

# PNLA QUARTERLY

THE OFFICIAL PUBLICATION OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION

70:3 Spring 2006

[www.pnla.org](http://www.pnla.org)

Library Advocacy



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THE OFFICIAL PUBLICATION OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION

# PNLA QUARTERLY

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# 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've been thinking a lot about conversations these days. Not about memos, or email or good communication, which is always an issue. No, the conversations I've been thinking about change lives if the right person hears what you have to say.

Thanks to a phone call from a friend at the Alaska State Library, I had an opportunity last year to attend the first literacy summit in Alaska. People from all over the state gathered to talk about early childhood education. For someone like myself who has worked with young children for two decades with little public fanfare, it was thrilling to see so many movers and shakers, including our Governor, learning about brain development, reading and literacy.

When I returned home, I made another phone call-to our local public radio station. I was determined to share what I had learned at the meeting with the residents of Ketchikan and I wanted to use the literacy summit as a springboard for a larger conversation about literacy in our community. I quickly booked myself a half hour on our morning drive time program and got my notes ready. As always, the time on the air flew by and I had an engaging conversation with the host.

A day or so later, I received a phone call from a friend at a local bank. She had heard me on the radio and wanted to discuss funding some literacy projects in our community. I was stunned. In my fifteen years of fundraising for the library and for public radio, no one I knew had ever gotten a call like that. So, I quickly met with the bank and gave them several proposals for current and potential projects.

The bankers decided to start a local chapter of First Book, only the third in Alaska, donating \$3000 to get us started. After months of building a board of directors, typing minutes and filing paperwork, I am happy to report that on April 2, 2006, we celebrated the launch of Chapter 370 here in Ketchikan, just a year after that first phone call. Because one person took the time to contact me, there have been many, many new conversations about literacy in Ketchikan and I know there will be many more in the future as we promote, publicize and administer First Book grants.

I don't think librarians talk often enough or long enough about the work we do and the issues that are important to us. Time and time again, I have seen the power of one conversation leading to a new project, donor or friend of our library. We never know who we might reach by being bold and writing a letter, making a call, or appearing on a radio program. Think about the calls that you can make in your community or in your state that might lead to something good happening in the future.

Meanwhile, PNLA has a call out for new officers and people interested in participating in our second Leadership Institute. I hope you'll take the time to consider both opportunities and how they might enrich your life and our association. You will learn more in the pages of the *Quarterly* or see the PNLA Web site at [www.pnla.org](http://www.pnla.org). I know my life is richer for having been a PNLA officer and I am sure yours would be too. ■

# From the Editor

MARY K. BOLIN

**W**riting for the *PNLA Quarterly* is not just a service to your colleagues in the association. It is also a way to reach a very wide audience. The *PNLA Quarterly* is indexed by both Wilson and Ebsco. It appears in Ebsco's Academic Search Premiere, in its new LISTA database, and in Wilson's

Omnifile. Since an electronic version of each issue is found on the PNLA Web site, articles in the *Quarterly* can also be found through Google and other search engines. So, what are you waiting for? What do you want to tell the world? Send an article to the *PNLA Quarterly*! ■

## Call For Submissions

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

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

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

**Summer 2006 Issue (Deadline June 1, 2006):**

**Fall 2006 Issue (Deadline September 1, 2006):**

The theme for the Summer issue is "Library Advocacy."

Please email submissions to [mbolin2@unl.edu](mailto: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.

# First Response to Disasters for Small Museums and Libraries

DIANE B. RICE

Every Museum or library should have a well prepared disaster plan. Susceptibility to damage in both of these types of institutions is a common theme, as we have learned particularly through world events during the last decade. Some of these disasters include fires, flooding, wind, intense weather conditions, earthquakes, civil disturbances, i.e. as in acts of war or on a smaller scale, loss of materials through theft and vandalism. Not one individual who sees a disaster is untouched by it. Proper planning for collection management agencies is crucial. There exist many articles online and in paper resources that include useful forms and guidance in developing disaster plans. (1 & 2)

The missions of both libraries and museums include the protection of our cultural heritage by offering preservation and stewardship, as well as to support public access to collections that represent them. There are many vulnerable objects that we care for from paper to artifacts and when they are destroyed or damaged there are two types of disaster trauma offered—both to the individual and then to our community. Most people pull together and function adequately during and after a disaster, but their effectiveness is diminished by the effects of the event. I have found a vast amount of the support from library and museum personnel has been available online in virtual communities through listservs, blogs and Web sites. (3 & 4 and [Helpful Links](#))

Disasters do not consider national or international boundaries and some of the people who responded to my requests (of their own preferred sources) for information on Disaster Recovery were from distant locations. The spirit of their communications was overwhelmingly positive and generous. It is also important to know of regional resources, network with other facilities that house collections through regional conferences and meetings, and share your experiences. The amazing web of information that develops may include something as simple as tips from one person to another, which eventually may save precious items in the future. Finding disaster experts in regions that have previously been impacted is another method of obtaining helpful information.

I have also come to the conclusion that the most valuable resource in these situations are the human beings, who experience the events and manage to persist through the challenges that follow them. Stress and grief in disasters are normal reactions to abnormal situations and many emotional reactions of disaster survivors stem from problems of daily living brought about by the disaster, but the stories of people who work in libraries and museums and pull together resources from their communities and professional associates, are impressive.(5)

Another common goal in our collections management is critically maintained cleanliness and order, and the effect of a disaster may be confusing to some survivors. They may experience frustration, anger, and feelings of helplessness related to Federal, State, and private-sector disaster assistance programs. Again, through shared experience I have found many examples of cooperation and communication between various institutions that support and encourage recovery efforts. When funding was not available support was offered in myriad ways. Help and support for local disaster recovery may also come from unanticipated sources.

The importance of and value to communities offered by their museums (be they zoos or art galleries) and libraries (from Special Collections to schools and public) is one certainty throughout these disasters. To experience representations of our culture through books, art and artifacts is a basic need. It offers escape from deficit realities and an opportunity to rise above distressing events. Finding places to learn and explore (also essential for finding information) and comfort in the continuity of public services and helpful positive personnel, is healing. Communities hold dear the traditions of family experiences in their museums and libraries, and meeting the challenge of being "Open" following a disaster, is a focus for the researchers who may examine this project.

The intention of this project (from a staff member of a small public library and who has also worked in museum collections) is to offer a

Diane Rice has contributed to poetry chapbooks including: *The Broken Pencil*, *Estimated Prophets of the Southwest*, *Survivors of the Daily Tide*, and *Standing*. She is a librarian/program coordinator of seven years, and volunteer at the Log Cabin Literary Center in Idaho. She can be reached at: dbr1@rmci.net

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# The Coffee Project

CHARLOTTE L. GLOVER

Unlike most people in the world, I don't drink coffee, so it was just a happy accident that I noticed a shiny silver bag in the coffee aisle of Safeway one evening in April of 2005. My first thought was that there was a really ugly logo and design on the bag. My second thought was "wow, what a great idea" as I discovered the bag held coffee from Juneau that was packaged as a fundraiser for their branch campus of the University of Alaska. A moment later I was thinking of our library building fund, our fabulous local artists and the numerous coffee roasters in Ketchikan. Selling coffee for the library made perfect sense, and thus came the beginning of the coffee project.

