block's materials appeared to fall into three camps—they liked and recommended his work, they found him interesting but not terribly applicable, or they labeled his work as convoluted and touchy-feely. Dale Farris (1992), reviewer for *Library Journal*, stated that Block "has heard an as-yet unknown muse and conceived the organizational structure of the 21st century. Guaranteed to be controversial; strongly recommended." Charlton Price (2001) suggested that "If you buy his basic concept of stewardship...the steps Block advocates will help you..." Mary Tucker (1994) wrote, "Stewardship argues for a 'revolutionary' concept of leadership. As a theory for advancing today's organizations, stewardship provides fertile ground for empirical research." Gary Belis (1993) tipped his view of Block in the title of his review *Books & Ideas: beware the*

cont.

Richard A. Wilson began his library career as a page at the Nez Perce County Library District in Lewiston (ID) in 1966. He has worked at the Idaho State Library since 1976, where is currently serving as associate state librarian. Richard earned graduate degrees in library science (MA), public administration (MPA) and education (PhD). He served from 2001 to 2004 as the part-time director of distance education-Idaho for the Emporia State University, School of Library and Information Management (SLIM). He has taught library administration classes for SLIM since 2001. He can be reached at: limidaho@cableone.net

The Nature of Leadership - cont.

touchy-feely business book. Belis called the new age wave "caring management" and stated that Block has not offered "a shred of evidence that group stewardship has ever worked in a large enterprise outside an ant colony or a beehive."

Leadership and the New Science (Wheatley 1992 & 1999)

Margaret J. Wheatley has a rich educational background with formal studies in biology, the liberal arts, media ecology, and organizational behavior. She earned her doctorate from Harvard University after teaching high school, a two-year stint in Korea with the Peace Corps, and a period spent designing and administering educational programs for economically poor children and adults. She has been an active consultant since 1973. She has been on the graduate faculty at Cambridge College and Brigham Young University. In 1991, she and Myron Kellner-Rogers founded the Berkana Institute in Provo (UT) as a charitable scientific, educational, and research foundation. Wheatley published the first edition of *Leadership and the New Science* in 1992. The sub-title of the book was *Learning about Organization from an Orderly Universe*. The second edition was released in 1999 with the same title but a new subtitle, *Discovering Order in a Chaotic World*.

Leadership and the New Science is a different sort of leadership or management book. Wheatley brought quantum theory, the science of chaos and complexity, and "the systemic nature of life" into the discussion of leadership and organizational change. She provided simple, non-scientific explanations of findings in the study of living systems that "challenge us to rethink our fundamental world view." She laid out the basic tenets of quantum physics, self-organizing systems, and chaos theory. She described some of the key differences between observing and perceiving the world from the new sciences and the traditional Newtonian-Cartesian models. Finally, Wheatley shared her discoveries from her journey in writing, consulting, observing, and listening through her evolving new lenses within the living systems we share on planet Earth.

Most of the reviews I found were positive toward Wheatley's book. Her second edition received wide praise from numerous sources. The basic theme of the reviewers, whether they agreed or disagreed with Wheatley, was that it is a stimulator of thought about how we view the world and definitely not a how-to book on leadership. Dale Farris (1992) proclaimed, "Hold onto the top of your head when you read this book. For larger public and academic libraries." Linda Dennard (1996) stated that Wheatley "does a particularly good job of connecting the three streams of the New Science...and their relationship to management theory." Dennard pointed out that this book will offer "no real comfort to managers who are seeking a quick application of the New Paradigm." She summarized Wheatley's contribution with, "The New Paradigm provides us with both the rationale and the metaphors for reconsidering, in more democratic terms, public administration's role in the social order." Jeff Gibbs (1999) recommended Wheatley's work as providing the scientific theory (from her discussions on dynamic tension) to support the auditor's role "in providing this ongoing tension in organizations." He recommended her book as a basis to "explore the conceptual foundations for effective management practices and [to] expand our thinking." *On Leadership* (Gardner, 1990)

John W. Gardner was, by most definitions, a great leader in American politics and society. He was an educator, a foundation executive, an author, and a public servant. He received a lengthy list of prestigious awards ranging from the Presidential Medal of Freedom in 1964 to the Conant Award in 1996 for outstanding contributions to education in the United States. The two roles for which Gardner is probably

best known are his service as President Johnson's secretary of health, education, and welfare and his founding of the public interest lobby called Common Cause. Gardner received his doctorate in psychology from the University of Southern California. His dissertation topic was "Levels of Aspiration." Gardner authored over a dozen books and numerous articles. As evidenced in his writing, speeches, and activities, much of his attention was focused on various aspects of leadership in America (*Encyclopedia of World Biography*).

On Leadership was Gardner's last book about leadership. He outlined his thinking and experience in an attempt to answer "Why do we not have better leadership?" Gardner (1990) stated that he was not going "to deal with either leadership or its related subjects comprehensively" rather he hoped to "illuminate aspects of the subject that may be of use in facing our present dilemmas—as a society and as a species." He proceeded to weave his perceptions of the "issues behind the issues" with historical and contemporary views of great leaders and his suggestions for developing leaders through tapping "the reservoir of unused human talent and energy."

Gardner incorporated the views of James MacGregor Burns in describing leaders as more than individuals. Gardner spoke to the nature of leadership as being a process in a time and context. He provided discussion about the interactions and relationships between leaders and followers. He focused many of his examples and suggestions on American life and systems. The thread of politics was woven throughout his presentation on leadership.

The reviewers were generally respectful of Gardner's status as a leader and his past success as an author. Barbara Batty (1990) lauded the book and proclaimed that "this easily read, inspiring text should be required reading for all high-school social studies classes." James Carr (1990) said, "With clarity and style, Gardner offers an honest, thought-provoking account of leadership as it is practiced in the United States today." James Bowman (1990) stated that "this book is not so much about leadership itself as it is the social capacity...to address grave national problems." Bowman was critical of the book as being "neither provocative nor ...practical...on how to proceed."

Lessons on Leadership

I think it is safe to say there is considerable interest and writing on the topic of leadership. As of June 16, 2005, the Internet yielded the following results to queries about leadership. Alltheweb search engine produced about 101,000,000 web page hits on "leadership" and 76,600 hits on "transformational leadership." Setting delimiters to educational institutions (.edu) reduced the hits to 20,500,000 for leadership and 11,500 for transformational leadership. Google search engine showed 165,000,000 on leadership and 80,600 for transformational leadership, with 15,500 delimited to education sites. Dissertation Abstracts (Proquest, UMI) produced 29,396 hits on leadership and 863 on transformational leadership.

I receive advertisements in the mail almost everyday concerning leadership. For only \$199, SkillPath Seminars will provide the "essential training guaranteed to enhance your leadership skills...provide solutions for your most challenging issues...and give you the real-world ideas and techniques you need for management success today." The Center for Creative Leadership regularly announces publications for "new leadership for a complex world." The books cover creative competencies, executive coaching, forceful and enabling leadership, and the source of leadership. Wow! I didn't need to sweat over critical reflection, the answer is cheap.

The Nature of Leadership - cont.

Of the three books examined in this overview, Gardner presented the most traditional approach to explaining leadership. He defined leadership as "the process of persuasion or example by which an individual (or leadership team) induces a group to pursue objectives held by the leader or shared by the leader and his or her followers." Gardner was passionate about democracy and created Common Cause as a vehicle for the people of the United States to hold government more accountable. He "insisted that broad citizen participation, especially at the grass-roots level, was the key to effective government and a just society" (Eisenberg, 2002). Gardner claimed that there was a leadership crisis in the United States. He pushed for programs that would reach into the schools to provide a more nurturing environment to grow leaders for the future.

Gardner recognized the need for leaders to become more aware of the interactions with followers, the context of situations, and the processes of organizations and societies. He stated that, "leaders must understand how and why human systems age, and must know how the processes of renewal may be set in motion." Gardner (1990) incorporated Burns' ideas about transformational leadership—"Transactional leadership accepts and works within the structure as it is. Transformational leadership renews." However, Gardner still presented a predominantly individual-based view of leadership. He focused on the skills, traits, and tasks of leadership throughout the book. While he discussed the processes of leadership, he returned time-after-time to the roles and responsibilities of the individual leader and/or follower.

Block also was passionate about democracy. He approached leadership from a very individualistic viewpoint in his discussions about freedom and choice. He contended that every person must make choices about what matters most. In this regard, Block is similar to Gardner who also discusses the moral and ethical side of leadership. Block (1993) stated that "if we were not looking so hard for leadership, others would be unable to claim sovereignty over us." He viewed many of the interactions in business and society as revolving around the distribution of power. Block promoted the essence of modern leadership as letting go of patriarchy, status quo, and control. He suggested that "we are reluctant to let go of the belief that if I am to care for something I must control it." Block was attempting to raise the leadership bar by examining new ways of believing about the relationships among people. He provided provocative thinking about traditional views of relationship and leadership.

Wheatley moved the discussion to a whole other universe—re-introducing nature and chaos/order to challenge existing views on the control and management of organizations. Wheatley invited the observer to step back, way back, and view the ebbs and flows of our organizations and societies from a much larger systems perspective. Borrowing from the new sciences, she described the self-organizing attributes of nature. Wheatley (1992) suggested that leaders "emerge from the group, not by self-assertion, but because they make sense, given what the group and individuals need so that they can survive and grow."

Wheatley also questioned the use of control as a management tool. She described a highly complex, simultaneously occurring, set of interactions that create and sustain our organizations. Information, relationship, and identity (also described as vision or values) are created and shared by every interaction between two objects. The patterns unfold in an ordering process from the chaotic complexity.

Wheatley provided advice to individuals wishing to become leaders. Like Block, and to a lesser extent Gardner, she

said, "...we need leaders. But we don't need bosses." Block, Gardner and Wheatley sounded the clarion for leaders to awaken and clarify the deepest meaningful beliefs of humanity. Out of the search for freedom, democracy, self-actualization, and service, leaders and order will emerge to play-out the never-ending cycle in human interactions.

The three views of leadership represented in Block, Wheatley, and Gardner were following the latest model—transformational leadership. They urged people to view leadership from a perspective of the transformations that take place in the leader and the followers. Wheatley suggested abandoning the search for leadership by taking things apart. Her shift to viewing wholes instead of parts might provide the next great breakthrough in thinking about leadership. I suggest that it is important to examine the basis of our thinking about leadership because it creates the foundation for the questions we will ask and the answers we will seek as a leader or a follower.

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Alaska's SLED Celebrates 10 Years on the Web - cont.


ness, authority of sources, technical compatibility, usability and the "can Steve's mother use it?" test before being added ("SLED Mission"). The SLED Advisory Committee began with 15 public, school, academic and special librarians and now includes members of the public.

SLED is an award winning site! In 2001, Lightspan's StudyWeb®, one of the Web's premier educational resources honored SLED by selecting it as one of the Web's best educational resources. StudyWeb® has been reviewing and selecting the finest educational sites on the Internet since 1996 ("State Library" 2).

Who is Using SLED?

While most SLED users are Alaska residents, people worldwide have used its resources. Some of the more exotic points of origin have been Zimbabwe, Ukraine, Tonga, Nicaragua, Morocco, Pakistan, and Thailand, to name just a few (Fjellheim). In December 1994, SLED had already logged 25,119 log-ins (Elliott 1995:23). For 2005, SLED is being accessed an average of more than 86,000 times each month! ("Number of SLED")

Building a better SLED!

 is an evolving Web site. In addition to providing access to a growing number of Internet resources, SLED provides access to other new services that connect users to information resources and assistance. These include: Databases for Alaskans, the "Alaska Digital Archive," "Ask A Librarian," and "Live Homework Help."

In the fall of 1998, access to the Databases for Alaskans, funded by the Alaska Legislature was added. Now Alaska residents throughout the state can access a wide variety of online indexes covering health and medicine, business, agriculture, religion and philosophy, and many more topics. Most articles are full-text!

SLED was redesigned to become Alaska's Virtual Library and Digital Archives, and now includes the Alaska's Digital Archives. With congressional funding this ambitious project began in 2003 as a collaborative effort of the Rasmuson Library at University of Alaska Fairbanks, the Consortium Library at the University of Alaska Anchorage, and the Alaska State Library in Juneau. This project provides unparalleled access to a wealth of historical resources that are housed in museums, libraries, and other institutions throughout Alaska. Early phases in the project focused on web development, adoption of metadata and digitization standards, and the scanning of materials for the online archives. By March 2004, the Alaska Digital Archives was available online. Current work is focusing on further enhancement of the Web site, developing a "Best Practices" guidebook, creating recommendations for partnership models, and incorporating additional materials into the database (Sturm). To date there are more than 14,000 items available online from around the state, including historical images; documents, such as Judge Wickersham's diary entries; video clips; oral history clips; and rare maps in an online searchable database (Forshaw).

"Ask A Librarian" is Alaska's statewide Virtual Reference pilot program. The service offers real-time reference assistance went online in mid-April 2004. Patrons and librarians can chat and browse web pages together. Librarians from six major libraries across the state contribute time to answering Virtual Reference questions.

In September 2004, Tutor.com's "Live Homework Help" was added to SLED. School kids in grades 4-12 can access

free online homework assistance from real tutors! Students are able to chat, work online via an interactive whiteboard, and share files and web pages with experienced tutors that include: certified teachers, college professors, professional tutors, and graduate and undergraduate students. The service is available seven days a week from 2 PM to 9 PM Alaska Time, when students are most likely doing their homework.

As SLED marks its 10th anniversary it continues to grow and serve all Alaskans. Each month the SLED Advisory Committee continues to evaluate and add web resources; online services, such as "Ask a Librarian" and "Live Homework Help" provide assistance to both young and old users throughout the state; and the Alaska Digital Archives offers online access to an increasing number of unique Alaskan historical materials. These online resources not only provide access to information of interest to Alaskans, but extend beyond the state's boundaries to all those who share an interest in Alaska's history and cultures.

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What can librarians do about books in their collections which are compromised by age, error, fraud, plagiarism, copyright violation, or controversy? Should they do anything? Are they dodging their professional responsibilities if they don't?

Should collection managers withdraw, label, segregate, or somehow call attention to such books, for example by means of special displays like those during Banned Books Week? After all, medical librarians routinely label retracted journal articles in their collections.

Should catalogers include notes in catalog records alerting readers to the contexts of compromised books? How could it be done? Can Michael Bellesiles's *Arming America*, the fourth most challenged book in 2003, according to the American Library Association's Office of Intellectual Freedom (*American Libraries*, April 2004), be used as a test case?

Can these responses be reconciled with the principles of the Library Bill of Rights, or are its prescriptions, in fact, impracticable?

Summary of presentation:

Agenda

- Library Bill of Rights
- Statement on Labeling
- Types of bad books
- Function of notes in library catalogs
- *Arming America* as an example

Truth Table

	Sender	Receiver
Information	True	True
Misinformation	True	False
Disinformation	False	True
Non-information	False	False

Richard Diener

Types of Resources

- Information—non-fiction
- Misinformation—censored, erroneous, outdated
- Disinformation—fraudulent, plagiarized, propaganda
- Non-information—fiction and literature

Bad Books

- Outdated
- Bowdlerized/censored/expurgated
- Biased
- Erroneous
- Fraudulent
- Plagiarized
- In violation of copyright
- Libelous
- Controversial

Cutter's Objects of the Catalog

1. To enable a person to find a book of which either
 - (A) the author,
 - (B) the title,
 - (C) or the subject is known

The Library Bill of Rights, Collection Management, and Reassessing the Value of Bad Books: What's a Librarian to Do?