Like many libraries, ours is looking to build a new facility sometime in the future. Though we have an expectation of some municipal funding, every model of success we have looked at tells us that we have to raise a lot of money the old fashioned way, with just plain hard work to show support from local residents. Ideally, money for our building fund is raised by our "Friends of the Library" group, but they work best with some direction from the staff to reassure them that they are on the right track, so we are always looking for new fundraising ideas.

Ketchikan has a history of beautiful coffee bags from "Raven's Brew" coffee featuring the original work of Ray Troll, so I knew immediately that an attractive bag of coffee could be a hit. Another local artist, Evon Zerbetz, had long been a supporter of library and literacy projects in our region, so it made sense to contact her first about the project. Evon was immediately interested and had a new linocut showing a Raven flying out of a book that she thought would make a marvelous design for our coffee bag. We negotiated a price for the use of the artwork and thought the rest would be easy. A quick call to "Raven's Brew" and we would be in business with our "Raving about Reading" coffee.

Unfortunately, that's not what happened. Despite strong initial interest "Raven's Brew" was increasingly reluctant to commit to our project, despite weeks of phone calls. As best we could tell, they were concerned about our artwork and made a strong push for us to give them the rights to our image and a guarantee that we would work only with them. Now, you have to realize that literally hundreds of artists in Alaska use Raven motifs in their art, so both our artist and the library felt their requests were unreasonable and somewhat absurd given the scope of our project. We certainly were not planning to become a major player in the coffee business. We consulted an attorney who could not find any reason that we could not sell coffee with our own label, with its own distinctive design, regardless of what one coffee distributor thought.

At this point, tourist season was ending and we were in a hurry to get our product out. We called "The Green Coffee Bean Company" and they jumped at the chance to get their product into more hands, promising 50 bags of beans in just a few days. Because of the delays in getting started, we had given up dreaming of fancy printed labels on shiny bags. Instead, we took our original art to a printer and had it digitized, shrunk it down and printed out labels on our fancy color printer, slapping them neatly on the black bags from the wholesaler. We priced the 8oz bags at \$6 each, giving us a nice \$3 profit per bag.

While we were negotiating with the coffee people, the Friends group had decided to have ceramic mugs, travel mugs and water bottles made with our new artwork. They all arrived just about the time we had resolved our distributor issues, so by August we were able to offer an array of "Raving About Reading" products, all at \$6 each. We took some samples to the PNLA Sitka conference and the interest was very encouraging. In February, we also took a selection of our products to the Alaska Library Association conference in Anchorage and sold most of what we brought.

To date, the red ceramic mug is our most popular item. We have sold close to 400 of them because they are large, have a nice shape and are comfortable to hold. Many, many people have remarked on its cheerful red color that works well for both Christmas and Valentine's Day gift giving. We also have note cards from Evon Zerbetz featuring the same artwork



cont.

## **The Coffee Project - cont.**

and other designs that consistently do well for us. In less than a year, some \$3000 has been deposited in our building fund with very little effort on the part of staff or volunteers. We can't wait to see what summer brings with its thousands of cruise ship visitors that find their way to our museum/library building. Some of them will surely be interested in taking home a souvenir of our library.

Perhaps even more valuable than the money we have made is the fun and colorful way we have raised the issue of

having a new library. Every day someone at the desk asks about the status of our new building project and once in a while someone writes a check for several hundred dollars simply because they see we are making an effort. Most important, the coffee project has taught us that we do have support for the new library building and that we can raise money. Its success has given us the confidence to plan other fundraisers and to think about a capital campaign, putting us one step closer to the library of our dreams. ■



# Library Facelift

ADRYNNE MUIR

**B**etween 1980 and 1995 the library focus at Boulder City High School (school population 750) centered around accumulating serial publications. Seven years ago the library had the largest high school serial collection in Nevada. This collection was housed and cared for, but unfortunately was not appreciated by students, who did research for school assignments at other libraries. While serials were pre-eminent, the fiction section grew very little. Books sat on the shelves without their dustjackets, looking anonymous and unappealing, and use of the fiction collection was low, as was the use of the library in general. Few classes used the facility.

A newly-hired librarian recognized that the world was rapidly changing, with technology gaining inroads, particularly in education. She opened up closed-stack areas to browsing. Books that had been housed in the reserve room were put into general circulation, with longer checkout periods. These two changes resulted in more time for the librarian to work on upgrading the library.

The community is relatively well educated and the parents are involved in their children's lives. The new librarian decided to capitalize on this caring attitude. She began to request donations of books and money for the library. Parents' became aware of the age of the collection. Computers were installed in the library. While students used the computers frequently, the collection remained unused. The librarian collaborated with the school's English teachers, persuading them to require outside reading each quarter. An assignment included several hundred pages of reading and a computer-based test on the book. To support the reading project, a large number of new books and the tests that accompanied them were purchased. Money from donations was used to continue purchasing books and tests. The demand for the new books was great, but the older collection was still unused.

The librarian sought grants and other outside funding. New computers were needed to meet the growing use. Older books remained on the shelf beside the colorful new paperbacks. The Advanced Placement English teacher had requested particular titles, some of which were out of print. They had to be acquired from used book dealers. One day a used book arrived, looking like it would fit in well with the aging collection. It seemed unfortunate that money should be spent for books that looked old and unappealing. The adult library aide had an idea for some graphics that might make an attractive book cover. The aide asked the librarian if a cover could be created for the book using legal size paper to print it. A prototype was created: a paper jacket with a clear plastic cover. The process was repeated on several other books, which then started being checked out. So the plan to cover the old, usable, useful books began.

This project bridges the gap between scarce funding and need for new books, by creating an eye-catching cover for well-written books, to entice students to take them from the shelf and have a look. Massey (2005) suggests that book jackets have an impact on circulation, especially in schools. The research indicates that books with jackets circulate more than those without. Attractive or even disturbing dust jackets attract readers. Maxwell (2000) revisits the idea of "judging a book by its cover." We tested the adage by conducting a short poll of every student who came to the library on a particular day. When asked to choose a book to read from a pile on the table, they inevitably picked up the brightly-covered ones first and ultimately said they would prefer to read one of them. Visual appeal in book jackets appeared very strong.

A librarian in an elementary school in California had his students re-cover tattered books and found that the newly-covered books had a

*cont.*



When she was five years old, Adrynne Muir's five brothers taught her to read after her first grade teacher said she was too young. Her passion for reading and her love of libraries blossomed. Weekly library trips to the public library created a second home. Her desire to share the wide world of books resulted in her decision to become a high school media specialist. She lives with her husband in Boulder City, Nevada where she works in the local high school library. She can be reached at: [adrynne@all2easy.net](mailto:adrynne@all2easy.net)

## Library Facelift - cont.

checkout rate three times greater than other books (Goldhamer, 2001). This finding encourages us to keep books in new dust jackets and bright covers.