LEONARD HITCHCOCK
PHILIP A. HOMAN

Leonard Hitchcock is Associate University Librarian for Collection Development at Eli M. Oboler Library, Idaho State University, Pocatello, Idaho. He can be reached at: hitleon@isu.edu

Philip A. Homan is Reference/Cataloging Librarian at Eli M. Oboler Library, Idaho State University, Pocatello, Idaho. He can be reached at: hitleon@isu.edu

cont.

The Library Bill of Rights, Collection Management, and Reassessings... - cont.

2. To show what the library has
(D) by a given author,
(E) on a given subject,
(F) or in a given kind of literature
3. To assist in the choice of a book
(G) as to its edition (bibliographically)
(H) or **as to its character** (literary or topical)

Cutter's Means to the Objects

1. Author entry with the necessary references
(A and D)
2. Title entry or title reference (B)
3. Subject entry, cross references, and classed subject
table (C and E)
4. Form entry and language entry (F)
5. Giving edition and imprint, with notes when necessary
(G)
6. Notes (H)

Rules for a Dictionary Catalog (4th ed., 1904)

- Rule 284: "Put into notes that information which is not given in the title but is required to be given by the plan of the catalog."
- Object of notes: "To direct ... attention ... to the best books."

Four Parts of Catalog Record

- Description
- Headings
- Call number
- Notes

Four Functions of Catalog

- Identification
- Collocation
- Location
- Evaluation

Each Part Fulfills a Function

- Description identifies resource
- Headings collocate records for like resources
- Call number locates resource
- Notes assist in evaluation of resource

Catalog the Interpreter between the User and Collection

- Conversation between user and collection
- User talks to collection through catalog by headings and keywords
- Collection talks back to user through catalog by means of cross references, descriptions, notes, and call numbers

Headings

- User: "Do you have ..."
- "This resource?"
- "A resource ..."
- "By this author?"
- "About ..."
- "This person?"
- "This subject?"

Notes

- Collection:
 - "This resource ..."
 - "Was originally published as/by ____."
 - "Is a sequel to ____."
 - "Contains these chapters by these other authors."
 - "Has won this award."
- "This is a summary of the resource."

In Loco Bibliothecarii

- Catalogs stand in place of librarians
- Particularly in electronic environment with OPACs searched remotely
- Therefore, catalogs should be designed so as to make reference librarians obsolete

Arming America: The Origins of a National Gun Culture

- Michael A. Bellesiles, Professor of History, Emory University
- Director, Center for Study of Violence
- Began as 1996 article in *Journal of American History*—won 1997 Binkley Stephenson Award
- Published 2000 by Alfred A. Knopf

Arming America

- Only about 14% of over 1,000 county probate inventories from 1765-1790 in northern New England and western Pennsylvania frontiers mentioned guns
- Implications for Second Amendment: can have been intended to guarantee only a collective right

Good Reviews

- Superlatives on dust jacket
- Popular press
- Academic press
- Book trade magazines
- Library magazines

Awards

- 2001 Bancroft Prize in American History and Diplomacy
- National Endowment for the Humanities grant

Early Critical Attention

- NRA
- Web sites, message boards, flaming emails, hate mail, hostile telephone calls, death threats
- Scholars

Criticisms

- Abuse of probate records
- Methodology: counting guns on legal pads destroyed in Emory history department flood
- Claimed to have visited archives that have no record of visit
- Claimed to have read LDS county probate records at NARA regional facility
- Citing collections that do not exist
- Claimed to have received viruses by email and that hackers changed Web site

The Library Bill of Rights, Collection Management, and Reassessings... - cont.

William and Mary Quarterly

- Four articles in special section of January 2002 issue
- Three of four critical
- Bellesiles's claim that probate inventories "scrupulously recorded every item in an estate" "nonsense"
- "Biased reading of sources and ... careless uses of evidence and context"
- "Every mistake ... goes in the same direction, in support of his thesis"

Emory University Committee

- February 2002
- Three historians from Harvard, Princeton, University of Chicago
- Examined allegations of scholarly misconduct with regard to Emory policies and AHA standards
- Conclusion: "guilty of unprofessional and misleading work" and "scholarly integrity is seriously in question"

Denouement

- Bellesiles resigned
- Bancroft Prize rescinded
- NEH name removed from Newberry Library grant
- Knopf stopped publication of book
- Fourth most challenged book in 2003
- *Weighed in an Even Balance*

Effects

- Course syllabi
- Reference books
- Legal decisions

Libraries' Responses

- Withdraw
- Ignore
- Note in MARC record
- Hyperlinks in catalog record

Bias of Record Enrichment

- Nicholson Baker's objections to loss of notes on catalog cards in automation
- Patrons demanding enriching data in library catalog records
- Libraries complying in ways that may be violating professional ethics
- Programs and products
 - Library of Congress Bibliographic Enrichment Advisory Team (BEAT)
 - ILSs, like Dynix/Horizon
 - Syndetic Solutions

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PNLA annual conference, Sitka

Arctic Gem: Describing the Live Performance of the Mardy Murie Story and the Conserving of the Arctic National Wildlife Refuge

JOY STEINER

A live performance is a unique event which will not occur in the same way again. Sometimes, there is a moment of positive energy shared with the audience which the performer will long remember. I was the lucky performer who told my story with a warm and receptive audience in Sitka, as part of the Pacific Northwest Library Association Conference.

It was a great pleasure to tell a story I care so deeply about; my listeners enjoyed traveling with me to the far north of Alaska, the home of the caribou and ice bear. Although we never left our comfortable room, we surely imagined the Arctic journeys of Olaus and Margaret, 'Mardy' Murie. "Arctic Gem" is a story of the Muries and the refuge they helped to create.

Mardy Murie and her husband, Olaus, spent the better part of their lives in the wilderness, researching plants and animals and habitats. Olaus pioneered the art of Arctic field biology; Mardy tended camp and assisted his research. Their work took them deep into the Arctic to study birds and caribou and small mammals. Olaus was also known for his studies of wapiti, the American elk. He worked with town council members to prevent decimation of the great Wyoming elk herd, whose migration route passed right through the young town of Jackson Hole. I met Mardy Murie in Jackson Hole. Olaus had passed away some years before, but Mardy still lived in their cabin at the foot of the Grand Tetons. She was 78; I was 22. That brief encounter influenced the rest of my life.

I left my southern childhood home to accept my first teaching assignment in the little country schools scattered around the Tetons. I wanted to do everything right in those days of being on my own, so I went to church. I brought with me the great adventure I was reading and laid it on the pew. The woman sitting next to me noticed my book.

"Ah. *Two in the Far North*. An excellent choice. Would you like to meet the author?"

"Mardy Murie? Do you know her?" I was astonished.

"Yes. She's a friend of mine. I'm going to see her after church. Would you like to come along?"

"Meet the author? You bet!"

Mary Ann and I drove north toward Grand Teton Park. Just before we passed through the entrance gates, we turned onto a narrow gravel road that wound through stands of aspen and spruce and tall cottonwood. A sandhill crane preened amongst the marsh grasses. We rounded a bend and came to an ample log cabin. Even before I left the car, I could see that the porch was cluttered with artifacts. There were birds nests and beaver skulls, a muskrat pelt, porcupine quills, talons, and bear scat. A woman leaned out of the screen door. She had a long white braid which circled her head like a crown.

"Halloo, Mary Ann. Come in! I see you have brought a friend."

Mardy welcomed us into the cabin. She had made a pleasant fire to ward off the early September chill and it cast a warm glow all around the cabin. While she chatted with Mary Ann, I couldn't keep my eyes from wandering about the room. There were more artifacts on the mantel, shelves of books, an old typewriter, and far in the corner, a glass case filled with interesting things I could not quite see.

"You have curious eyes," Mardy said kindly. "You are welcome to look at them."

I gladly walked to the glass case. Inside were leather dolls with real fur parkas, scrimshaw carvings, and tiny men sailing seal skin kayaks. Each piece was more intricate than the last.

"Those things were given to Olaus and I on our journeys to the far north."

So began my story. Olaus and Mardy were married in 1924 in the tiny village of Anvik, Alaska. Mardy took a steam ship down the Yukon and Olaus trekked from his research in Hooper Bay to meet her. As a honeymoon, they embarked upon another expedition, loading a dog sled with supplies and mushing 550 miles into the Alaskan interior to study caribou.

The early caribou research helped convinced the Muries that the most important way to protect wildlife is to preserve their habitat. Olaus

American History Through Diverse Eyes

STAN STEINER

I didn't know the Chinese were on the railroad crew when the two railroads met at Promontory Summit, Utah. Why didn't I learn this in my history classes. Although I hadn't discovered this point of view in a textbook, I was learning that picture books are fine sources of accurate historical information. I had just read *Coolies* (Yin, 2001), a picture book which begins with a grandmother telling her grandson about his two great uncles who came to America from China. They were among the many Chinese workers who laid the track for the transcontinental railroad from west to east. The most compelling image from the story is a watercolor reproduction of the photo from Promontory Summit, the day the "golden spike" was laid. There is not one Chinese man pictured. They were not allowed in the photograph.

I learned Molly Bannaky's powerful story in a picture book, too. Exiled from England, Molly was an indentured servant for seven years. She married a free black man and raised four daughters. Her grandson, Benjamin Banneker wrote the first almanac for Blacks around the same time Benjamin Franklin wrote his. He also was part of the surveying crew that laid out the city of Washington, D. C.

These examples are only a fraction of the many books I discovered. Each book told another piece of American history that was never shared by my teachers or mentioned in the required textbooks. Although most of the stories are fictionalized accounts, the incidents and facts are real. I wondered why I hadn't learned these things in my history class. Reading them held my attention and raised more questions. Are there more? Why have these stories been overlooked? I probed to find an answer.

An obvious finding was related to the time the stories were actually written. Sometimes they were family accounts of ancestors who may not have had a prominent position in history, but their stories were worth telling because they gave wonderful insights into a by gone era. A good example is *Uncle Jed's Barbershop* by Margaree King Mitchell. In another case a person's accomplishments was given limited attention at the time it was achieved. Joseph Bruchac's *Jim Thorpe's Bright Path* illustrates this example. Further more, there was deliberate discrimination toward any other writer who was not a white male, such as Phyllis Wheatley and Sequoyah. Ethnic and female writers were excluded; most early texts were written by white males.

Recently, women and ethnic groups have been gaining their rightful acknowledgment. These stories and writers have trickled into the newer history textbooks. Stories featuring women, ethnic groups, religious groups, and working class folks are starting to surface in greater numbers. The more I read these books, the more I began to wonder how many were available. I began to list them. A short sample of my growing list is included in this publication. I also solicited the help of one of my graduate classes to find, read, and write annotations. These annotations are only one person's perspective. The books must be read in order to experience them fully.

I am deeply grateful to the authors who have brought these stories to light for our multicultural society. Their contributions add richness and depth to our knowledge. The books are roughly aligned with historical periods which shaped our nation. This is only a selected bibliography, but if you know of a story we should add to this list, feel free to contact me at <stansteiner@boisestate.edu> or by phone at 208-426-3962. Enjoy the stories!

Pre-Colonial to Colonial Era

Alder, Elizabeth. *Crossing the Panther's Path*. 2002. 230p. FSG. Gr. 7-12. There are always two sides to history, however we are all too often short changed by the limited point of view. This fascinating story brings to life a real relationship between Billy Calder and Tecumseh, the Shawnee chief. The story setting is during the settling of territory in northern Il-



The stories we share: PNLA annual conference, Sitka

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Stan Steiner is Chair of the Department of Literacy at Boise State University. He can be reached at: stansteiner@boisestate.edu

Finding your Story: Genealogical Research on the Net

Laurie S. Francis

Knowing about our past in a broad way, such as Canadian or U.S. History or World history is important, but so is our family's legacy; there is value in our past. In discussing the importance of knowing our past, David McCullough, American historian and author, maintains:

We have to do several things. First of all we have to get across the idea that we have to know who we were if we're to know who we are and where we're headed. This is essential. We have to value what our forebears- and not just in the 18th century, but our own parents and grandparents- did for us, or we're not going to take it very seriously, and it can slip away.

Why do we keep climbing those family trees?

There are multiple reasons: to understand more about our heritage, to create a legacy to pass on to our family, to experience the excitement of discovery, to learn more about our country of origin in order to take a trip there, to find out if the family stories are true (royal ancestors or scoundrels), to find the source of our physical traits, to create a family tree, to write a history, and many more.

In a recent poll, conducted by Market Strategies, Inc., 73% of Americans indicated they were interested in finding their ancestors. Of those surveyed, 65% said they were interested because of the family stories they had heard. (Evans)

Several years ago PBS ran a wonderful series called "Ancestors." If you have a chance to review any of these programs I would highly recommend that you do so. In the segment titled "Leaving a Legacy," we meet Nancilu Burdick, who discovered and used the stories behind the 200+ quilts that were hand-stitched by her grandmother as the basis for writing her grandmother's story. (Willard 114-115, or video)

Genealogy and Computers

When my great-grandmother began researching her family's history she had only a library and a typewriter. She had to write lots of letters and spend time searching library shelves for printed histories. In order to do effective and efficient research in this century we have replaced the typewriter with the computer, and our library access has become international through the use of the Internet. The Internet holds a vast quantity of information and makes searching for our roots much easier. According to the CEO of MyFamily.com, there are more than 4 billion records online, with more being added every day. (Evans)

However, for those of you who were hoping that you could find your entire family tree online, it's not going to happen. While the Internet has a lot of information, it doesn't have everything. An online survey of 3,700 genealogists, done in 2004 by graduate student Kylie J. Veale, reported that 80% of those who use the Internet regularly to do genealogy research don't believe that it is the entire answer. We need to be patient; there is a great deal of information out there, it takes time for the information to be put online, and some things may never be put online.

Computers provide a convenient location to store data, documents, and photos. A thumb drive (pen drive, flash drive, memory stick, etc.) holds from 128 to 256 MB. The old discs can only hold 1.44 MB, and many newer computers no longer have a disc drive. Computers allow us to update information and organize it, linking individuals and families together to create our own databases.

Software such as *Family Tree Maker* and PAF helps us keep track of the information. Desk top publishing programs allow us to print out the stories we learn through our research and contact with family. Word processing programs help us create and edit timelines as we find additional information, and make it a breeze to note sources.

Computers make it easy to share information and network with other researchers. We can print, email, or copy to CD. New contacts made during our research can often provide new or additional information.

Computers are also portable, and/or accessible in multiple locations



Friday night banquet, PNLA annual conference, Sitka

Laurie Francis is a reference librarian at the McKay Library located at BYU-Idaho. She can be reached at: francisl@byui.edu

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Sharing the Stories of the Gay, Lesbian, Bisexual and Transgendered Community: Providing Library Service to the GLBT Patron

LIESL SEBORG

Questions to ask yourself...

- Does your library have a gay, lesbian, bisexual, transgender, transsexual (GLBT) collection?
- Does your library serve GLBT persons?
- Have you ever answered a reference question pertaining to a GLBT topic or for a GLBT person?
- Does your library policy include "sexual orientation" as a protected class in its equal opportunity/employment statement?
- Please rate your level of comfort, as regarded personally and professionally, when dealing with GLBT persons and issues.
- Do you believe you have a social responsibility to provide information services to GLBT persons?