Minor (1995) states that, "[t]he cover of a book is an invitation into that book. It catches the eye, intrigues the imagination, hints at the contents and makes the potential reader want to know what is inside. A book is an unfolding story. The cover is, in essence, the first line of that story."

The dust jacket project had the following objectives:

- Improve the overall appearance of the library
- Stretch allocated monies for the library
- Attract readers to previously unread books

The overall appearance of the library would be improved so that students would be more likely to browse the shelves looking for something to read, rather than wanting to escape to other, more pleasant, places.

This activity would save money for the high school library. Annual funding for the library is \$3,500.00. That amount is intended to provide supplies, serial subscriptions, new books, and any other expenses incurred. This sum is grossly inadequate to maintain a high school library, let alone to upgrade it. This project was a means of creating new-looking books at a minimal cost of approximately one dollar per book, much less than the cost of ten to thirty dollars for a new hardbound book

The project began with a review of the collection to select books that still have valid information or are of good

printed on paper appropriate to the size of the book. Paper 8.5 inches by 14 inches was used for the smaller books and 11 by 17 for the larger books. The larger size paper was cut to fit the book as needed. Books requiring jackets larger than 11 by 17 inches were printed on two different sheets and spliced. The new jackets were then placed in slick book covers and taped in place on the books. Duplicate barcodes and spine labels were printed for each of the books which could then return to the shelf.

### Project timeline:

Initial learning and experimentation with the first few books	15 hours
Set up of templates for aids to use	15 hours
Aide instruction time	40 hours
Checking covers in fiction	150 hours
Checking covers in non-fiction	150 hours
Checking reference covers	50 hours
Making new bar-codes and spine labels	50 hours

### The time-line for completion of various stages of the project follow:

Experiment with the first books September 2003.  
 Setup of templates: 15 hours September 2003.  
 Instruct Aids in the program September 2003.  
 Complete A-L in fiction covers by February 2003.  
 Complete M-Z in fiction covers by May 2004.  
 Complete 001-800 in non-fiction covers by December 2004.  
 Complete 801-end of non-fiction covers by March 2005.  
 Complete Reference section covers by December 2005.

We estimated numbers and sizes of books to be covered and ordered supplies accordingly. Two reams of 8½" x 14" one ream of 11" x 17" paper were ordered, along with two hundred 8-inch, one thousand 10-inch, and five hundred 12-inch jacket covers, along with covers for oversize books. We chose to order the new blank spine labels and barcodes at the same time, so we would have them available as needed. The labels were created using templates saved in the My Label Designer software.

The adult aide became familiar with the graphics program Print Artist, which was used in the project. It took about eight hours to design the first cover. The spine was fit first, then the front and back were designed. Time was spent creating backgrounds of various kinds, in order to have a variety available, and also to teach the student



literary quality, and for which we have Reading Counts tests. The covers were created with a graphics program already owned by the school. The covers were printed on the library color printers which were already in place. The ink and paper would come out of the general school budget so that cost would not affect the annual budget. The only new expense the library incurred was the cost of the plastic covers that went over the new dust jackets. Those were purchased using money from library fundraising.

Templates were made for the various sizes of books. Templates included sizes for height and width of the front and back and height and width of the spine. Student aides were trained to create the design for a book. Each section of the book jacket was designed in the graphics program. The designs were then checked by an adult to make sure that they were the correct size and shape and relevant to the subject of the book. The covers were



## Library Facelift - cont.



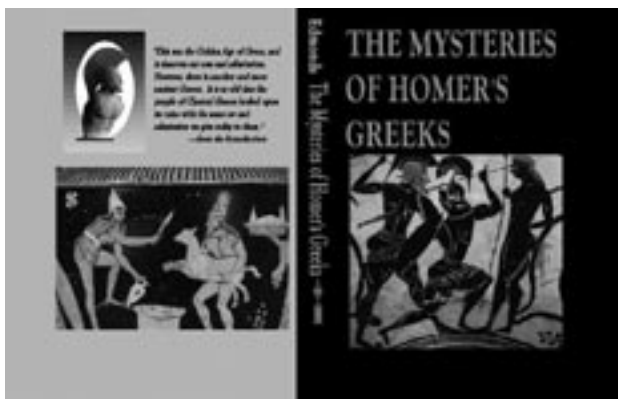
aides. This phase took another eight hours.

After completing the second book, which took about two hours, it was time to create templates for other sizes. Books with authors whose names began with "A" were pulled from the shelves. Templates that would cover the sizes from that section provided the initial base.

Student aides became familiar with the software and tried to fit the theme of the cover to the book. Some of them struggled to come up with ideas that matched the book's message. Others showed a real flair for it. Students had several design options. One included title and author in a box at the top of the cover with a graphic below. The spine usually had the author's name at the top with the title vertically below. Aides were encouraged to use a variety of fonts, colors, and shapes as they created the covers to achieve the desired variety in the collection. Jacket backs of the jackets included graphics as well as quotes from the text or from reviews. The aides became proficient as time went on and could generally create a book cover in about an hour and a half. Adults were kept busy pulling books to cover, checking the finished jackets, printing, covering the books and creating new labels.

Much of the library's fiction section was finished by the end of the school year. The shelves looked new and many of the newly-covered classics began to be checked out again.

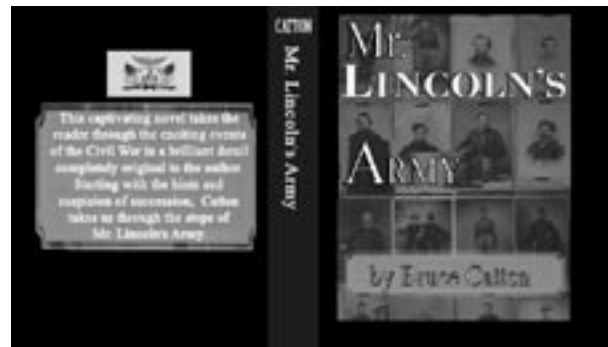
By the end of the school year in May 2004 we were through with fiction and had just started to work on the non-fiction. This provided some insights into the book jacket business. Some aides found the non-fiction more challenging, while others found it easier. A few felt it was worthwhile to learn about the books they were creating jackets for. Doing this was even more important for non-fiction. Some aides began putting information about the book on the back cover. This gave them more understanding, and the graphics more accurately reflected the contents. They realized that titles did not always reveal much about the contents. In the fall a



new group of aides required training. These aides caught on more quickly. The covers from the previous year provided helpful ideas for the new artists.

As we worked our way through non-fiction, realized that the colors and images were more important than ever. For some fiction, a stark or simple background was enough, because the author's name or the title were enough to attract readers. A non-fiction book would not be selected because of a boring spine label or background. Somewhat less time was being spent correcting individual book jackets, however, and more jacket covers were produced as they became more proficient. The aides seemed more interested in creating a quality product as time went on, so more time was spent proofing the jackets. The aides started a gentle competition, trying to outdo each other on the quality of covers produced. Some of them came in during lunch to work on a particular cover.