The GLBT Patron

- The term "homosexual" was reclassified to be "gay" by the Library of Congress in 1987
- Gay, lesbian, bisexual, transgendered and transsexual (GLBT) persons are approximately 10% of any given community
- GLBT persons are an invisible minority-- any race, gender, age, or socio-economic status
- GLBT persons do not enjoy civil rights protections for sexual orientation in most communities and workplaces

It was found that GLBT persons would feel more comfortable approaching a known GLBT person or GLBT friendly person to discuss GLBT reference questions. It was also noted and suggested that in order to better serve GLBT patrons that a GLBT welcoming environment be created through display of rainbow flags, pro-diversity pamphlets, posters, displays and exhibits. Most important however is having good GLBT resources and collections as well as easy access to those resources. (Fikar, C. R. & Keith, L. (2004) Information needs of gay, lesbian, bisexual, and transgendered healthcare professionals: results of an Internet survey. *Journal of the Medical Library Association (JMLA)*; 92 (1) Jan: 56-65.)

Providing reference services to GLBT persons

- Developing a quality GLBT collection
- Neutrality v. Advocacy
- Creating an inclusive and welcoming environment for GLBT patrons
- Potential reference needs for GLBT persons
- Identify sources for those needs
- Remember best reference interview techniques

Develop a quality GLBT collection

- What constitutes a quality collection?
- Discuss and identify resources for collection building
- Also see "Out of the Closet?" by Jim Van Buskirk (Library Journal April 1, 2005) and the 2005 Miriam Braverman Award article "Public Library Collection Development Issues Regarding the Information Needs of Gay, Lesbian, Bisexual, and Transgender Patrons" by Jennifer Downey soon to be published in the Progressive Librarian
- Catalog the collection for access (use LOC terminology -- gay, lesbian, bisexual, etc.)
- Sources for Collection Building
 - ALA/GLBTRT's Stonewall Awards www.ala.org/ala/glbtrt/stonewall/stonewallbook.htm
 - Web site for youth www.youth.org/yao/docs/books.html
 - Lambda Book Report www.lambdalit.org
 - The Gay and Lesbian Review www.hglc.org/review.htm
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cont.

Liesl Seborg works at the Nampa Public Library in Nampa, Idaho. She can be reached at: liseborg@nampalibrary.org

Neutrality v. Advocacy

- Basis for neutrality in the profession
- Providing neutral space for preservation of ideas and materials

Reasons for advocacy

- Intellectual Freedom—freedom to read & oppose censorship
- Represent all members of the community; those who are oppressed need to be able to find materials that reflect themselves in positive ways
- Libraries are the repositories of freedom and information
- Young Adults need libraries and information which may not be available to them in other venues

Recent Events—the Bad News

- Hillsborough County, Florida—County Commission voted to bar county agencies from recognizing or participating in Gay Pride Month or any events that portray gay people in a positive light. "Equality Florida Action Alert" www.eqfl.org (Accessed 6/23/2005)
- West Gate Library (Tampa, FL) officials take down Gay Pride display "Gay News Blog" gay_blog.blogspot.com (Accessed 6/23/2005)
- Alabama—State Representative Gerald Allen proposes bill to ban gay speech from institutions receiving state money—including the removal of all gay or lesbian authors' works as well as any works containing gay or lesbian characters from libraries, schools, and state-funded universities. "Don't Quote Me: Library Lessons" www.afterellen.com (Accessed 6/29/2005)
- Oklahoma—State Representative Sally Kern proposed a resolution which passed in May which calls on Oklahoma libraries "to confine homosexual themed books and other age-inappropriate material to areas exclusively for adult access and distribution." "Don't Quote Me: Library Lessons" www.afterellen.com (Accessed 6/29/2005)

Recent Events—The Good News

- ALA's [Resolution on Threats to Library Materials Related to Sex, Gender Identity, or Sexual Orientation](#) RESOLVED, that the American Library Association affirms the inclusion in library collections of materials that reflect the diversity of our society, including those related to sex, gender identity, or sexual orientation; and be it further RESOLVED, that the American Library Association encourages all American Library Association chapters to take active stands against all legislative or other government attempts to proscribe materials related to sex, gender identity, or sexual orientation; and be it further RESOLVED, that the American Library Association encourages all libraries to acquire and make available materials representative of all the people in our society. www.ala.org/ala/oif/statementspols/ifresolutions/Default2530.htm (Accessed 7/26/2005)
- EBSCO Publishing includes GLBT Life Full Text database
- LaGuardia, C. (2005) Queer content comes out. *Library Journal* (1976) v. 130 no. 7 (April 15 2005) p. 32
- Gay Leaders rang New York Stock Exchange closing bell June 18, 2005 to celebrate Gay Pride month for the first time in its history news.yahoo.com (Accessed 6/18/2005)

Create an inclusive and welcoming environment for GLBT patrons

- Environment:
 - create safe space for GLBT persons to browse and receive information (catalog, staff, shelving)
 - create displays for National Coming Out Day (October 11th) and other significant GLBT events (June--Gay Pride Month, October Gay History Month)
 - include GLBT persons in programs, diversity statements, and displays
 - provide sensitivity training for all employees
- Connect with community groups and programs and their leaders for input, support, and potential financial contribution
- invite GLBT persons to participate on advisory committees (youth and otherwise)

Ten Suggestions to Improve Library Services to Lesbian, Gay, and Bisexual People

1. Use appropriate reviewing sources when selecting LGB materials, such as *The Gay and Lesbian Review* (formerly *The Harvard Gay and Lesbian Review*), P. O. Box 180300, Boston MA 02118, (617) 421-0082, HGLR@aol.com, www.hglc.org/review.htm; and the *Lambda Book Report*, P. O. Box 73910, Washington DC 20056-3910, (202) 462-7924, (202) 462-5264 (fax), llf@lambdalit.org, www.lambdalit.org
2. Select a wide variety of LGB materials in a wide variety of formats
3. Create and implement detailed catalog records of LGB material
4. Create and provide easily accessible LGB book/reading lists
5. "Book-talk" LGB resources, especially young adult and children's material
6. Provide meeting space for LGB groups and events
7. Provide display space for LGB exhibits
8. Provide outreach services to LGB groups
9. Provide a community bulletin board for LGB activities and resources
10. Sponsor/host "sensitivity training" workshops for staff and volunteers

(Joyce, S. (2000) *Lesbian, Gay, and Bisexual Library Service: A Review of the Literature*. *Public Libraries* 39 no5 270-9 S/O)

Collection Building:

- ALA/GLBTRT's Stonewall Awards www.ala.org/ala/glb-trt/stonewall/stonewallbook.htm
- Web site for youth www.youth.org/yao/docs/books.html
- *Lambda Book Report* www.lambdalit.org
- *The Gay and Lesbian Review* www.hglc.org/review.htm
- "Out of the Closet?" by Jim Van Buskirk (*Library Journal* April 1, 2005)
- 2005 Miriam Braverman Award article "Public Library Collection Development Issues Regarding the Information Needs of Gay, Lesbian, Bisexual, and Transgender Patrons" by Jennifer Downey soon to be published in the *Progressive Librarian*

Internet Information Resources:

- www.youthresource.com/
- OutProud www.outproud.org/www.outproud.org/

Sharing the Stories of the Gay, Lesbian, Bisexual and Transgendered Community:... - cont.

- www.youth.org/
- www.youth-suicide.com/gay-bisexual/
- www.youth-suicide.com/gay-bisexual/news/surgeon-general-suicide-strategy.htm
- www.bidstrup.com/parents.htm
- The Advocate www.advocate.com/
- www.indiana.edu/~glbtpol/
- PFLAG www.pflag.org/
- Planet Out www.planetout.com
- www.civilrights.org/issues/hate/
- Tolerance.org www.tolerance.org/
- GLAAD www.glaad.org/index.php
- Human Rights Campaign www.hrc.org/
- FBI Hate Crime Statistics www.fbi.gov/ucr/ucr.htm#hate
- Youth.org Books for GLBT Youth www.youth.org/yao/docs/books.html

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PNLA president Charlotte Glover with outgoing president Jan Zauha, PNLA annual conference, Sitka

Basic Book Repair

LESLIE TWITCHELL

Book Mending Basics:

Bring me your tired, your broken books yearning to be repaired. This class was an introduction to book repair. Book mending is not hard; it just takes the right tools and a bit of knowledge. This type of repair is basic “meatball-surgery,” designed to get your circulating books repaired quickly and back on the front lines again. If you have valuable, antique, or archival books, don’t use these materials and methods.

Evaluation

When you pick a book to mend, ask the following questions:

- 1-Is it worth the library’s money to have me repair this book? Can it be replaced cheaply?
- 2-Is it used?
- 3-Is it ugly? (ugly books don’t circulate)

Repair Manuals:

The best way to learn how to mend is to have someone show you, but you can teach yourself by using a good repair manual and working through each type of mend step by step. Practice makes perfect. There are several excellent repair manuals online. I prefer the Carr McLean manual, but have hard copies of all of the Web sites in a binder to use as reference.

1-Carr McLean

www.carrmclean.ca/forms.htm

Caveat: Never use construction paper—acid-free cardstock is better.

2-Kapco Library Products

www.kapcolibrary.com/techtteamtips/techtteam_assistant.asp

3-Gaylord Library Supplies

www.gaylord.com; click on *Resources*

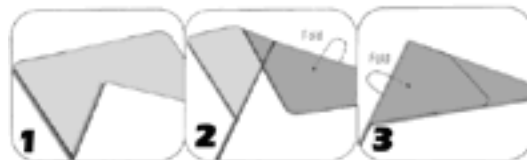
4-Conservation Book Repair, Alaska State Library—This is a great source for learning to do archival book repair.

www.library.state.ak.us/hist/conman.html

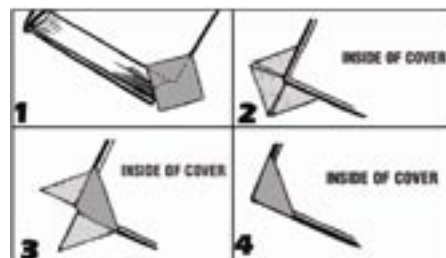
Easy Corner Repair:

Cut a piece of book tape about 1 ¾ ” wide and about 3” long for each corner.

Method 1: *I prefer this one because it is fast and easy.*



Method 2:



Leslie Twitchell is a reference librarian and student supervisor at the David O. McKay Library at Brigham Young University-Idaho, located in Rexburg, Idaho. She learned to mend books from the world’s most boring video and currently practices on the reference collection at the McKay. She has worked in a public library, both elementary and high school media centers, and now enjoys working at the university level. She can be reached at: twitchell@byui.edu

cont. on page 34

At the library, I told the reference librarian I needed information on an automatic breadmaker.

"It's a machine I'm interested in buying that kneads dough and bakes bread for you, with just the touch of a few buttons," I explained.

The librarian shook her head sadly.

"There is so much satisfaction in kneading the dough and watching it rise," she replied. "Why must you young people have a machine do everything for you? Why can't you do things the old-fashioned way?"

"Can you just point me to the card catalogue?" I pleaded.

"Card catalogue?" She laughed. "Nobody uses a card catalogue anymore. Let me take you to the computer index."

Life isn't like a bowl of cherries. It's more like a jar of jalapenos. What you do today might burn your ass tomorrow.

Increase understanding and awareness of

- Changing expectations
- Service quality
- Service components
- Measurement & assessment
- Service improvement

Service Expectations

- "Sometimes users can be very clear and helpful in stating expectations. Clear enough to help us find our service bearings." John L. Lubans in "Sherlock's Dog, or Managers and Mess Findings" *Lib Admin & Mgt* Summer 1994: 144.

Service Quality

- It's not what we have, it's what we do
- Good behavior happens on both sides of the desk—
- What's the difference?
- We need them more than they need us

Service Components:

- People (us, them)
 - Self-service
 - Point of need
 - This is not a comprehensive list—just highlights
 - People:
 - Outsell "Neighborhoods of the Info Industry" –
 - Survey results of note to libraries:
 - "Top items are those that help users operate more independently, in self-serve model, such as making info available on the desktop or providing training on searching/using info sources."
 - NOTE: Expect gains in staffing and turnaround time when you automate a manual process. No gain? You've got a mess somewhere. Are staff replicating the manual system alongside the automated one? Is there resistance to letting go of/reassigning staff, just in case they are needed if the new system breaks down?
 - A subtle vision is emerging: "If we really are moving toward an era in which users are truly empowered to get the information they need on their own, then in their eyes at least, information professionals should be virtually invisible."
 - User needs must drive service if we want to continue to be used and useful.
- How do we do this?
 - Be personal and accountable! NAME tags, names online....
 - Rovers
 - Training; Coaching
 - Suggestion Box
 - Surveys
 - Meet with front line staff regularly—ask what they are hearing from customers!

Listen To Their Pleas(E)! Customer Service in the Age of the 'Net

BUFF HIRKO



cont. on page 36

Buff Hirko is Statewide Virtual Reference Project Coordinator at the Washington State Library. He can be reached at: bhirko@secstate.wa.gov

Health Issues in the Headlines Learning to Read Between the Lines

GAIL KOUAME



PNLA Board members at the annual conference

Be careful about reading health books. You might die of a misprint.
--Mark Twain

- Background and training of health care journalists
- How to evaluate a news story and follow up for more information
- How to analyze a research report for accuracy and relevance
- Health Care Journalists – Where do the stories come from?
 - Special thanks to Sanjay Bhatt, reporter at the *Seattle Times*, for helping to provide information for this presentation!
- Where Do the Stories Come From?
 - Medical conferences
 - Medical journals
 - Research institutions – press releases
 - National Institutes of Health
 - Food and Drug Administration
 - Agencies with oversight of the business of health care
 - Web sites of the above
- **Major newswires** – Associated Press, Reuters, United Press International, Bloomberg, etc.
 - They serve as aggregators, also have their own staff writers
 - Some who write for them may be freelance, especially if medicine not the main focus for staff writers
- **Large media agencies** – NY Times, Washington Post, NBC News
 - Have the budget to dedicate someone to health and medicine.
 - It may be a doctor or someone with a degree in science
 - Or, it may be someone who has developed a base of knowledge and/or a network of contacts
- **Middle-sized newspapers and magazines**
 - Reporters may only stay on the job for 2-3 years and then move on
 - Others stay on long-term (one medical writer at the *Seattle Times* has been there more than 10 years)
 - Editors, when filling vacancies, don't give a lot of weight to experience in health/medicine
 - If a reporter is good in one area, they can be good in another
- **Small-town newspapers or medium-sized TV markets**
 - Most likely reporters have no formal training in health/medicine/science
 - Often rely solely on the internet – RefDesk, Google, etc
 - Employers don't put a lot of money into staff training – writers are expected to learn as they go or come in with knowledge
- **Consumer health and lifestyle magazines – eg. Men's Health, O, Cosmopolitan**
 - Often rely on freelancers who are contractors ■

Gail Kouame is Consumer Health Information Coordinator at the National Network of Libraries of Medicine in Seattle. She can be reached at: gmarie@u.washington.edu

Connecting Learners to Libraries: Online Workshop

KAREN FARLEY

Learning Modules

- Collaboration
- School Terminology
- Public Library Services & Programs
- Outcomes Based Evaluation
- Grant Tutorial
- Collaboration

Whys & Hows of Collaboration:

- Communication Across Cultures
- Common Vision & Process Planning
- Knowledge of Work Environments
- Research Skills
- Common Usage of Shared Digital Materials
- OBE Techniques
- School & Public Library Relationships

Examples

- School Terminology
- Culminating Project
- Essential Academic Learning Requirements
- Grade Level Expectations (GLEs)

Research Model

- Washington Assessment of Student Learning (WASL)
- Public Library Services & Programs
- Accelerated Reader Program
- Ask A Librarian
- Global Reading Challenge
- Good Reads
- Homework/Assignment Alerts
- Homework Help
- Summer Reading Programs
- Young Adult Advisory Board

Outcomes Based Evaluation

- "...Replaces the question, "What activities did we carry out" with "What changed as a result of our work?"
- Beverly Sheppard Acting Director, Institute of Museum and Library Services Grant Tutorial
- Online Grant Development Tutorial for Connecting Learners to Libraries Initiative Grants
- Sara Behrman, Consultant to the Washington State Library Usage Guest Access
- online.edtech.wednet.edu
 - Type "Connecting Learners"
 - Preview "Connecting Learners to Libraries"
 - Welcome ■



Kettleson Memorial Library, Sitka

Karen Farley is in Technology Services at the Puget Sound Educational Service District. She can be reached at: kfarley@psed.org

Arctic Gem: Describing the Lie performance of the Mardy Murie Story... - cont.

ended his service as a government biologist and co-founded the Wilderness Society in 1945. Olaus and Mardy lobbied congress for a number of conservation projects, including the Arctic National Wildlife Refuge. Just before Alaska became a state, the Muries made one last expedition to the Arctic. There were accompanied by a team of biologists who gathered new information about this unique and irreplaceable land.

Soon after their return, the Muries began a campaign to convince Congress to protect the Arctic. Oil firms wanted to probe the coast, yet the Muries knew that the northern Alaska coast was a year-round nursery. The great migrating caribou herds gave birth there in summer, and polar bear mothers built their snow dens in winter.

Olaus died before the land was set aside. He succumbed to cancer in 1963. A year later, President Johnson signed the Wilderness Act. In spite of her grief, Mardy continued the conservation work she and Olaus had begun. She wrote letters and spoke in Washington, D.C. In 1980, President Carter signed another land preservation act, but the refuge was never fully protected. Carter's signature still allowed development in the most critical area.

The coastline of the Arctic National Wildlife Refuge is the primary place our great migrating caribou herd gives birth. These magnificent animals, sometimes 120,000 strong, are not ours alone. We share them with Canada. They traverse the border, but almost all of them give birth in America. These animals know no boundaries. Truly, they are a symbol of America's freedom and indomitable spirit.

Arctic living is difficult even for an animal well suited to conditions. Caribou seek the coastline as a source for dense growths of nutritious lichen, relief by ocean breezes from the constant harassment of insects, and as protection from predators where grizzly can be seen from a distance and wolves cannot dig a den in permafrost.

A study of polar bear mothers was illustrated in, *Arctic National Wildlife Refuge: Seasons of Life and Land*, (Banerjee, 2003). A large number of female polar bear were banded with radio collars and tracked. All but one built their birthing dens in the quiet of the Arctic National Wildlife Refuge.

Life for migrating caribou is even more difficult now. Increased temperatures in the Arctic have caused rivers to flood and calves to drown. Unseasonal rains have created sheets of ice that cover food sources and cut the shin flesh of caribou pawing through for lichen.

The USGS (1998, 1999) indicates that at best, the coastline of the Arctic National Wildlife Refuge holds a two-year supply of oil at our current rate of consumption. It is also difficult to extract. Yet, there are working solutions to America's growing energy needs. Many other nations are ahead of the US in developing alternative energy sources. Leipzig, Germany powers 1,800 homes with solar panels and the nation of Denmark gets 20% of its total energy needs from off-shore wind turbines (Parfit, 2005). Biomass is fueling engines and electric hybrid vehicle owners are pleased with performance. Pulling oil from the Arctic permafrost is costly and time consuming. America is better served by investing in cutting edge, sustainable energy sources.

Mardy Murie passed way just a few years ago. She was 101, a model of wisdom and calm in an age of fast paced living. Her work is finished, but she charged the young people to continue her legacy of conservation for the generations to

come. She reminded all Americans that, "Surely the United States is not so poor we cannot afford to have these places, not so rich that we can do with out them."

"Even if we saved every scrap of wilderness we have, it would not be enough."

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- www.smartpower.org ■

American History Through Diverse Eyes - cont.

Illinois, Indiana, and Ohio. Billy Calder, part Irish and Mohawk, befriended Tecumseh in an effort to preserve the Native lands being overrun by white settlers. Alder went to great length to research and retell this incredible part of our history.

Bruchac, J. *Squanto's Journey: The Story of the First Thanksgiving*. Illus. by **Greg Shed**. (2000). 30 p. San Diego, CA: Silver Whistle. Bruchac provides a perspective through the eyes of a Native American. You will also see a conscious effort to keep the setting and details historically accurate for this celebrated North American holiday.

Chandra, Deborah. *George Washington's Teeth*. Illustrated by **Brock Cole**. 2003. Farrar Straus Giroux. Pre K-3. Fact or Fiction, George Washington wore wooden teeth? This book expels the myth with rhyme and reason it gives the reader lots to "chew" on. A timeline relating to his dental distress follows the story.

Grace, Catherine O'Neill & Margaret M. Bruchac. *1621: A New Look at Thanksgiving*. Photos by **Sisse Brimberg & Cotton Coulson**. 2001. 40p. National Geographic. Gr. 3 & up. Probably the most accurate picturebook on the facts and myths surrounding Thanksgiving. The photo images from modern day Plimoth Plantation in Massachusetts interface with the factual information.

McGill, Alice. *Molly Bannaky*. Illus. by **Chris K. Soentpriet**. 1999. 32p. Houghton Mifflin. Gr. 3 & up. This is a beautiful story about Benjamin Banneker's grandmother. She was exiled from England in 1683 and was sentenced to serve as an indentured servant in America. After seven years she staked out her own land claim. After a short period of time she bought and befriended an African slave. They were married and had four daughters. The oldest had a son, Benjamin. His grandmother Molly Bannaky taught him to read and write. Alice McGill won the IRA promising author award for this book.

Rappaport, Doreen & Joan Verniero. *Victory or Death! Stories of the American Revolution*. Illus. by **Greg Call**. 2003. 120p. HarperCollins. Gr. 4-7. This book holds eight high interest stories, plus Web sites and many additional resources to entice children into a fascinating period in our nation's history.

Rockwell, Anne. *They Called Her Molly Pitcher*. Illustrated by **Cynthia Von Buhler**. 2002. Knopf. The year is 1777 and William Hays has joined General George Washington and his army in the Revolutionary War. William's wife Molly has joined him and ends up proving to be just as strong as the male soldiers. She saved wounded soldiers, helped out during the Valley Forge incident, and even fought in some of the battles. George Washington was so impressed with Molly's courage that he named her a sergeant in his army.

Yolen, J. *Encounter*. Illus. by **David Shannon**. (1992). 30 p. San Diego, CA: Harcourt Brace & Company. The Taino Indians once lived in the West Indies. It was Columbus and his crew who are given the distinction of being the first explorers to embark on this land. Historically we know what happened from that point forward was disastrous for the Taino tribe. *Encounter* is a fictionalized prospective through the eyes of one native girl from a tribe that is now extinct.

Yolen, Jane & Heidi Elisabeth Yolen Stemple. *Roanoke the Lost Colony: An Unsolved Mystery from History*. Illus. by **Roger Roth**. 2003. 32p. Simon & Schuster. Gr. 3-6. In the year 1587 John White brought a group of settlers to North America from England. Shortly after arriving he returned to England for anticipated winter supplies. Upon his return to North America he found the settlement completely abandoned. After reading this story readers get an opportunity to draw their own conclusions to this unsolved mystery.

Lewis and Clark Corps of Discovery and the Westward Movement

Altman, Linda Jacobs. *The Legend of Freedom Hill*. Illus. by **Cornelius Van Wright & Ying-Hwa Hu**. 2000. 32p. Lee & Low Books. Gr. 1 & up. Rosabel and Sophie, from two culturally different backgrounds are best friends in their new setting. Their families moved to California during the Gold Rush. Rosabel's mother, Miz Violet, is a runaway slave. In California slavery is against the law, but the Fugitive Slave Act allows bounty hunters to capture and return them to their owners. When Miz Violet is captured, Rosabel and Sophie must find a way to get her free.

Blumberg, Rhoda. *York's Adventures with Lewis and Clark: An African American's Part in the Great Expedition*. 2004. 88p. HarperCollins. Gr. 3-8. York, Captain Clark's slave played an important role in the Corps of Discovery. His contributions are finally being recognized in this bicentennial period of the expedition. This is a great book to include in your reading about this amazing journey.

Bruchac, Joseph. *Sacajawea*. 2000. 200p. Harcourt. Gr. 5 & up. Bruchac writes a captivating story interweaving Sacajawea and William Clark's version of their journey. He intersperses actual journal entries from Clark. Reading a piece of our history through a Native American perspective is always of benefit to readers. Even though this is a work of fiction, we gain a broader understanding of our past.

Freedman, Russell. *In the Days of the Vaqueros: America's First True Cowboys*. 2001. 70p. Clarion Books. Gr. 3-8. The first true cowboys in North America were here long before this nation became the United States. They were called vaqueros, or cow herders, who lived in what is now Mexico and Southwestern United States. Columbus brought cattle from Spain to North America and from that time forward vaqueros have made their mark in the cattle industry. Quite different from our contemporary definition rodeos was a term that meant to surround or encircle, however, many of the modified events found in a contemporary rodeo had their origins in the cattle drives. Freedman provides a wealth of historical information on this Western phenomenon including a glossary and index.

Hirschfelder, Arlene B. *Photo Odyssey: Solomon Carvalho's Remarkable Western Adventure 1853-54*. 2000. 118p. Clarion. Gr. 5 & up. What a gem! As you are learning about the settling of the West this book could come in very handy. Solomon Nunes Carvalho was a daguerreotype photographer and a painter. He was invited to accompany John Charles Frémont on his fifth and final expedition west. The Fremont expedition route (map included) started in Kansas City and ended in San Francisco. After parting with Frémont near Salt Lake City, Carvalho ended his journey in Los Angeles. The images and notes he captured have left us with an important contribution to our past.

Murphy, C. (2005), *I am Sacajawea, I am York: Our Journey West with Lewis & Clark*.

New York, NY: Walker Publishing Co. This is a beautifully illustrated picture book with vivid drawings that chronicles the journey of Lewis & Clark from the viewpoints of Sacajawea and York. The text proceeds through major events on the journey with the author's voice alternating between the two characters. The story begins as the expedition approaches the Hidatsa village where Sacajawea lives with Charbonneau and ends as the Corps reaches the Pacific Ocean. Captain Lewis asks everyone, including York and Sacajawea, to vote on where to build their winter fort. It is the first record of an African American man and a Native American woman being allowed to participate in a vote.

cont.

American History Through Diverse Eyes - cont.

Myers, Walter Dean. *The Journal of Joshua Loper: A Black Cowboy.* 1999. Scholastic Inc. After the Civil War thirty-five thousand cowboys rode the Chisolm Trail. Between five and nine thousand of these cowboys were African American. This fictional diary in the *My Name is America* series contains the story of one of these cowboys. Included are a useful appendix with pictures.

Sakurai, G. (2000). *Asian-Americans in the old west.* United States: Children's Press

We are given essential fundamentals in this informational book about the critical contribution of the Chinese, Japanese and other Asians in the settlement of the American West.

Sandler, Martin W. *Vaqueros: America's First Cowmen.* 2001. 117p. Henry Holt. Gr. 4 & up. This book is a great addition to the history of the American West. From ranch life, cattle drives and the development of modern day rodeos, vaqueros played a big role in the Old West. They were all too often left out of the historical accounts and western movies. Zorro was the first movie character featuring a Hispanic vaquero in the main role. Martin provides a good overall view of their history and lifestyle supported with a multitude of photographs and art images.

Yep, Laurence. *The Traitor: Golden Mountain Chronicles, 1885.* 2003. HarperCollins. In 1885, a lonely illegitimate American boy and a lonely Chinese American boy develop an unlikely friendship. They are trapped in the coal mining town of Rock Springs, Wyoming in the midst of prejudice and racial tension.

Yin. *Coolies.* Illus. by **Chris Soentpiet.** 2001. 40p. Philomel. Gr. 4 & up. This work of historical fiction is astounding. The book begins with PawPaw (grandmother) telling her grandson why the Chinese honor their ancestry during the Ching Ming Festival. She tells him a story about his Chinese ancestors who came to America in the mid 1800s. They were looking for a better life. Two brothers, Shek and little Wong, barely teenagers, land jobs with the Central Pacific Railroad. The work is hard and the "coolies" are discriminated against throughout the entire building of the transcontinental railroad. They are given the worst and most dangerous jobs. Four years later, in the spring of 1869, they reach Promontory Summit, Utah. The last spike, the golden spike, is driven into the rail and there is a celebration. A photo is taken that becomes etched in history. Next time you see the photo take a closer look. Ask yourself who is missing in this photo? This picture book deserves a place in every American History class.

American Civil War Era

Adler, D. (2004). *Enemies of slavery.* New York: Holiday House.

The short one page biographies accompanied by full page illustrations tell the stories of fourteen men and women who stand as enduring champions of freedom in a time of slavery. These Americans risked their own lives and liberty so that others could be free. The individuals include men and women, both black and white, who covered the span of the nineteenth century fighting against slavery.

Armstrong, J. *Photo by Brady: A Picture of the Civil War.* (2005). p. 147. New York: Atheneum Books for Young Readers. Brady's photos and his story provide some key first person accounts of the Civil War. Armstrong brings the story behind the photos to life.

Baroletti, Susan. *No Man's Land: A Young Soldier's Story.* 1999. Blue Sky Press. Fourteen-year-old Thrasher is surprised when his best friend Tim turns out to be a girl. Over 400 women served in disguise as soldiers in the Civil War.

They too fought for the land and people they loved. This book is her story as well as his.

Bolotin, Norman. *Civil War A to Z: A Young Readers Guide to Over 100 People, Places, and Points of Importance.* 2002. 148p. Dutton. Gr. 5 & up. What a clever way for learning about history! Bolotin's idea to approach American Civil War history in this way offers short briefs on people, events, and objects. Many photos and illustrations support the text.

Bourgeois, Paulette. *In My Neighborhood Series.* 1999. Illus. by Kim LaFave, Kids Can Press. This well planned occupation series includes Fire Fighters, Garbage Collectors, Police Officers and Postal Workers. The books are designed for a primary audience with attractive illustrations and text that is presented in a captivating story format. Useful safety tips and suggestions that children can relate to are some of the great features of this series.

Higgins, Joanna. *A Soldier's Book: A Novel of the Civil War.* 1999. Harcourt Brace. In the spring of 1864 all prisoner exchanges between the North and South had ceased. Ira Cahill Stevens, a young Union soldier captured during the Battle of the Wilderness is on his way to Andersonville, tantamount to a death sentence. His struggle of hope makes this terrible story ultimately uplifting.

Howard, Elizabeth Fitzgerald. *Virgie Goes to School With Us Boys.* Illus. by E. B. Lewis. 2000. 32p. Simon & Schuster. All ages. This is a moving story based on the author's ancestors. Shortly after the American Civil War, a group of Quakers in Jonesborough, Tennessee, started a school for Black children. It was in this school that her grandfather, his brothers, and his sister (Virgie) attended school. Howard built this incredible story around Virgie's determination to go to school. In her endnotes, Howard says that Virgie is a symbol of the former slaves, the many African American citizens, who endured many hardships to get an education. In Howard's closing comments, she states, "I imagine her [Virgie] as having left a legacy for all children, girls and boys, African American and not, that education will always be the first step in 'learning to be free'."

Lyons, Mary E. & Murial M. Branch. *Dear Ellen Bee: A Civil War Scrapbook of Two Union Spies.* 2000. 162p Atheneum. Gr. 5 & up. This fiction book offers a perspective on the U.S. Civil War that is sure to have appeal to history advocates and reluctant readers. The narrative style is written as diary entries. Throughout the book are photos of actual historical artifacts that help support the events discussed in the story.