By March of 2005, we had completed non-fiction and



had begun work on the reference collection, which had been weeded a great deal. Thanks to the generosity of many organizations, the city of Boulder City, and Clark County School District, we were able to purchase a large number of new reference books, and our collection began to reflect the goal of a high-caliber school library, and to support the curriculum. We still had a few books to cover when we moved into a new facility in the spring of 2005.

Fall of 2005 saw us setting up a new library. Most of the library aides were new to the work; however, we had retained one of the most creative aides who had designed some of our favorite covers. She was able to independently pull the books that needed new covers, create them, put them in the sleeves, leaving only the barcodes and spine labels to be applied.

Covering the books allowed us to use donations to purchase additional new books, rather than replacing the older ones, so we now have a collection of over 22,000 items, nearly double what it was ten years ago. It is beautiful, and is an open and friendly place where we can welcome students to study and read for enjoyment.

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- Massey, T. (2005). Attracting New Customers. *Library Mosaics*, 16, 17. Retrieved October 28, 2005, from EBSCO host.
- Maxwell, D. J. (2000). Judging Books By Their Covers. *Book Report*, 19, 30. Retrieved November 4, 2005, from EBSCO host.
- Minor, W. (1995). *Art for the Written Word: Twenty-Five Years of Book Cover Art*. New York: Harcourt Brace. ■

# What Does Leadership Mean to You?

MARY DEWALT

To management guru Peter Drucker it is, "the lifting of people's vision to a higher sight, the raising of their performance to a higher standard, the building of their personality beyond its normal limitations." Vince Lombardi believed "Leaders are not born. They are made. They are made just like anything else. . . through hard work. That's the price we have to pay to achieve that goal or any goal."

How one views leadership is very personal, how one leads is also personal; PNLA understands that. We also understand that effective leadership development comes through self-directed learning. In *Primal Leadership*, Goleman, et al. (2002) refer to leadership development as a process, not a program. Specifically, they state, "Strong leadership development processes are focused on emotional and intellectual learning and they build on active, participatory work: action learning and coaching." Library staff, like all humans, must experience continuous learning in order to see real professional and personal growth. Library staff in the Pacific Northwest who are seeking a venue for skills enhancement, examination of personal leadership style, and goals clarification need look no further than PNLA's leadership institute *PNLA Leads*.

PNLA firmly believes library leaders come in all forms and from all levels within libraries. They may be support staff or professionals, with or without library school degrees. We encourage emerging leaders serving in any capacity in a library in the Pacific Northwest who have a desire to network with other leaders and increase skills, to apply for the 2006 *PNLA Leads* institute. Thirty-two people who have had five or more years of library experience will be chosen from among the seven states and provinces within the PNLA region.

The application process opened February 21, 2006; applications can be found online at: <http://www.pnla.org/institute/index.htm>. Applications will be accepted until May 12, 2006.

*PNLA Leads* attendees will be joined by eight mentors who have been chosen from among the many talented people working in or on behalf of libraries throughout the Pacific Northwest. Mentors work closely with attendees throughout the Institute, playing a vital role in helping attendees learn more about their professional strengths and weaknesses, gain confidence and leadership skills, and establish professional networks. The 2006 *PNLA Leads* mentors are:

Alaska - Ann Myren, Director, Haines Public Library  
Alberta - Pilar Martinez, Branch Manager, Edmonton Public Library  
British Columbia - Gwen Bird, Collections Manager, Simon Fraser University  
Idaho - Jose "Memo" Cordova, Reference Librarian, Boise State University  
Montana - Jan Zauha, Reference Team Leader, Montana State University  
Oregon - Jey Wann, Oregon Documents Depository & Acquisitions Coordinator, Oregon State Library  
Washington - Phil Heikkinen, Director, Orcas Island Public Library  
PNLA Board - Charlotte Glover, Ketchikan Public Library

*PNLA Leads* 2006 will take place at the Tamarack Resort in Idaho October 22-27. It is important to note that *PNLA Leads* is not a conference; it is an institute – an intensive, sequestered, weeklong experience.

PNLA is certain attendees will leave the institute feeling confident in taking leadership action on some level, will feel empowered to work together to build collaborative relationship and address common issues within the profession and urban and rural library workers alike will feel connected to one another and to their state/provincial and regional peers via a support network.

PNLA created *PNLA Leads* to address a few identified needs. First, that all types of libraries need staff who are skilled in assessing the environment, embracing change and innovation, and envisioning the future. Second, that libraries, like businesses, face a need to remain relevant and survive in a competitive environment, and they best succeed when they find ways to collaborate and share resources. Empowerment of staff on

<sup>1</sup> Bridgland, Angela. "To Fill, or How to Fill- That is the Question: Succession Planning and Leadership Development in Academic Libraries." *Australian Academic and Research Libraries*. 30.1 (March 1999): 20-29.

all levels and within all library types to create collaborative relationships sets the stage for very positive results such as state-wide virtual reference services, shared catalogs, and other visionary services as yet undreamed of. When libraries collaborate they become stronger. Finally, anecdotal evidence predicts greater numbers of professionals retiring over the next ten years than new librarians entering the field. Shortages already exist in certain specialties and the looming loss of talent hangs over all types of libraries. The library community wonders whether there exists a sufficient number of adequately trained, experienced, emerging leaders ready to fill positions of greater responsibility created by upcoming retirements. In a 1999 report, Angela Bridgland at the University of Melbourne referred to succession planning as vital for academic libraries' sustained health. The report noted features and benefits of succession planning including creating increased opportunities for newer professionals, im-

proving employee morale, easing restructuring or downsizing actions as well as the creation of a larger pool of promotable employees. Bridgland stated "...the continued survival of the organization depends on having the right people in the right places at the right times..."<sup>1</sup> *PNLA Leads* was created to ensure that all libraries will have just that.

Mahatma Gandhi once said: "If I have the belief that I can do it, I will surely acquire the capacity to do it, even if I may not have it at the beginning." *PNLA Leads* encourages library workers to believe in themselves then assists them in acquiring the capacity to do anything.

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Goleman, Daniel, et al. (2002) *Primal Leadership: realizing the power of emotional intelligence*. Boston. Harvard Business School Press: 101-107. ■

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# CALL for PNLA NOMINATIONS

**A**re you, as a PNLA member, yearning to become more active in your Association?

## Have we got an offer for you!

PNLA has three executive board positions open for the 2006 election -- Secretary, 2nd Vice President, and Vice President/President Elect.

What are the benefits of serving on the PNLA executive board? Great networking opportunities with colleagues around the region; funding for travel to and lodging at the PNLA annual conference; board meetings that challenge the usual definition of the term; an opportunity to learn from other librarians at other types of institutions... The list could go on and on.