Morrison, Taylor. *Civil War Artist.* 1999. Houghton Mifflin. The character and story are a work of fiction, however, Morrison wrote this book as a tribute to all the Civil War sketch artists who remain unidentified. They, along with the newspaper companies who may have employed them preserved an important part of US history.

Rinaldi, A. (2001). *Girl in Blue.* New York: Scholastic. At the beginning of the Civil War, a teenage Michigan girl decides that dressing as a teenage boy and joining the northern forces is preferable to an arranged marriage. Her deception is not discovered for months, during which time she learns much about the horrors of war. Upon discovery, she chooses the option of becoming a spy for Pinkerton's detective agency and works as a maid in the house of Rose Greenhow, a Confederate sympathizer in Washington, D.C. Although the story is historical fiction, it is based upon a real woman, Sarah Emma Edmonds.

Wisler, G. Clifton. *When Johnny Went Marching: Young Americans Fight the Civil War.* 2001. 116p. HarperCollins. Gr. 5 & up. A must read for units on the American Civil War! The

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abundance of youth serving in a war reflected the spirit of the times and the naiveté of the horrors inherent with war. This book chronicles a wide cross section of youth from varying backgrounds including women.

Immigration (1870-1915)

Bauer, M.D. (2003). *Land of the buffalo bones*. New York: Scholastic Inc.

Fourteen year old Polly Rodgers kept a diary of her 1873 journey from England to Minnesota. She was part of a Baptist colony seeking religious freedom. The introduction of the Ojibwa people shows who the true keepers of the land were and how they silently made their presence known in the new Minnesota settlement.

Behnke, A. *Chinese in America*. (2005). 80 p. Minneapolis, MN: Learner Publications Company. The Chinese were one ethnic group that received a great deal of discrimination in the settling of the West. This nonfiction book provides a wonderful view combined with historical facts on minority peoples who contributed much to making America what it is today.

Bial, Raymond. *Tenement: Immigrant Life on the Lower East Side*. 2002. 48p. Houghton Mifflin. Gr. 5 & up. At the turn of the last century immigration was at its peak in America. Thousands came through Ellis Island in New York. Where did the people who had no relatives to greet them stay? Many lived in tenement housing, often only one step above living in the streets. Through historical and present day photos Raymond Bial provides readers with an amazing look at this time period in US history. For many of us, it was our ancestors who followed this path. This book lends itself to researching our own family history and grasping a better understanding of the hardships they went through to make a better life for themselves and their offspring.

Fletcher, Susan. *Walk Across the Sea*. 2001. 214p. Atheneum. Gr. 5-8. Chinese immigrants, Celestials, live precariously beside white people in Crescent City, Oregon. When the lumber mill owners hire Celestials over the locals the tension mounts. Eliza, a daughter of a fundamentalist lighthouse keeper witnesses the cruel extraditing of the Chinese immigrants. During this deportation period Eliza looks for one China boy, Wah Chung. He had saved her goat from being washed out to sea. When he turns up hiding in her father's tool shed Eliza is faced with defying her parents in an attempt to save Wah Chung.

Frost, Helen. *German Immigrants 1820-1920; Coming to America*. 2002. Blue Earth Books. Capstone Press. This book discusses aspects of the early German immigrants who came to America. Topics include reasons German people left their homeland, the experiences immigrants had in the new country, and the contribution this cultural group made to American society. Activities are included. This book is part of a larger series.

Giff, P. (2004). *A House of Tailors*. New York: Wendy Lamb Books. Because of an incident in Germany in 1871, Dina Kirk emigrates to America. Hardship and an unhappy uncle await her in this new land. Worst of all, Dina is expected to do what she hates the most. This work of historical fiction is loosely based on the great-grandmother of author, Patricia Giff.

Granfield, Linda. *97 Orchard Street, New York: Stories of Immigrant Life*. Photos by **Arlene Alda**. 2001. 56p. Tundra Books. Gr. 5 & up. We might say this book grew out of the vision of Ruth J. Abram, a visionary, who decided to convert a rundown tenement building that once housed immigrants from more than twenty countries into an immigration museum.

Linda Granfield and Arlene Alda bring this wonderful story of the museum to life. This book has a multitude of applications for social studies: collecting immigration stories, collecting artifacts, preserving history, and restoration of historical buildings. The museum opened its doors in 1988 and can be visited in New York. For more information go to their Web site at www.tenement.org.

Jaspersohn, William. *The Two Brothers*. Illus. by **Michael A. Donato**. 2000. 32p. Vermont Folklore Center. Gr. 2 & up. This true immigration story is wonderful. When Heinrich left Prussia for America, in hopes of finding a better life, he was separated from his brother Frederick and his mother. Heinrich promised he would raise the money and send for them. As time passed Frederick was not able to contact Heinrich when their mother died. Frederick sold everything and set out for America hoping to find his brother Heinrich. For months they did not know they worked for farmers with adjacent land from one another. One day the two brothers were sent to mend the fence that separated their employer's lands. You can imagine their surprise upon seeing each other.

Namioka, Lensey. *An Ocean Apart, A World Away*. 2002. 197p. Delacorte. Gr. 7-12. Xyeyan, also known as Yanyan, has wanted to become a doctor since she was young, but in 1920 it was very unusual for women to become doctors let alone go to a university. Women her age were destined for marriage, not education. When Yanyan does get her chance to study medicine at a university in America she finds resistance there too. Namioka has crafted a wonderful story of a strong and determined Chinese descendent caught between two worlds.

Oswald, N. *Nothing Here But Stones*. (2004). 215 p. New York: Henry Holt and Compnay. At the tail of the immigration peak in the 20th century many people sought opportunities in the vast western frontier. One group of Jewish families were made some promises about some prime farmland in Colorado. The reality was less than what they were told. This work of historical fiction is based on a community that once existed in Colorado.

1920's and the Depression Era

Blumenthal, Karen. *Six Days in October: The Stock Market Crash of 1929*. 2002. 155p. Atheneum. Gr. 5 & up. A timely book considering the present condition of the stock market. While we are not living under a threat of a crash, this book may offer some interesting insights. Photos, political cartoons, documents, and an amazing array of statistics and facts about people and events are included in this book.

Cooper, Michael L. *Dust to Eat: Drought and Depression in the 1930s*. 2004. Clarion Books. Gr. 5-8. This book tells not only the story of the migration of "Okies" west during the Great Depression, but of the deeper roots and causes of the phenomenon of the Dust Bowl. A line from an article in the San Francisco Chronicle by John Steinbeck begins chapter one and from that point on Cooper uses a truly multimediu approach in telling the miserable story of migrant families struggling to survive. Besides John Steinbeck, readers gain perspectives from bankers of the period, farmers, Woodie Guthrie, news reporters, campaigns by the Works Progress Administration, and especially the images of Dorothea Lange. *Dust to Eat* sends a powerful message to young readers that is critical of the inhumane treatment migrant families underwent. The cause and effect unfolding of the story, the images, maps, newsprint, and quotes move readers to contemplate the scope of human suffering and the vast effort it took to repair the damage done to the country afterwards.

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Lange's photographs are particularly vivid and painful, and for the most part, Cooper has taken pains to illustrate this book with many of her lesser-known images. Photographs showing "black blizzards" descending on Plains farm towns are truly frightening. This book does a lot to bring meaning back into a period of history that usually gets little more than a desultory fifty minutes of coverage within a broader unit on the Great Depression.

Cushman, Karen. *Rodzina*. 2003. Clarion Books. 5-12. Rodzina is an "over-sized, unattractive, standoffish, girl of Polish origin." She has little hope of being adopted on the Orphan Train and she knows it. A tough cookie, she refuses to go to anyone if she will be unwanted or a slave. Her one ally is the young female doctor who led the train, but who cannot find people willing to be treated by a female doctor. This Cinderella tale, like all of Cushman's books, is a model of female strength told with humor.

DeFelice, Cynthia. *Nowhere to Call Home*. 1999. Farrar, Strauss, Giroux. During the Depression many people lost their entire life savings, their businesses, their jobs and their homes. Frances Elizabeth Barrow lost her only parent and everything she knew to be home and family when her father took his own life after the Crash. She decided to ride the rail and live the life of a hobo. One catch to her plan however was the fact that she was a girl, not a guy. DeFelice does a marvelous job of depicting the lifestyle of this desperate situation during this period of US history. A captivating read!

Durbin, W. *The Darkest Evening*. (2004). p. 232. New York: Orchard Books. As the United States was experiencing the postwar and predepression era Scandinavian communities in northern Minnesota and Eastern North Dakota received some visitors from Russia. The Russians were recruiting people who were knowledgeable of logging and making a living under colder climates. Conditions for the immigrants to Russia were not what was promised. Despite the realities they were hearty and proud people who began to make things work. A sawmill was created. A ski and sled industry too. Then the Scandinavian men started disappearing. Stalin was in power. Their survival was at stake. This compelling piece of history was not brought to light until the 1980's from family survivors of that experience.

Durbin, William. *The Journal of C. J. Jackson: A Dust-bowl Migrant-Oklahoma to California, 1935*. 2002. Scholastic Gr. 5-12. This book would work extremely well for lower readers with Hesse's *Out of the Dust* and *The Grapes of Wrath* by Steinbeck. The story of the Jackson family could as easily been one that Steinbeck met in his visit to Tom Collins and the Weedpatch that inspired his novel. The historical notes and map at the end add to the book's quality.

Hale, M. *The Truth About Sparrows*. (2004). 260p. New York: Henry Holt and Company. As the depression swept across the south many families took to the highways for better opportunities in the West. The families in this story make it to Texas. Jobs in the cannery are available and housing is meager at best. To add to the drama the father has no legs. This resourceful family is determined to make it work. The story is told through the preteen daughter who has a coming of age experience.

Miller, William. *Rent Party Jazz*. Illus. by **Charlotte Riley-Webb**. 2001. 32p. Lee & Low. Gr. 1 & up. This enthralling story about community spirit set in 1930 New Orleans is marvelous. Hosting a jazz party to help pay the rent was a phenomenon that occurred among the African-American community. When a family was facing hard times as the one in this book, a musician would come play in their home. A container was set beside the musician and people who would come to

listen often put money in this pot for the struggling family.

Mitchell, M. K. *Uncle Jed's Barbershop*. Illus. by **James Ransome**. (1993). 29 p. New York: Simon & Schuster Books for Young Readers. Uncle Jed had a dream to one day open his own barbershop. He traveled the county on his mule to cut people's hair. Sometimes the pay was nothing more than a meal or some goods, but over time he managed to save \$3000 dollars. Then the stockmarket crashed and the banks defaulted on their customers. Uncle Jed never lost hope and once again started saving his money. Finally at the age of 80 he opened the doors to his new shop. A beautiful African American story that touches on discrimination, living your dreams, perseverance, and the strength of families.

Ryan, Pam Munoz. *Esperanza Rising*. 2000. 262p. Scholastic Press. Gr. 5-12. This well paced multicultural read reflects the challenges of many who came from Mexico to America. Esperanza's life in Mexico is wonderful. She lives on a large hacienda with a mother and father who love her. Her Quinceañeras is planned two years in advance. Suddenly her father dies in mysterious circumstances and her home burns. Shortly after her father's death her uncle proposes to her mother and suggests Esperanza be sent away to school to learn manners. He thinks he has left Esperanza's mother no choice but she chooses to leave and find a new life in the United States. Esperanza's mother tells her that they will be like the phoenix and rise from the ashes of their old life into a newer and more beautiful one. Esperanza finds that her new life in the fields is hard work. Her mother becomes ill and Esperanza must ensure their survival on her own. Her life has changed but Esperanza has changed most of all. She will never again be afraid to start over. She has survived and in the process sees firsthand the lifestyle of underprivileged. Once she has worked side by side with them she no longer sees her friends as she did when they worked for her father. A strong aspect of this story is the historical context of the Mexicans and Mexican Americans during the late 20s and early 30s. The unjust and all too often inhumane treatment of brown skinned people in this period has found little attention in our history texts. Some historians believe the involuntary deportation of migrant workers to Mexico numbered between 450,000 and 1,000,000 people.

World War II

Caeddert, Louann. *Friends and Enemies*. 177p. Atheneum. Gr. 5-9. This story set at the beginning of WWII in a small community in Kansas is filled with tension. William, a collector of model war planes is the son of the new Methodist preacher in Plaintown. Jim, a Mennonite is the first person William befriends. William learns quickly from his classmates about the tension toward the Mennonites as war breaks out. Mennonites are pacifists toward any violent actions and William's friendship with Jim is jeopardized as he struggles with his own understanding of pacifism.

Cooper, Michael L. *Remembering Manzanar: Life in a Japanese Relocation Camp*. 2002. 68p. Clarion Books. Gr. 4-8. We are fortunate to have had Dorteia Lange and Ansel Adams who provided the now invaluable pictures of this period in U.S. history. As history proved, the acts behind the creation of Japanese relocation camps proved to be one of the U.S. government's most embarrassing actions. Through photographs and Michael Cooper's penchant for research details readers are taken back to Manzanar to revisit the lives of the hundreds of Japanese Americans who lived part of their life in this relocation camp.

Cooper, Michael L. *Fighting for Honor: Japanese Ameri-*

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cans and World War II. 2000. 118p. Clarion. Gr. 5 & up. It was not until 1988 that America officially acknowledged their mistake in forcing all the Japanese Americans during WWII to live in internment camps throughout many western states and Oklahoma. Under President Clinton the once imprisoned survivors were given checks for \$20,000 and a letter of apology. Cooper prudently chronicles the Japanese American plight in the internment camps and in the military. Historically not one case of espionage by a Japanese American was ever found. The Japanese American contributions to the making of this nation have been many. This is an important addition to the social studies curriculum.

Denenberg, Camp. *The Journal of Ben Uchida: Citizen 13559 Mirror Lake Internment Camp*. 1999. Scholastic. The fictional diary of Ben Uchida from Mirror Lake Internment Camp reflects the living conditions of Japanese American who endured this unjust treatment. Many western states including Idaho housed internment camps now offer national historic sites as a monument to those who were victimized for their Asian heritage.

Fleming, C. (2003). *Boxes for Katje*. New York: Fariar, Straus, and Giroux. Rosie from America sends a package to an unknown Dutch girl named Katje. Not a big deal in today's world, but this occurred in 1945 in the middle of a war. From this exchange a relationship formed and one Dutch community is helped through a tumultuous World War II. An uplifting story!

Hesse, Karen. *Aleutian Sparrow*. 2003. McElderry Books. 5th-9th. After the attack on Pearl Harbor, the Japanese invaded the Aleutian Islands, a part of what is now Alaska. The U.S. Government relocated the native people on these islands to forested areas of Alaska's Southeast interior. The Aleut's wee coastal people who depend on the

sea for their livelihood. This novel, written in verse, tells of the hardships of living in an unfriendly and unknown environment for Vera and her people as they struggle to keep their heritage and culture intact.

Kerr, M. E. *Slap Your Hands*. 2001. 198p. HarperCollins. Gr. 7 & up. In this powerful drama, the act of war presides over humanitarian relationships. Being a CO (conscientious objector) during the height of World War II was not a favorite position even if you were Quaker. Jubal's older brother Bud registered as a noncombative enlistee and choose to do Civilian Public Service stateside instead of going overseas. The patriotism sentiment was high in the town of Sweet Creek and Jubal's once model family was being torn apart because of their Quaker upbringing. Their father's store was a frequent target of slanderous graffiti and business was steadily dropping. Jubal's parents talked less and less to each other. Adding to the tension Jubal was falling in love with the daughter of Radio Dan, an outspoken patriot, who was adamantly opposed to COs or any antiwar sentiments.

Lisle, Janet Taylor. *The Art of Keeping Cool*. 2000. 207p. Atheneum. Gr. 5-8. World War II is in full swing and the farm in Ohio is too much for Robert and his mother to handle while his father's was on active duty in the Air Force. His mother decides to rent out their farm and move in next door to Robert's grandparents who live in Rhode Island. Patriotism is high, prejudice against Japanese and Germans in America is rising, and an invisible tension rises from within his grandfather's household. This tension caused by his paternal grandfather is a mystery to Robert until family secrets are slowly revealed through a series of events. The drama in this novel will keep readers at the edge of their seats.

Mazer, Norma Fox. *Good Night Maman*, 1999. Harcourt Brace. Lake Oswego, New York was the only refugee camp

on U.S. soil during the Second World War. In this book Marc and Karin Levi are two of the lucky 982 who after years of hiding came there to survive. This fictional historical footnote illuminates an event of history few are familiar with today.

Woodson, J. *Coming On Home Soon*. Illus. by **E. B. Lewis**. (2004). 28 p. New York: G. P. Putnam's Sons. During post WWII many families from the south were split. Fathers/ mothers went north to find jobs in hopes of saving money and bringing their families together again. The anticipation of seeing their father or mother again experienced by the children is captured beautifully in this story.

Racial Theme & Civil Rights Movement

Crowe, Chris. *Mississippi Trial, 1955*. 2002. Phyllis Fogelman/Penguin Gr. 9-12. This book is based on the true story of Emmett Till. Emmett was a fourteen-year-old African American boy from Chicago who went to visit relatives in Mississippi in the fall of 1955. A fish out of water in Mississippi, his behavior did not fit the accepted norm for behavior from a black person in the south. Talking to a married white woman and being bold enough to whistle at her condemned him, in spite of his youth, to torture and death. This extraordinary book will haunt you long after you finish reading it. It is a well-written tale with a constantly increasing tension with fully rounded and developed characters. This is a coming of age story about a young white boy who goes back to visit his beloved grandfather and finds a world he was too young to see when he visited as a child. Hiram finds the difficulty in facing darkness is not the darkness that lies hidden in strangers, but the darkness hidden in ourselves and those we love.

Crowe, Chris. *Getting Away with Murder: The True Story of the Emmett Till Case*. 2003. Phyllis Fogelman Books. Emmett Till, a fourteen-year-old African-American who is visiting relatives in a segregated Mississippi, is accused of whistling at a white woman and falls into the hands of local vigilantes. His murderers are brought to trial, but justice is absent in the Jim Crow south of 1955. This historical account includes photographs, trial records, and newspaper reports.

Farris, Christine King. *My Brother Martin: A Sister Remembers*. Illustrated by **Chris Soentpiet**. 2003. Simon and Schuster. 3 - 8. A very well written account of the childhood of Dr. Martin Luther King Jr., as written by his sister. The book begins with the birth of Martin Luther King, Jr., as he was called. Martin Luther King, Jr. and his brother and sister grew up in a very loving and normal home. They had their own adventures and played practical jokes on friends and family. The King children grew up in Atlanta, Georgia and had to live with segregation laws. They lived in a black neighborhood that had a store owned by a white family. The children played together until the segregation and racism became too much for the families. Mrs. King gave hope to the children as she explained why there was segregation. This began Martin's dream to turn the world upside down.

Fradin, Dennis Brindell & Judith Bloom Fradin. *Ida B. Wells: Mother of the Civil Rights Movement*. 2000. 178p. Clarion. Gr. 5 & up. This biography is about a woman of courage and strength. One of her most noted acts of bravery was her role in getting the Black men freed who were unfairly convicted for the Phillips County riot in Arkansas. She went undercover to hear their story and then wrote about it in *The Arkansas Race Riot*. She then sent that pamphlet to influential people in Arkansas that resulted in their freedom. This incident was one of many unjust and racial acts Ida Wells encountered through her constant vigilance toward justice for Blacks in America. She did not live to see the Civil Rights Bill passed,

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but she was truly one of the heroines who made it happen. Ida B. Wells also co-founded the NAACP.

Freedman, Russell (2004). *The Voice that Changed a Nation: Marian Anderson and the Struggle for Equal Rights*. New York: Clarion Books. An eloquently written account of Marian Anderson, the reluctant crusader for civil rights in the arts. Accompanied by exceptional photographs, Russell Freedman relates this story of a woman whose voice awed audiences in Europe, but was denied that opportunity in America on account of her skin color. Marian Anderson's voice graced the isles of many venues around the world, even the White House, but when her dream to perform at Constitution Hall in Washington, D.C. was refused, she stepped to the forefront of the battle for justice and equality in this nation. Having been denied Constitution Hall performances several times; Anderson befriended and surrounded herself with powerful advocates, like Eleanor Roosevelt, to confront the controversy. History was made on Easter Sunday 1939, when a free concert on the steps of the Lincoln Memorial was attended by nearly 15,000 people, sending a powerful message against racial discrimination and bigotry. A tribute to Marian Anderson's life is portrayed in incredible pictures and enticing words providing a look at a person in history rarely heralded for all her contributions.

Fuqua, Jonathon Scott. *Darby*. 2002. 242p. Candlewick Press. Gr. 5-8. Nine year old Darby and Evette have been friends for as long as they can remember. They do most everything together, but go to the same school or enter into each other's house. It's 1926 and their peaceful little town seems normal for a southern community until Darby, with the help of Evette's editing skills, starts pointing out the racial prejudice through Darby's guest column in the local newspaper. An excellent period piece.

Hall, B. (2004). *Henry and the kite dragon*. New York: Philomel Books. Based on true events in the 1920's, this picture book story unites two separate cultures living in Chinatown. One old man brings solutions to the younger generation's problems. Conflict resolution in the midst of diversity come through in this touching story.

Hesse, K. (2001). *Witness*. New York: Scholastic. In a 1924 Vermont small town, lives are affected by the arrival of the Ku Klux Klan. In a playwright format, by the author of *Out of the Dust*, voices of various townspeople speak in turn as their lives and events intertwine. The strongest voices, and those most personally affected, are those of a 12-year-old African-American girl and a 6-year-old Jewish girl. Another powerful voice is that of a young white man who is initially drawn into the Klan and then changes his mind. Some background information on the Klan before reading the book is helpful to grasp the significance of the events and attitudes. The personal interactions and reflections from different perspectives provide material for substantial personal reflection or group discussion about not just the history itself, but of the attitudes and actions that can result from the phenomena of "group think."

Graham, Lorenz. *South Town. North Town. Whose Town. Return to South Town*. 1976. Rpt. 2003. Boyd's Mills Press. 5-12. This series was first printed in 1976 and is still a clear picture today of life for a black family in the South and North before and during the Civil Rights Movement in the United States. From David's pivotal event in his life, saving a young white boy from drowning, and the notoriety it gives him, to his dream of becoming a doctor and all the people who stand in his way or help him, this is a saga of the times. It has aged well and is likely to intrigue students today as much as it would have in 1976. The characters are true. David's

struggles against racism and poverty are aided by a strong and resilient family life.

Les Becquets, Diane. *The Stones of Mourning Creek*. 2001. 306p. Winslow Press. Gr. 6 & up. This compelling story set in 1966 is hard to put down. After the death of Francie Grove's mother, her understanding of the small community she lives in turns into a lesson on friendship, racism, love, small town politics, and pain. Her best friend is Ruthie Taylor, a black girl, who helps Francie solve the mystery behind her mother's death, but the consequences are more than they ever imagined. Strong character types and a powerful story will remind readers of Harper Lee's, *To Kill a Mockingbird*.

Littlestugar, Amy. *Freedom School, Yes! Illus. by Floyd Cooper*. 2001. 32p. Philomel. Gr. K-5. In 1964, over 600 volunteers, black and white, went into Mississippi to start the Mississippi Freedom School Project. In this story, Annie, a twenty year old white teacher moves in with Jolie's family. Tension mounts. The church which is also the school meeting place is burned, but they hold class anyway. Volunteers rebuild the church. Jolie and others young and old learn about Black historical figures including some of their own kin who helped build the United States. This is a touching tribute to the Civil Rights Movement and an important book to help our growing understanding of a part of history we must not forget.

McWhorter, D. *A Dream of Freedom: The Civil Rights Movement from 1954 to 1968*. (2004). 160 p. New York: Scholastic. This nonfiction account chronicles a tumultuous time in our history. Photographs and first person documents from the era frame many of the events.

Miller, William. *Night Golf*. 1999. Illus. by **Cedric Lucas**. Lee & Low Books. This story is a work of fiction, however, this book provides an important historical perspective on African American involvement with golf. In the past, African Americans were denied access to play golf on most courses. Some folks ingeniously beat the discriminating rule by playing at night. This story is about such a happening. Miller also added a section with African American historic milestones in the sport of golf. A good book for all audiences.

Mochizuki, K. *Heroes*. Illus. by **Dom Lee**. (1995). 30 p. New York: Lee & Low Books, Inc.

This story is set in the 60's. Our main character is attending school and like schoolmates gets caught up in playing war-like games. Except Donnie is always cast as the enemy because he is of Asian descent. The games get too rough at times and Donnie wants his schoolmates to know that his father fought in WWII and his uncle in the Korean War. Mochizuki sends a powerful message on semi-conscious racial profiling that is as timely today as the past.

Morrison, T. (2004). *Remember: The Journey to School Integration*. New York: Houghton Mifflin. With powerful photographs, and fictional but appropriate dialogue and monologue, the personal experiences of integration after *Brown v. Board of Education* are documented. Morrison does this in a way younger elementary students and up would find appropriate to begin a discussion. The voices of the black children come across with a mixture of confusion and hope, as the times contained such a mixture. Each photo is documented as to location as well as significance. A timeline of key events is also included.

Vander Zee, R. (2004). *Mississippi Morning*. Grand Rapids, Michigan: Eerdmans Books for Young Readers. James lives in rural Mississippi and segregation was something he had grown up with for all his life. That did not stop in from spending the summer playing in the woods with his friend Red and fishing with a sharecropper's son, LeRoy. He hears stories from them about local men who belong to the Klan

American History Through Diverse Eyes - cont.

and have a hanging tree. James finds out they burned the black preacher's home and attacked black men. When James asks his father about the Klan, his father won't discuss it. One morning when doing chores, however, James sees his father coming home in the Klan robes, and his relationship with his Father is changed forever. He can never really look into his Father's eyes again knowing what he has done.

Wiles, Deborah. *Freedom Summer*. Illus. by **Jerome Lagarrigue**. 2001. 32p. Atheneum. Gr. K-5. Joe and John Henry have been best friends forever. Though they played together every summer, there were some things they could not do together, such as swimming in the public pool. Prior to 1964, Blacks in Mississippi were not allowed in many public places including swimming pools. The year the Civil Rights Act passed Joe and John Henry planned to swim in the town pool. When they reached the pool the workers had just finished filling the entire pool with asphalt. Based on actual events this story is a noteworthy addition for discussing the Civil Rights Movement with students.

Woods, Brenda. *The Red Rose Box*. 2002. 136p. Putnam. Gr. 4-8. In the early 1950's there was a major contrast between life in Louisiana and California. Ten year old Leah has grown up all her life among poverty and Jim Crow laws in Sulphur, Louisiana. When she goes to visit her Aunt in California she sees another side of freedom unimaginable to any Blacks from the south. This book is a marvelous example of the environmental contrasts in history merely based on skin color and location.

Vietnam War Era

Brown, J. (2004). *Little Cricket*. New York: Hyperion Books for Children. In the war-torn country of Laos in the 1970's, twelve-year-old Kia Vang, known by her family as "Little Cricket", begins her arduous journey to America. She and her Hmong farming family are forced to leave their home and country and travel to a refugee camp in Thailand. They spend three long years living there waiting to immigrate to America. Kia, her older brother Xigi, and grandfather are finally allowed to leave while the rest of their family must stay behind. The transition to middle-class Minnesota proves difficult for them as they struggle with language barriers and a new culture. Kia and grandfather find acceptance and friends as they grow a garden in the Hmong tradition to help support themselves and bring the mother and grandmother to America.

Mochizuki, Ken. *Beacon Hill Boys*. 2002. 199p. Scholastic. Gr. 7-12. Life in the 1970s for Japanese Americans was still plagued with the fallout from WWII. Subtle racism was prevalent in Seattle, the town in which Dan Inagaki lived. Dan felt it was time to stand up for his and the rights of other Japanese Americans, but who was going to listen? His brother was a model student and athlete. His father never wanted to talk about the past, especially the internment camps, and seemingly always gave into Whites. Tension and understanding builds as Mochizuki brilliantly provides readers with an exceptional book about an overlooked racial reality in US history.

Warren, Andrea. *Escape From Saigon: How a Vietnam War Orphan Became an American Boy*. 2004. Farrar, Straus and Giroux. Gr. 5 & up. The title accurately outlines the book's content. Told in the third person from the real-life memory of Matthew A. Steiner, born Long Hoang, to a Vietnamese mother and an American father in 1966. The story is taut and gripping for readers of all ages. The author doesn't linger over the painful and suspenseful events of the story, though the

reader is drawn in and emotionally engaged. Photographs dispersed throughout the book from the time period and of the main character will provide great entries into discussion for all readers, too. Known in the U.S. as the Vietnam War, the reader learns that in Saigon the same conflict was called "The American War." Any student of history and the Vietnam War will be surprised by the difference in perspective gained when she views it through the eyes of a young orphaned Asian American boy.

Nonfiction

Adler, D. (2004). *Enemies of slavery*. New York: Holiday House.

The short one page biographies accompanied by full page illustrations tell the stories of fourteen men and women who stand as enduring champions of freedom in a time of slavery. These Americans risked their own lives and liberty so that others could be free. The individuals include men and women, both black and white, who covered the span of the nineteenth century fighting against slavery.

Clinton, Catherine. *The Black Soldier: 1492 to the Present*. 2000. 117p. Houghton Mifflin. Gr. 4 & up. This is a book that every social studies class should have on hand. The African American contribution to the building of this nation is an important part of our history and all too often slighted. This book is a nice overview. Clinton also includes some selected books for further exploration.

Coleman, Penny. *Girls: A History of Growing Up Female in America*. 2000. 192p. Scholastic. Gr. 4 & up. This book offers a marvelous contribution to United States history studies. Coleman's theme of female contributions crosses many cultures. This book provides an overdue perspective on the making of America, drawn from diaries, memoirs, letters, household manuals, magazines, and advice books.

Cooper, Michael L. *Indian School: Teaching the White Man's Way*. 1999. Clarion Books. Perhaps one of our Nation's biggest acts of injustice was the removal of Indian children from their families and forcing them into schools that began stripping them of their culture. Cooper has a reputation for researching and highlighting parts of history that have been omitted until more recently. This book provides an important look at a period in our history that started in the 1800's spanning into the early 1950's.

Kendall, Martha E. *Failure is Impossible: The History of American Women's Rights*. 2001. 96p. Lerner. Gr. 5 & up. A perfect addition to the growing body of literature honoring women in the United States. Highlights include momentous events and courageous women who led the way toward equity for all in the United States. Also included is a time line and additional resources beyond biographies for further reading. A must acquisition for libraries and feminist and social study courses.