We invite and encourage PNLA members to review the duties (below) for these currently open positions and nominate themselves or someone else – after asking first, of course.

For more information, see the PNLA Web site at [www.pnla.org](http://www.pnla.org). Should you have further questions, feel free to contact Jan Zauha, Nominations Chair, at [jzauha@montana.edu](mailto:jzauha@montana.edu).

The official ballot will be created and mailed to membership in late May. The ballot will also appear in the summer issue of the PNLA Quarterly. Newly elected Board members will be installed at the annual conference.

## Description of current executive board openings:

### PNLA Vice-President/President Elect

- Three-year commitment: serves one-year term as VP, takes office as President, then serves as Past President the following year.

#### *Duties include:*

- Assists President in planning and arranging Association programs
- Co-chairs Conference Committee with state or provincial Representative of host association (main responsibility - very intense work)
- Presides at Board meetings in absence of President

No Incumbant

### PNLA 2nd Vice President

- Two-year commitment, taking office at the PNLA conference in August

#### *Duties include:*

- Maintains membership records
- Explores ways to recruit and expand membership
- Supplies membership mailing labels as required
- Sends renewal notices and welcome letters to membership
- Forwards membership payments to the Treasurer

### PNLA Secretary

- Two-year commitment, taking office at the PNLA conference in August

#### *Duties include:*

- Keeps an official record of minutes at PNLA board meetings (4 per year, including 2 at annual conference)
- Distributes minutes to all board members
- collects and compiles board member reports
- Updates and distributes the PNLA Manual as needed
- Conducts the PNLA annual election (creation and distribution of ballot, etc.) ■

## First Response to Disasters for Small Museums and Libraries - cont.

basic annotated bibliography of some of the best resources I reviewed (or were offered to me as reviewed by professionals). A facilities first step after a disaster would be (with their Disaster Recovery team) to save the top choices of a prioritized collection, the next step is to try to stabilize their condition. Depending upon the elements of each collection needs, adequate communication of what to do (for each conservation concern) depends upon immediate accurate information. Different physical requirements involving essential tool knowledge, protection from the environmental toxins and other safety concerns and special technical qualifications might also need to be considered.

Part of the solution (to problems that will need to be addressed), is in knowing what the best requirements are for personnel who will be most effective in the disaster recovery, and in having good access to people who have disaster recovery experience. An effective leader and disaster plan will be essential to organizing resources for best results. Communication and location knowledge for consultants and services to support the plan, and availability of financial support to begin use of their services is also important. Appointed business managers to work on insurance and grant applications may be key to getting through the recovery process. Hopefully the realm of information necessary is well represented through my connected Annotated Bibliography.

1. Fortson, Judith. "Disaster Planning and Recovery: A How-To-Do-It Manual for Librarians and Archivists". How-to-Do-It Manuals for Libraries, Number 21. Neal-Schuman Publishers, Inc. New York. 1992
2. Kahn, Miriam. "Mastering Disaster: Emergency Planning for Libraries". Library Journal. 118.21. (15 December 1993):73-75. Academic Search Premier, EBSCOhost. U. of North Texas Lib. 28 November 2005.
3. Ishizuka, Kathy. "Libraries Rebuild After Hurricane Katrina". School Library Journal. 51.10 (October 2005): 16-17. Academic Search Premier, EBSCOhost. U. of North Texas Lib. 28 November 2005.
4. Liza, "ERBUS". The Buzz, A Blog from A Science of Minnesota Community. 27 November 2005. [http://www.smm.org/buzz/blog/better\\_emergence\\_response](http://www.smm.org/buzz/blog/better_emergence_response)
5. Champion, Sandra & Master, Christine. "When Disaster Strikes". School Library Journal. 39.9. (Sept. 93):146-150. Academic Search Premier, EBSCOhost. U. of North Texas Lib. 28 November 2005. <http://libproxy.library.unt.edu:2206/>
6. Cloonan, Michele V. "Monumental Preservation: A Call to Action". American Libraries. 35.8 (September 2004): 34-38. (This came from my magazine stack)

*There is a tide in the affairs of men Which, taken at the flood, leads on to fortune;*

*Omitted, all the voyage of their life*

*Is bound in shallows and in miseries*

*On such a full sea are we now afloat;*

*And we must take the current when it serves,*

*Or lose our ventures.*

--Shakespeare, Julius Caesar, ACT IV, SCENE 3

## Search Process

I began my search by getting on WorldCat- OCLC FirstSearch with the query kw:flood kw: recovery". I thought there might be actual case studies on recovery and found 23 quality literature sources that were in my topic, "First Response to Disasters in Small Museums and Libraries". This was one way to find if a document was online or in an e-book format. Government/State pamphlets and Technical Bulletins can be printed also from hyperlinked listings, here, but you must have an access point to get to FirstSearch and a password account. I had two through the Idaho State Library "LiLi Unlimited" and the Star Library Web site, available only "In Library". Further along in my research I used this again and entered two more queries "kw: disaster" and "kw: response" as well as "kw: disaster" and "kw: recovery". Finally "Query: kw: Kahn, and kw: Miriam" and that was effective in selecting good possibilities for Interlibrary loans, since not too many books were available through our LYNX consortium under the heading of "Disaster" much less "Disaster Recovery or Response".

I was trying to think in terms of people who needed immediate information for solutions and this was one method of finding literature sources. If I went to the websites of some of the organizations that were mentioned in articles by librarian and museum professionals, many include excellent bibliographies on the topic (see Helpful Links). If you have the time, the use of the locations of items information is helpful from WorldCat. The predominant search engine used to locate Web sites was [www.metacrawler.com](http://www.metacrawler.com) and [www.google.com](http://www.google.com) after going online with Mozilla or MSN Internet Explorer, then I'd enter an acronym or title of a Web sites organization found through bibliographic searching. Titles in bibliographies included "Disaster Response" so I modified my search.

Next step to finding articles and literary sources, was to use the UNT Library Link as a student. I went into the University of North Texas Library site (Electronic Resources- Abstracts & Indexes) LISA- Library and Information Science Abstracts, and searched the LISA database using Search Query: Disaster and Response and Museums, then again used Search Query: Disaster and Response and Libraries, comparing both for informational content of sources. Referring back to the bibliographies I had printed from the conservation sites I found other items through a search of the CCI (Canadian Conservation Institute) library. I searched their web catalogue by both "Disaster Recovery Museums" and "Disaster Recovery Libraries", and pertinent sources and repeat titles were noted. I also did an EBSCOhost search using the term "Disaster Recovery" in Advanced Search and checked the source file categories under "DISASTER".

At this point I began experiencing "information overload" and realized the most essential sources would be the ones that were used and recommended by library and museum professionals. I am a member of three listservs: MUSEUMS-L, PRESERVNW-L and LIBIDAHO. Both locally and globally (since one response was from France), I sent this note: "I am currently pursuing an MLS in Library Science. I have nearly an MA in Anthropology too and have worked in archeology, museums and libraries. This explains the background interest for my request for input from all of you most intelligent professionals on these list-servs? I am interested in putting together a list of the most helpful literature sources to use as a "First Response to Disaster Source List" for small museums and libraries. I worked in a tsunami zone as a Curator of a small historical museum and we did not have a Disaster Plan in place. Sometimes learning by default seems to be the worst

cont.