McDonough, Yona Zeldis. *Sisters in Strength: American Women Who Made a Difference*. Illus. by **Malcah Zeldis**. 2000. 48p. Henry Holt. Gr. 3 & up. Strong women throughout history have helped make America what it is today. These eleven mini biographies of women serve as a tantalizing beginning for further exploration and research. Included in her collection are: Pocahontas, Harriet Tubman, Elizabeth Cody Stanton, Susan B. Anthony, Clara Barton, Emily Dickinson, Mary Cassatt, Helen Keller, Eleanor Roosevelt, Amelia Earhart, and Margaret Mead. Also included is a handy time line and bibliography.

Santella, A. (2002). *The Navajo*. Children's Press. Nomadic and traditional, the Navajo once lived in Canada

cont.

American History Through Diverse Eyes - cont.

then moved south to the desert and settled there. Adapting over the years to the European customs, the Navajo became an important key to the U.S. Marines during World War II. Navajo believe in the wisdom of the past and use this belief to help them meet the challenges of the future. The Navajo seek to preserve their unique traditions and pass them onto their children.

Steiner, S. & Steiner, J. *P is for Potato: An Idaho Alphabet*. Illus. by **Jocelyn Slack**. (2005). 36 p. Chelsea, MI: Sleeping Bear Press. From having the first Jewish governor to preserving the Quinceañeras among Hispanic families this book is filled with facts and information about Idaho and the people who have ties to the state. Included are Sacajawea who was born in Idaho and many other significant people.

Thimmesch, Catherine. *Madam President: The Extraordinary, True (and Evolving) Story of Women in Politics*. Illus. by **Douglas B. Jones**. 2004. 80p. Houghton Mifflin. Gr. 3-8. Will there be a female president of the United States in your lifetime? Women have been involved in politics for a long time and a female running for president has happened before.

Thomasma, Kenneth. *The Truth about Sacajawea*. Illus. by **Agnès Vincent Talbot**. 1997. 96p. Grandview Publishing. Gr. 4 & up. Thomasma's fascination for Sacajawea and the Lewis and Clark Expedition have become a life-long passion. He has researched and reread the journals of this expedition to bring this story to readers. Many excerpts from the journals are included. Reading Joseph Bruchac's story about Sacajawea (above) along with this one provide many wonderful adventures and images to ponder over.

Winter, Jonah. *Fair Ball! 14 Great Stars from Baseball's Negro Leagues*. 2000 Scholastic Press. Gr. 3-12. The black athletes in the Negro Leagues were often better players than their white counterparts in the white leagues. Satchel Paige won more games than Cy Young. Cool Papa Bell was faster than Ty Cobb. Josh Gibson hit more home runs than Babe Ruth. This book allows us all to see some baseball truths.

Biography

Bernier-Grand, C. T. (2004). *Cesar: Si, Se Puede! Yes, We Can!*. New York: Marshall Cavendish. Through poems, the life of Cesar Chavez is presented in lyrical form. After Cesar's family lost their small store in Arizona during the depression they began the cycle of toiling in the fields while following the crops. The author's poetry tells the story of how Mexican-American farm workers endured difficult work conditions, hunger, poverty, and the prejudice of a white society. As an adult, in the 1960's and 70's Cesar organized campesinos to form the United Farm Workers Union. Under Cesar's leadership, the peaceful intervention of LaCausa improved living and working conditions for the farm workers. His heroic momentum still exists today.

Bruchac, Joseph. *Jim Thorpe's Bright Path*. Illus. by **S. D. Nelson**. 2004. 40p. Lee & Low Books. Gr. 3-6. Many agree that Jim Thorpe was one of the greatest athletes of the 20th century. His Native American roots became a test of his courage and tenacity. Thorpe's gentle spirit and commitment toward fighting for Native American rights became a life-long mission. His amazing Olympic athletic accomplishments were reinstated after his death.

Cline-Ransome, Lesa. *Satchel Page*. Illus. by **James E. Ransome**. 2000. 32p. Simon & Schuster. Gr. 3 & up. Truly one of the greatest baseball players of the last century was Satchel Page. Satchel was the first black pitcher in the major leagues, first black man to pitch in a World Series, and the first black man to be inducted into the Baseball Hall of Fame.

As a side note, I remember attending a baseball game with my father and brothers where the announcer told us the man on the mound, Satchel Page was the oldest living active baseball player at the time. He was one great pitcher that left his showmanship in my memory to this day.

Fradin, Dennis B. *Fight On! Mary Church Terrell's Battle for Integration*. 2003. Clarion Books. 3 – 12. Imagine going into a restaurant and being turned away because of your skin color. This happened to many people who began to stand up for their rights in the 1950's and 1960's. Mary Church Terrell, the daughter of slaves, was one of these persons. This book is based on her life and experiences. The book consists of letters, photographs, and facts in history leading to the abolishment of slavery.

Freedman, Russell (2004). *The Voice that Changed a Nation: Marian Anderson and the Struggle for Equal Rights*. New York: Clarion Books. An eloquently written account of Marian Anderson, the reluctant crusader for civil rights in the arts. Accompanied by exceptional photographs, Russell Freedman relates this story of a woman whose voice awed audiences in Europe, but was denied that opportunity in America on account of her skin color. Marian Anderson's voice graced the isles of many venues around the world, even the White House, but when her dream to perform at Constitution Hall in Washington, D.C. was refused, she stepped to the forefront of the battle for justice and equality in this nation. Having been denied Constitution Hall performances several times; Anderson befriended and surrounded herself with powerful advocates, like Eleanor Roosevelt, to confront the controversy. History was made on Easter Sunday 1939, when a free concert on the steps of the Lincoln Memorial was attended by nearly 15,000 people, sending a powerful message against racial discrimination and bigotry. A tribute to Marian Anderson's life is portrayed in incredible pictures and enticing words providing a look at a person in history rarely heralded.

Govenar, Alan (ed). *Osceola: Memories of a Sharecropper's Daughter*. Illus. by **Shane W. Evans**. Hyperion. Gr. 4 & up. Govenar interviewed Osceola Mays, who was born into a sharecropper family in 1909. The book is full of poignant one or two page vignettes from her life. This biography is an important piece of our history reflecting the challenging conditions that faced many Afro-Americans in the South.

Mandel, Peter. *Say Hey! A Song of Willie Mays*. Illus. by **Don Tate**. 2000. 32p. Hyperion. Gr. 1-5. One of baseball's best, Willie Mays. In rhyming text readers get a glimpse of Willie's life from birth to the Baseball Hall of Fame. There is an additional page of facts on Willie Mays at the end of the book.

Marrin, Albert. *Sitting Bull and His World*. 2000. 246p. Dutton. Gr. 4 & up. Marrin is not a new comer to nonfiction and this book matches the high quality of his previous works. Sitting Bull was probably one of the most well known of the Teton Lakota Plains People. His prowess became a legacy of the Native American's attempt to maintain their heritage. This book is filled with pictures, first person quotes, drawings, and captivating details of the events surrounding Sitting Bull's life. I found myself spellbound page after page.

Miller, William (2004). *Joe Louis, My Champion*. New York: Lee & Low Books. In the 1930's through the 1950's, the sport of boxing gained popularity. Crossing racial boundaries, Joe Louis became the inspiration to people of all ages, races, and backgrounds. More than anything else, Sammy wants to be a boxer, just like the "Brown Bomber", but he is too small and does not have very good aim. What he does have though is pride, intelligence, and a strong determination to always do his best and never give up – just like his hero. When Joe

American History Through Diverse Eyes - cont.

Louis fights James Braddock for the heavyweight championship, the same characteristics come to the forefront. Through his idolization of Joe Louis, his best friend Ernie, his father, and the town's storekeeper, Sammy learns valuable lessons. It becomes apparent that although he may not become a champion boxer, he would do his best to become a champion at whatever profession he chose.

Rappaport, D. (2001). *Martin's big words*. New York: Hyperion Books for Children

Dr. Martin Luther King, Jr. was one of the greatest figures of the civil rights movement. His philosophy of confronting violence with nonviolence transformed many lives and continue to inspire many today.

Rumford, J. *Sequoyah: The Cherokee Man who Gave His People Writing*. Translated by **Anna Sixkiller Huckaby**. (2004). 30 p. Boston, MA: Houghton Mifflin Company. Most have heard of Sequoyah, but little has been shared about his actual contributions to our Nation. Not only did he create an alphabet for the Cherokee people, his influence served as a foundation for some of our present government documents.

Seymour, Tres. *Our Neighbor is a Strange, Strange Man*. 1999. Illus. by **Walter Lyon Krudop**. Orchard Books. This book has possibilities for old and young audiences. You may have been told that the Wright Brothers at Kitty Hawk were the first to fly a human powered airplane. This story sets the record straight and gives the credit to Melville Murrell, creator of the very first human-powered airplane to take flight.

General Stories With Historical Connections

Choi, Yongsook (2001). *The Name Jar*. New York: Alfred A. Knopf. Unhei moves from Korea to America and discovers the importance of a name. She starts school and finds that the American pronunciation and Korean pronunciation of her name are very different. This, as well as her culture, becomes an embarrassment for Unhei. Her classmates come up with an idea for giving her an American name. They put

their suggestions in a jar that sits on her desk. As time progresses, Unhei is taught, through her new found friendship with Joey, that there are many similarities between Korean and American cultures. He teaches her the importance of her given name and friendship, while she teaches her classmates the unique attributes of her culture and name.

Johnson, Angela. *Those Building Men*. Illus. by **Barry Moser**. 2001. 32p. Scholastic. Gr. 1& up. A fine tribute to the diversity of men who built this great nation. From clearing the land to building skyscrapers, railroads and bridges, Native Americans, Europeans, Asians, and Africans, all our ancestors helped change this landscape forever. Moser's illustrations combined with Johnson's poetic voice make a breathtaking book.

Lee, Milly. *Earthquake*. Illus. by **Yangsook Choi**. 2001. 32p. Farrar, Straus & Giroux. Gr. K-5. This story is set during the 1906 earthquake which destroyed most of San Francisco. Milly Lee, of Chinese American decent, has preserved a part of her American history through this story told to her by her mother. Only eight years old at the time, her mother's story captures the fear, confusion, and flight to safety in Golden Gate Park. Only 478 deaths were reported based on voter registration and property ownership, but these lists did not include women and children, Native Americans, African Americans or Chinese and Japanese immigrants because they were not allowed voting or property privileges. Historians believe that more than 3000 people died in the earthquake and fire.

Recorvits, H. (2003). *My name is Yoon*. China: South China Printing Company Limited

This contemporary tale introduces Yoon from Korea. Unhappy with her name written in English, she refers to herself as "cat", "bird" and "cupcake" as a way to feel more comfortable in her new school and new country. An enlightening reminder of the importance of names regardless of cultural heritage. ■

Finding your Story: Genealogical Research on the Net - cont.

throughout the world, we don't have to drag our own machine with us everywhere we go. A computer and printer take up less space than adding on a storage room for all the information we find. The information contained in 100 books, or 160,000 pages of text can fit on just one CD. One CD can hold up to 700 MB, the equivalent of 460 floppy disks.

The Internet

The Internet takes computer word processing one step further. The Internet is like a giant library and the search engines are the catalogs. The Internet is an information gathering tool, like a making a telephone call or writing a letter. However, it is without a doubt, the best information gathering tool we have, outside of our own brains.

The Internet allows us to connect with the world, or our next-door neighbor. We can check resources at libraries, archives and other collections worldwide, or access e-books and digital documents from their holdings in our own town.

There may be others searching for our family and we can reach them via the Internet. We can correspond with new

'cousins' via email, newsletters and email-lists, chat sites and blogs. Not long ago, through the use of a Rootsworld mailing list, I 'met' and compared notes with the descendent of one of my ancestor's neighbors, who lives in England, something my great-grandmother could not have done without costly telephone calls.

Internet technology increases the speed and ease of finding records which helps control our impatience for information. We can send and receive documents and pictures immediately. Original documents located by a historical society in another country can be scanned and emailed the same day, definitely surpassing the speed of research in great-grandma's day.

Just a reminder, as with all research, new information needs to be evaluated and verified before being integrated into your family tree. Be sure the original documents you find are for the right person. The information contained in a primary or original document is only as accurate as the person who provided it could be at the time. Information from compiled records such as histories, directories, registers, and

cont.

Finding your Story: Genealogical Research on the Net - cont.

others, have error rates of about 10% (misspelling, omissions, copy errors, etc.) so always check them against the original record.

Getting Organized

There are several different types of research forms that can help you organize your information. Staying organized will help you avoid needless duplication as well as allow you to retrace your steps when necessary. Forms also provide a convenient location to record the information you find in your search until you can enter it into your computer. A great reminder from the *Ancestors Series*, "Even if you think you've written down every scrap of information found in a record, chances are, at some future time, you'll want to refer back to it. The more records you search, the easier it is to forget which records contained which pieces of information."

Two of the most important forms to use are the pedigree or ancestral chart and the family group record. A pedigree or ancestral chart lists ancestors that you are directly related to. The chart begins with you, and works backwards in time with your parents, grandparents, and so forth. A family group record sheet helps you keep track of your own and your ancestor's siblings. Fill out one family group record for your immediate family, one for your parents and your siblings (with you as a child), another one for each of your parents with their parents and siblings, etc. Include as much information as you currently have available. Eventually you will have one family group record that shows each individual from your ancestral chart as a child with their parents.

Where can you find all of these forms? If you are using organizational software package there should be forms available with it. Various family history Web sites have links to forms that you can print out, and your local library may even have blank forms. (See handout for links)

Research logs and checklists are to help you keep track of your research objective and the information you locate as you do your research. The research log provides a place to record your research goal and to add details as you locate them. Don't forget to cite your sources properly and include the URL of each Web site you have searched. The checklist is a great one page at-a-glance list of what records you have searched. It gives you a place to note "yes or no" to which searches you have already done or to write in brief notes.

Another great reminder from the *Ancestors Series*, "When you're surfing around from site to site, it's easy to get carried away and neglect to keep a research log. But chances are that when you go to the computer later, you'll end up visiting the same places—again and again. This can be good strategy, since many Web sites are always adding new information. But if you don't take the time to keep track of what sites you've researched, what you have researched those sites for, and what those sites contain, you can waste a lot of time and effort that could be spent on more profitable searches."

A Few Helpful Online Sources

Online sources can be divided into two categories, subscription and free. Subscription services such as Ancestry.com, Genealogy.com, and others, provide access to a variety of resources, including federal census records, passenger and shipping lists, newspapers, military records, directories, compiled family trees and more. Check to see if your public library or a nearby academic library has a subscription, or sign up for your own.

There are also numerous Web sites that provide information free of charge. A couple of great places to start looking

for your ancestors are Familysearch.org and Rootsweb.com, and be sure to bookmark Cyndislist.com. (See handout for more ideas)

Census Records

Census records are great people finders. They are also a wonderful Internet source for doing original research. An official census was a massive undertaking with the purpose of finding everyone and recording them on the 'official government' record. These were done regularly and allow us to take a quick look at our ancestors and their neighborhoods. Census records are one of the best sources of information about ages, occupations, family groupings, birthplace, relationships, and property ownership. You'll often find relatives living next door or near by, so be sure to search the names on the page before and after the family you were looking for. Census records are a springboard to other records. For example: you can use the birthplace and year of a person located on the census to help you search for the family's official birth records.

Many federal census records and some state census records are available online. The USGenWeb project is coordinating local volunteers to transcribe the records and then they are being posted online by county and state. Most of the U.S. census records are available on subscription databases: Ancestry.com, Genealogy.com and Heritage Quest. The 1881 Canadian census is available at Familysearch.org; the 1901 Canadian Census is available from Ancestry.com; the 1911 Canadian Census was just released on July 21, 2005 and is available at the Libraries and Archives Canada Web site. Census records on microfilm are also available in some larger universities, LDS family history centers, and via interlibrary loan from the National Archives.