## First Response to Disasters for Small Museums and Libraries - cont.

case scenario. I have collected many Web site suggestions from members of these online communities.

I have also heard of libraries (in Hawaii and Idaho with water damage) that have been impacted by natural disasters, not to mention the heartbreak of New Orleans and Florida area collection damage. This is where your experience may help. With a limited budget in mind, which literature resources would you recommend for the staff of a small museum or library to help aid in recovery or preservation of collection items (that may have been effected by water, fire and other unpredictable disasters) and why? Thank you so much for your time and trouble in answering this request. I would be happy to post it to all when my Final Project is done in early December 2005." I was humbled by the swift and helpful replies (24 in total) from highly qualified individuals, including Preservation Librarians in Universities and Information Specialists from many museums and libraries. This connection is one example of how a virtual community can be a force for positive social change.

### Annotated Bibliography

1. *Conservation OnLine (CoOL)*. Ed. Walter Henry. Oct. 2005. Stanford U. 25 Nov. 2005. <<http://palimpsest.stanford.edu>>

This is a project of the Preservation Department of Stanford University Libraries and has a full text library of conservation information. If you go to the website, "Disaster Preparedness and Response" is one of the topics and includes reprints of Information from the Smithsonian Institution, National Archives and Records Administration, Library of Congress and National Park Service to name a few, so I would say the authority of the information is assured. "A Primer on Disaster Preparedness, Management and Response: Paper-Based Materials" is just one of the selections of printable essential publications.

It is 11 printed pages of comprehensive information, with hyperlinks that are current and continually updated and added to by Walter Henry who is Lead Analyst, Preservation Department, Stanford University Libraries and Academic Information Resources (SUL/AIR). One of the site's unique features is the Northeast Document Conservation Center (NEDCC) link that offers a phone number with disaster assistance "in case of a collection-threatening emergency" day or night, seven days a week. There is no charge for this service. Many specific item recovery sources are included. It has international information sources, with something offered for every disaster situation.

2. Heritage Preservation Emergency response and Salvage Wheel

This is a cardboard wheel that is an interactive slide chart to aid in Disaster recovery. It was developed by the National Task Force on Emergency Response and contains information for protecting documents, art, and artifacts from water damage. It has been translated into six languages and can be ordered for a minimal cost from FEMA or Heritage Preservation. "The Heritage Emergency National Task Force was formed in 1995 to help libraries and archives, museums, historical societies and historic sites better protect their collections...and provides expert information on response and salvage to institutions and the public." <http://www.heritage-preservation.org>

It is called "Before Disaster Strikes" and focuses on the first 24 hours after a disaster. The National Endowment for the Humanities helped with funding to get this out in an inexpensive format to everyone who could make use of it. On the American Library Association's site (see [Helpful Links](#)) under "Disaster Response" they have an interactive version of the wheel online, with all of it's categories for collection recovery assistance including Photographs, Framed Artworks, Books & Paper, Electronic Records, Textiles, Furniture, Ceramics/Stone/Metal, Organic Materials and Natural History Specimens with more information on the "Emergency Response Action Steps" page.

3. & 4. Walsh, Betty. "Salvage At A Glance" Chart. Ed. Carolyn Tallent. WAAC Newsletter 19.2 (1997). 10 Dec. 2005 <<http://palimpsest.stanford.edu/waac/wn/wn19/wn19-2/wn19-207.html>>

This chart was written as a ready reference to the BCIMS disaster plan. Originally, the chart was modeled on a table of recovery priorities written by Julia Niebuhr Eulenberg, in *Handbook for the Recovery of Water Damaged Business Records* (Prairie Village, Kansas: ARMA, 1986), 47-48.

This is also an important inclusion in the University of British Columbia's Library "Disaster Recovery Manual" (p. 2.3) written by the Facilities, Security and Health & Safety Office (January 2000). Betty Walsh is from the British Columbia Information Services and you can use this chart in a laminated form. The categories and specific items listed in the chart cover important salvageable materials found in the collections of both museums and libraries and the following link to the UBC Library Manual document is helpful for use in organizing a disaster plan for your own institution as well. <<http://www.library.ubc.ca/facility/Disman2.pdf>>

5., 6., 7., & 8. Kahn, Miriam. *Disaster Response and Planning for Libraries*. 2<sup>nd</sup> ed. Chicago: American Library Association, 2002.

"Miriam Kahn has specialized in preservation and disaster response since 1989. Her company, MBK Consulting, was founded in 1991 and provides preservation and disaster response services to all types of cultural institutions, corporations, and small to medium-sized businesses and disaster response companies. Kahn received her MLS from Queens college, CUNY and worked as preservation officer for the State library of Ohio, coordinator for online services at the I.D. Weeks Library at the University of South Dakota, and reference librarian at New York Public Library&150 Mid Manhattan Branch. In addition to her consulting business, she teaches workshops and seminars for librarians and archivists on a wide variety of topics including preservation and disaster response." (from the ALA eStore: Product Description page)

This is a step-by-step guide and three sections specifically address Disaster Recovery. They are entitled: "Section 2. Recovery; or, Resumption of Normal Operations", "Section 4. Planning and "Section" and 5. "Response and Recovery Procedures". This book contains checklists, forms, contracts for vendors and supplies and a bibliography. Because she is a specialist in disaster response I would also include some of her other publications as authoritative sources for this topic. Miriam Kahn has many current books published for specific recovery problems including:



## First Response to Disasters for Small Museums and Libraries - cont.

Kahn, Miriam. *Protecting your library's digital sources: the essential guide to planning and preservation*. Chicago: American Library Association, 2004.

Kahn, Miriam. *First Steps for handling & drying water-damaged materials*. Columbus:MBK Consulting, 1994.

Kahn, Miriam. *Disaster Response and Prevention for computers and data*. Columbus:MBK Consulting, 1994.

9. Wellheiser, Johanna, Jude Scott. *An Ounce of Prevention: Integrated Disaster Planning for Archives, Libraries and Records*. 2<sup>nd</sup> ed. Lanham: Rowman and Littlefield, 2002.

This volume "is a revised, expanded and updated edition of the original 1985 award-winning manual that was edited by Johanna Wellheiser, Conservator, Metropolitan Toronto Library Board, and John Barton, Head Conservator, Archives of Ontario. Johanna Wellheiser is the manager of Prevention and Digitization Services Department at Toronto Public Library. She co-edited the first edition of An Ounce of Prevention, winner of the Society of American Archivists' Gifford Leland Award. Jude Scott is a writer and researcher specializing in projects for the Canadian heritage and cultural sectors. The 1985 edition was a publishing success, its editors receiving the Waldo Gifford Leland Award, offered by the Society of American Archivists, for outstanding contribution in the field of archival practice.

The manual was considered a 'comprehensive, unpretentious and superbly organized coverage of a subject of wide interest', a 'contribution to the professional literature', and 'easy to use'. This edition was completely sold out by 1990. Requests have continued for it, among others from the Getty Conservation Institute to include extracts from it in their disaster training course material, and there have been appeals for an updated revision. There have also been, in recent years, significant technological advancements in the nature of record documentation and in approaches to disaster contingency planning that makes such a revision essential." (As reviewed by The Canadian Archives Foundation <http://www.caf-fca.ca/ounce.html>)

10. Flood Recovery Booklet. Comps. Nancy Kraft, Catherine Larson and Elizabeth M. Sampson. 3<sup>rd</sup> ed. U of Iowa Libraries, 2005. 10 Dec. 2005. <[http://www.neirls.org/flood\\_recovery/verso.html](http://www.neirls.org/flood_recovery/verso.html)>

This document includes information from Solinet, The National Park Service, Northeast Document Conservation Center and the "Salvage At A Glance" by Betty Walsh. It leads you through the basic steps to protecting your home or structure and yourself, then into preservation suggestions. From the Minnesota Historical Society there are sections on recovery steps for "Paintings on Canvas", "Blueprints", "Wood", "Inorganics: Ceramics, Glass, Metals, Stone (Decorative/Historic)", "Magnetic Media: Computer Diskettes" (this is being revised so there is the idea it is being updated for accurate information), Microfilm and Motion Picture Film, Microfiche and Microfiche.

The next section covers Textiles with information from the Federation of Historical Services (FHS) which "is a non-profit, regional agency which serves museums and historical organizations throughout the upper Hudson, Champlain and Mohawk Valleys in New York State, as well as western Massachusetts, Vermont and Connecticut. Its services include

workshops, on-site and telephone technical assistance, and publications." The article is written by Kathy Francis, Chief Conservator of the Textile Conservation Center and there is a high level of authority overall in the assembled information sources. Of special help to others in this document which can be printed from the hyperlink is the list of Regional Facilities and contact information.

11. Fortson, Judith. *Disaster Planning and Recovery: a How-to-Do-It Manual for Librarians and Archivists*. New York: Neal-Schuman, 1992.

This volume focuses on the prevention of, and recovery from, disaster events affecting library and archival materials. As she states in her Introduction, "It is hoped that the activities centering on disaster planning and preparedness may provide a corresponding impetus for the introduction of a general preservation awareness in those situations where it may not have existed before, for administrators as well as staff members."

She has put an effective bibliography together with helpful Appendices, and it might be beneficial for every library or archive to own this volume. From her perspective as Head Librarian at the Hoover Institution of Stanford University, her organization of the disaster areas and recovery procedures is useful for general purposes. She follows a "logical sequence in the steps of recovery" in Chapter 4 RECOVERY with an emphasis on water-damaged materials (including a flow chart for treatment Figure 4-1, p. 61). This book is good at offering an outline to help facilitate useful activities in a timely manner following most significant categories of disasters to collections.

12., 13 & 14. National Park Service. *Museum Handbook, Part 1*. Washington, DC, 2000. Museum Collection Web Edition. 10 Dec. 2005 <<http://www.cr.nps.gov/museum/publications/MHI/mushbki.html>>

A benefit from experience offered by the NPS, is that in the protection of our cultural heritage they have had to develop plans that concern a wide range of materials and facilities. In reference to: "Conserve O Gram". 21.9 (September 2005) entitled "Be Prepared: Develop a Museum Emergency Operations Plan" they stress again this plan should be made 'to ensure an effective response to all types of emergencies that can be reasonably anticipated.' In this volume Chapter 10 on "Emergency Planning" contains tips on organizing staff and an effective "First 48 hours Emergency Response Checklist".

One of the essential points in disaster response is the prioritization of museum collections for salvage. The NPS (using again Betty Walsh for information) also has the Conserve O Gram series published as a reference on collections management and curatorial issues. They are online and contain brief and consolidated resource lists.

<[http://www.cr.nps.gov/museum/publications/conserveogram/cons\\_toc.html](http://www.cr.nps.gov/museum/publications/conserveogram/cons_toc.html)> specifically

National Park Service. "Salvage of Water-Damaged Collections, Part I: Salvage at a Glance - Non-paper-based Archival Collections." *Conserve O Gram* 21/3 (2002).

National Park Service. "Salvage of Water-Damaged Collections, Part II: Salvage at a Glance - Non-paper-based Archival Collections." *Conserve O Gram* 21/3 (2002).

cont.

## First Response to Disasters for Small Museums and Libraries - cont.

15. England, Claire, and Karen Evans. *Disaster Management for Libraries: Planning and Process*. Ottawa: Canadian Library Association, 1988.

This book was prepared by Claire England who was "Faculty of Library and Information Science, University of Toronto" and Karen Evan, "General Synod Archives, Anglican Church of Canada" with the advice of conservators at the Ontario Archives, the University of Toronto and the Canadian Conservation Institute. Although it is an older source of information, they state "this book is intended to help design that optimum response by reviewing elements of disaster planning and by providing information on this reaction and recovery process that can be included in any library's preservation survey, procedural handbook or disaster plan".

The authors go into some of the details involved in dealing with disasters and work through in an academic approach to related concepts; covering the scale of disasters from technical and management to insurance and safety problems, then looking at the complete picture in a easily read collection of ideas and sources. It is interesting how easily disasters cross international boundaries, shared concerns in similar circumstances can be compared and process information noted for useful procedures.

16. "Library Disasters", Ed. Kristi Austin, *The Idaho Librarian* 55.3 (2004). 10 Dec. 2005 <<http://www.idaholibraries.org/newidaholibrarian/200402/contentsA.htm>>

Some of the articles in this volume regarding disaster response include "Courting Disaster: Libraries, Water Damage, and the Need for a Plan" by Kristi Austin, "Postdiluvian Wisdom: What We Learned from Nampa's Flood" by Ryan Witt, "Payette Public Library's Leaking Roof" by Janet Moore, "Books and Water Don't Mix: Falling Water at ISU" by Karen Kearns, "Making a Claim: Disaster Follow-up at the Oboler Library" by Leonard Hitchcock, which has tips about insurance follow-up and "The Fire at Burley Public Library" by Julie Woodford. The articles put a realistic face on disaster events, hold helpful information and provide succinct bibliographies at the end. The feature article by Randy Silverman, Preservation Librarian, Marriot Library University of Utah, "The Day the Universe Changed" leads you through the first days following "the largest water-related library disaster in U.S. history" which happened July 28, 1997 at Colorado State University's (CSU) Morgan Library in Fort Collins, Colorado. The recovery process and lessons learned are good information and the pictures compelling. There are technical notes that relate to water-damaged paper based collections that are current and well-researched in this issue.