Not long ago I was researching a family in the 1855 New York state census. I discovered that they were living in the Five Point's area of New York City, notorious as a crime and disease ridden neighborhood populated by recent immigrants. The census was specific enough that I found that they were living in Lewis N. Pease's *House of Industry*, one of the most notable and controversial of the charitable institutions in the city. At the end of the census film there were more details about the *House of Industry*. It was a great piece of information to add to the family story.

Digital Newspapers

Newspapers are another good source for locating information about ancestors. Birth, death, and marriage announcements were frequently recorded in city newspapers. Small community papers often had gossip sections that included which relatives were in town and who they were visiting, who made the honor role and when someone moved away. Search online for historic newspaper collections by using 'digital historical newspapers' AND Idaho (your geographic area). Ancestry.com also has links to digital newspaper collections from Alaska to Florida and most states in between (some states have more than others). See the handout for several university collections with free access.

City Directories

Even before the yellow pages there were city directories. Most included head of household name, address and occupation. Children over 18 who were employed are usually also listed. Directories provide community histories and details about the local economy. Directories can be used to find your ancestors between censuses. Many digital directories are available online through Ancestry.com, and Heritage Quest.

Finding your Story: Genealogical Research on the Net - cont.

Some state and county historical societies provide free access to directories on their Web sites. Or they will provide a description of the directory online and offer to do a search for a small fee.

Pictures, Music and Details of the Eras

Once you know where you ancestors lived you will probably be curious about what the community was like, and if there are pictures available. The Library of Congress' American Memory Collection can give you a real sense of a particular era. Their collection of pictures, diaries and letters, music, and more can provide clues to what life was like for our ancestors. Museum and archive Web sites can also fill in more details. Search for state, county and local historical societies and museums on the web.

Don't forget general search engines. Using Google's image search I was able to locate drawings of the *House of Industry* and the Five Points neighborhood in New York City as they looked in the 1850's. Be aware that there may be copyright restrictions on this material, but often you can purchase copies and obtain the right to reproduce materials when you make application to do so.

Military Sources

Civil War Web sites can be a treasure trove of information for those searching for military records. There are also sites dedicated to every other war fought by U.S. citizens. Each site contains differing amounts of details, but they are worth the effort to locate and search. Some require a subscription while others are free.

The National Archives has a great deal of information about U.S. soldiers. Their records include compiled service and pension records, as well as military unit histories. The service record covers the period of time the soldier was serving in the military. Pension records provide information about the post service period and seem to have the most information, including details about families. Military Unit Histories contain historical background of the conflict. Details about how to order copies (for a fee) of these records are at www.archives.gov.

Immigration records

Online immigration records can be a great help to researchers. Most contain names, ages, occupations and the city of departure for each passenger. Just be aware that the city of departure might not have been your ancestor's hometown. They may have traveled overland or by ferry to reach a larger city with a port. While passenger lists and other immigration records tend to contain spelling errors, immigration officials did not change people's names when they arrived.

Ancestry.com's immigration records contain data from a large number of passenger lists, and include ships arriving from foreign ports into New York City from 1500 to 1900, New Orleans from 1820 to 1850, and Canada from 1780 to 1906.

EllisIsland.org is a free Web site; however they do ask you to set up an account. Their immigration records cover arrivals from 1892 to 1924. They estimate that "nearly half of all Americans today can trace their family history to at least one person who passed through the Port of New York at Ellis Island."

Where do I start?

You have to know where you are before you can figure out where you're going. An analysis or survey of the information you already have is the best place to start. Gather family information using documents and sources you have at home, such as certificates, newspaper clippings, funeral programs, wedding invitations, court documents, deeds, wills, military records, photographs, diaries, family bibles, and all those stories your parents and grandparents told you as a child. Contact relatives for more information. It is best to verify verbal information with official documents whenever possible.

Enter the data into your pedigree charts and family group sheets.

Organizing the information into a family format helps with your analysis; this is where the family group sheets come in. Once you can look at what you have you will be able to determine what's missing. You can't do everything at once; this project is going to take some time and detective work to find the answers. But that's the fun part!

Your next step will be to select a research objective and decide what it is you want to know. Choose one family line or branch to work on, or a geographical area that several families lived in during the same time period. To track down the missing details start with what you already know.

Do you know when and where your grandparents died? Check the online Social Security Death Index for information. Once you have located the death date send for the death certificate, often it will include the person's birth place and parents' names.

An obituary can provide a wealth of information about additional family members. Check university library and historical society Web sites for digitized newspapers from the community. Substantiate dates in these newspaper articles by ordering copies of marriage and birth certificates from the appropriate state. See <http://vitalrec.com/index.html> for sources of vital records. Enter your new data, analyze what you have and move on to the next objective.

Computers and the Internet have streamlined family history research, making it easier to find and compile our family stories. The Internet makes it possible for us to search the world from our library or living room and receive large amounts of information almost instantly; computers help us organize and share what we learn. There is value in our past, take time to find the details.

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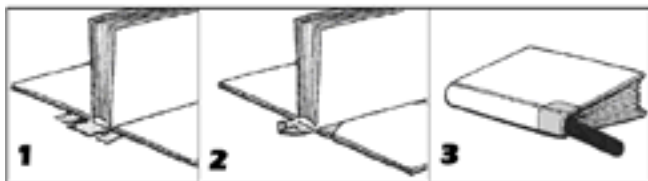
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Email the author at francisl@byui.edu for a copy of the workshop handout that includes links to a number of family history resources. ■

Basic Book Repair - cont.

East Headcap Repair

Method 1:



1-Cut a piece of book tape about 3" high and at least 2" wider than the width of the spine of the book. Lay across head cap as shown in 1. Rub down. Cut tape to the cover as shown.

2-Fold corners of center flaps over and fold down outer laps on the inside of each cover board.

3- Open the book part way and press wedge shaped ends of tape down into spine with a bone.

Method 2:

This method is good for very narrow spines or if part of the headcap or spine is missing.



1- Cut a piece of book tape about 3" high and at least 2" wider than the width of the spine of the book.

2-Mark the width of the spine by laying the tape across the spine with the sticky side up. Make 2 small snips in the tape to mark the spine width. Remove and extend the cuts about 1/3 of the way down the tape. Cut out narrow wedge-shapes.

3-Fold the middle flap down. You may have to trim the folded flap down a bit.

4-Apply tape to spine. Smooth down using fingers or a bone.

General Repair Tips

Never use Elmer's white glue to mend. Always use PVA (polyvinyl acetate) glue. It dries quickly and is flexible.

Use magic clear tape to mend pages, never cheap cellophane tape.

Always work from the inside out. Repair textblock first, and then the case.

Sort repairs. It is easier to do the same type of repair together. While some are drying, you can dovetail another repair job in.

Wetting down cloth hinge tape. Use dilute PVA to moisten pre-pasted cloth hinge tape. It holds better.

Keep your glue brush in a jar of water. PVA dries fast.

Keep your scissors clean. Use Goo-Gone to clean off sticky tape residue.

Mark the top of the textblock with a post-it note or book mark when you remove it from the case. This helps you to replace it in correctly in the case.

Take first pick from donations as cheap replacement books. If you have a room or closet to keep them in, have shelves put in so they are easy to find.

Repair Kit Essentials

- Apron
- Jar, tall enough to hold your brush
- Awl*
- Metal ruler (12" preferred)
- Bamboo skewers or mending rods
- Needles
- Book knife or putty knife
- Paper towels & facial tissues
- Craft (X-acto) knife
- Plastic bones (2) (available from Demco)
- Erasers, fiberglass & kneaded
- Post-It Notes
- Felt tip, pencil, & ball point pen
- PVA (polyvinyl acetate) glue
- Glue brush
- Rubber bands
- Goo-Gone
- Scissors
- Wax paper
- Linen thread
- Book tape—4" wide, black & white. You can mend about any case with black or white.
- If you have money, I also like dark blue, red, green and brown. 3" wide is nice for corners.
- Single stitch binder tape, 1" wide
- Polyester hinge mending tape, 1¼ " wide (I like Kapco's "EasyMend")
- Clear Magic tape
- Oak tag or lightweight cardstock

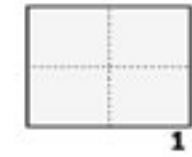
*You can buy an awl for big bucks from Gaylord or Demco, or you can make one for about 50 cents. Buy a wooden shape for a handle at the craft store. Buy a large darning needle. Select a small drill bit the diameter of the needle and drill a straight hole ½" deep in the handle with an electric drill. Dip the eye of the needle in craft glue or PVA and place in the hole. Let it dry 24 hours before using.



Basic Book Repair - cont.

Four Easy Books to Make

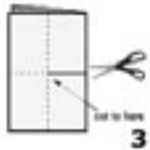
I. A One Sheet Book



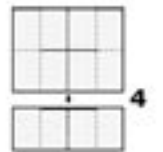
Step one
Fold the paper over longways (a hot dog fold) so that the corners meet. Crease well and then unfold. Fold the paper over in the other direction (a hamburger fold). Place the corners together and crease well. Do not unfold.



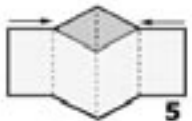
Step two
Fold back one side as shown in figure 2. Place the corners together and crease well. Repeat with the other side.



Step three
Unfold the last two folds. Holding the folded side in your hand, cut along the center line until you reach the first vertical fold. You will have a slit down the middle of your paper.



Step four
Open the paper so that eight sections are showing. Re-fold the page over in a hot dog fold. (If there are pictures or words on the paper they should be on the outside.)



Step five
Holding on to each side; gently push the ends together to form the pages of the book.



Step six
Fold the front and back covers around so that the corners meet. Crease well. You have six pages inside for writing and artwork.

2. Simple Sewn Book:

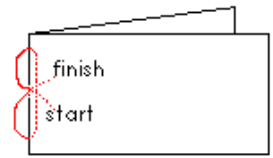
Materials Needed:

- 5 sheets of white bond paper -- 8 1/2" x 11"
- 1 sheet of lightweight cardstock -- 5 1/2" x 8 1/2"
- 1 needle
- 1 thread (thread needs to be three times the height of the booklet) about 12 to 18 inches.
- 3 or 4 paper clips

Method:

1. Cut bond paper in half lengthwise into strips 4 1/4" x 11". Fold these strips in half the short direction to form a page 4 1/4" x 5 1/2". Stack the folded pages one inside the other to form a signature of 10 pages total.
2. Fold cardstock in half in a hamburger fold (the short direction) to form a cover 4 1/4" x 5 1/2".
3. Place signature inside of cover, lining up the center creases. Clamp together using paper clips.
4. In the center crease, mark the center and two more holes spaced about 1/2" from the ends. Pierce with needle through all pages and the cover.

5. Using the needle and thread. Double thread and tie a knot at open ends. Start sewing by going through the center hole from the inside to the outside. Then go in one of the other holes, going from the outside to the inside. Run the thread down the center inside crease, past the center hole to the third hole and out. Then go back to the outside center hole and go in. Carefully pull thread tight. Tie a square knot and clip the tag ends about 1" long. (see illustration below)



3. Flip-Flap Book

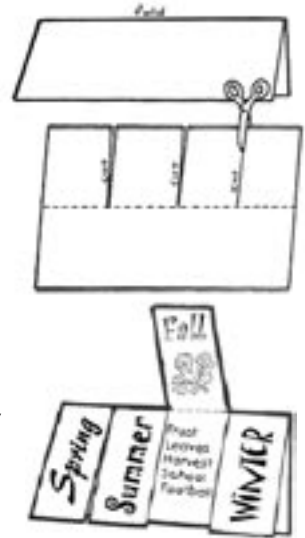
Materials:

- 1 sheet cardstock (any size) and scissors

Method:

- 1-Fold in paper in half using a hot dog fold.
- 2-Unfold and mark equal sections along edge.
- 3-Cut slits to center fold.

Variations: Use an asymmetrical fold, leaving a 1/2" lip at the bottom for label.



4. Flutter Book

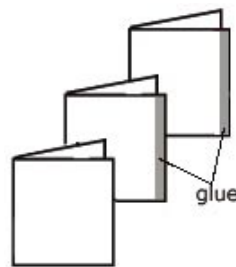
Flutter books are Japanese in origin. Because you only print one side, they are very easy to print on a computer.

Materials:

- 3 pieces- 4 1/4" X 5 1/2" text weight paper (book block)
- (You can use as many as you want, we did 3 in class)
- 1 sheet -5 1/2" X 8 1/2" cardstock paper (cover)
- Glue stick

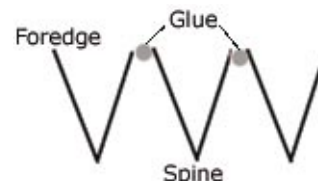
Method:

1. Using a hamburger fold, fold papers and cover stock in half. Set cover aside.
2. Run a bead of glue on the fore-edge of a text page and line up with the next page. Press together firmly.
3. Continue gluing and adding pages until you complete the



text block.

Top view



Basic Book Repair - cont.

4. Slide the cover around the spine of the text block and line up. Run a bead of glue long the inside edge of the back cover and firmly press the inside edge of the last page of the text block to it. Flip over and repeat the gluing process.

5. You will notice that the text block sticks out slightly. Trim flush with cover. ■



Listen To Their Pleas(E)! Customer Service in the Age of the 'Net - cont.

- Different customers = different customer needs & expectations. Teens are not the same as businessmen!
- Place
 - Signage
 - Use of space
 - Space
 - Effective use:
 - On entry, how far does a patron have to walk to find human help?
 - End of shelves – used or unused?
 - Where are the new books?
 - What can we learn from retail? B&N, Borders?
 - Consider a facility audit
 - Signage
 - Formal signs system/manual?
 - www.west.asu.edu/johnso/signage/signagemanual.html
 - ADA
- Time
 - Hours
 - Use of stuff
 - Hours, schedule—meeting whose needs? staff or patrons?
 - Staffing – tired staff=ornery staff
 - use of stuff
 - Computers/Internet access
 - Study carrels/rooms
 - Meeting rooms
- Web site
 - Usability
 - Appeal

Policies & Standards:

- Who are they for?
 - What is the difference between a Policy and a Procedure?
 - Policy: A written principle or rule to guide decision-making. (Materials Selection policy, Circulation Policy)
 - Procedure: A series of defined steps or tasks. (Acquisitions/purchasing procedures, Library card procedures)
 - Who writes/authorizes them?
 - Are they written and accessible?

- Who are they for?
- Patrons? staff members? the institution?
- And what are they for?
- To insure consistency
- To insure fairness
- To meet legal requirements (ADA)
- To meet professional principles (“freedom to read”)
- Thoughtful policies and procedures support high-quality customer service. BUT...
- While we “understand” a policy or procedure, the customer may not.
- Instead of blaming the policy or procedure, we say the customer is wrong.
- We may be right, but that’s not the point!

Measurement & Assessment

- What & how?
 - Resources
 - Physical Environment
 - Group/team/department
 - Functions
 - Processes
 - Customers
 - Community
 - Use
 - Service
 - Consequence
 - Impact
- Quantity or quality?
- What’s important?

Service Improvement

- Use results of:
 - Evaluations
 - Surveys, Focus Groups
 - Facility audit
 - Web site Usability Testing
 - Suggestion box
 - Training
 - Coaching
 - LISTEN! To staff, to patrons.
 - ⊙ Front line staff hear the raw stuff!
 - ⊙ “Because we’ve always done it that way.” is not a good enough reason to continue doing it. ■

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