17. Ruzicka, Glen. *Disaster Recovery Salvaging Books*. Philadelphia, 2002. Conservation Center for Art and Historic Artifacts (CCAHA). 25 Nov. 2005 <[http://www.ccaha.org/tech\\_bulletins.php](http://www.ccaha.org/tech_bulletins.php)>

This is one of the Technical Bulletins offered online from The Conservation Center for Art and Historic Artifacts which is a non-profit conservation laboratory serving cultural, educational and research institutes and other groups. This bulletin was written by the Director of Conservation and CCAHA also specializes in the treatment of paper-related artifacts including books, art and photographs. They publish an excellent piece on managing mold. These publications are available in print also.

Because these folks know all about conservation treatments they also offer consultation services to develop planning for both short-term and long-range preservation for institutions. They hold educational programs, workshops, seminars and conferences for staff training. They also are available to assist in on-site emergency assistance or offer referrals to other services in disaster recovery. A listing of their materials services includes works of art on paper, photographs, manuscripts, books, maps, architectural drawings, prints historic wallpaper, papyrus and parchment.

18. *RAP-ARCC Bibliography*. 25 Jun. 2002. Regional Alliance for Preservation (RAP). 10 Dec. 2005 <<http://www.rap-arcc.org/bibliography/rapbib.htm>>

I like the organization of this resource for collections care. It also has notes on how to purchase or hyperlink to online mentioned materials. I could not find the author of the bibliography or Web site, perhaps because "as a collaborative umbrella organization, RAP does not maintain its own headquarters or staff." ("webmaster") but the categories are comprehensive for materials from Archeological, Audiovisual, Books and Furniture to Natural History items. "The Regional Alliance for Preservation (RAP) began in February 1997 as a pilot project of the Commission on Preservation and Access (Washington, DC) to foster cooperation among the Preservation Field Service programs funded by the National Endowment for the Humanities.

When pilot-project funding ended in February 1998, participants decided to continue RAP as a cooperative program, and in October of that year, the alliance expanded to include members of the Association of Regional Conservation Centers (ARCC). Initial funding enabled RAP to begin publishing an occasional newsletter. The Institute for Museum and Library Services has funded the development of this Web site. RAP now totals 14 organizations (check the map of their site location) located throughout the United States. RAP serves as an allied force to assist a wide variety of cultural institutions with collections care activities."

19. American Institute for Conservation of Historic and Artistic Works. *Disaster Response and Recovery*. Stanford U. 25 Nov. 2005 <<http://aic.stanford.edu/library/online/disaster/index.html>>

AIC is the national membership organization of conservation professionals that advances the practice and promotes the importance of the preservation of cultural property. One of it's specific purpose is to "advance knowledge by encouraging education, study, and research of all subjects related to the preservation of cultural property; promote proficiency and skill in the practice of conservation; provide opportunities for continuing professional education; publish and disseminate technical and professional information; and improve conservation approaches and methods needed to protect, conserve, and care for cultural property." This is a good page to find further information and obtain articles on different topics that include setting up a Regional Disaster Planning Network to packing a Freezer Trailer. You can also follow a link to their searchable Library if you go to the Home page.

20. SOLINET Preservation Services. "The Invasion of the Giant Spore." SOLINET Preservation Leaflet. Atlanta: SOLINET, Jan. 1997. 14 Nov. 2005 <<http://www.solinet.net/emplibfile/moldnew.pdf>>

## First Response to Disasters for Small Museums and Libraries - cont.

As mold is a persistent and debilitating problem following most water related disasters, this article walks you through some of the steps for helping with the problem. If you take the time to explore this Web site (<http://www.solinet.net>) has many interesting pages for help in disaster recovery including separate pages for "Disaster Preparedness and Recovery", "Disaster Recovery Services and Supplies", a "Disaster Prevention and Protection Checklist", and a remarkable "Disaster Preparedness and Recovery: Selected Bibliography."

"SOLINET -the Southeastern Library Network, Inc., is a not-for-profit library cooperative serving the Southeastern United States (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia) and the Caribbean. A membership network of libraries and other information organizations, SOLINET works in collaboration with many partners, from local to international, to provide leadership for cooperative action, improve access to information, and enable members to effectively anticipate and address the region's needs for education, economic development, and improved quality of life. It is the largest regional library network in the United States."

21. Lewis, Steven. *Disaster Recovery Yellow Pages*. ARMA International, 2005. 10 Dec. 2005 <<http://www.arma.org/bookstore/productdetail.cfm?ProductID=1025>>

I was unable to view a copy of this (now in its 8<sup>th</sup> edition) personally and the cost of it would seem restrictive for smaller institutions. I did view a copy of the Table of Contents and if you need specific recovery resource contacts, the sections are "Section I-Services with "Clean-Up and Restoration", "Computer Repair Specialists", "Consulting Services" and "Data Recovery" with a detailed list of other topics including "Salvage Specialists & Buyers". The second Section is titled "Hotsites, Warmsites, Coldsites, Mobile Buildings & Teller Facilities" useful in setting up on or off-site temporary facilities.

Section III includes "Disaster Prevention & Recovery Equipment, New, Used, Rental" and Section IV "Software for Planning, Analysis, Data Recovery with Section V "Associations, Films, Materials, Publications, Supplies, Training, Misc.". The reviews available on the book through EBSCOhost were positive in their evaluation of it's merit. This may be a resource that you would want to locate inside your state (perhaps in a local Corporate Office) and then have a contact to the owner so that you could collaborate on the use of the information available in this book, in a cost effective manner.

### Helpful Links

Disaster recovery for public records custodians, archives and libraries  
<http://dlis.dos.state.fl.us/disasterrecovery/>

Library Disaster Plan template  
[http://calpreservation.org/disasters/generic/plan\\_toc.html](http://calpreservation.org/disasters/generic/plan_toc.html)

Disaster Preparedness for Records Managers: Toolkit  
<http://www.archives.gov/rocky-mountain/records-mgmt/toolkits/disaster-planning.pdf>

State coordinator attends workshop for emergency preparedness  
<http://www-wsl.state.wy.us/slpub/outrider/2001/april/people/>

Disaster Recovery Manual  
<http://www.library.ubc.ca/facility/Disman2.pdf>  
Regional Alliance for Preservation  
<http://www.rap-arcc.org/welcome/rsite.htm>

ICOM Activities for the Protection of Museums in Emergency Situations  
[http://icom.museum/pdf/E\\_news2005/p4\\_2005-2.pdf](http://icom.museum/pdf/E_news2005/p4_2005-2.pdf)

Disaster Relief for the Museums (DRFM) ICOM Initiative & Museums Emergency Programme (MEP) Information links  
<http://icom.museum/>

MEP on line bibliography (Conservation>Research Resources>Project Bibliographies>MEP: extensive list with multilingual & international titles)  
<http://gcibibs.getty.edu/asp/>

Science Museum of Minnesota Buzz Blog- ERBUS Water Purification Invention  
[http://www.smm.org/buzz/blog/better\\_emergency\\_response](http://www.smm.org/buzz/blog/better_emergency_response)

United States Department of Agriculture Disaster Resource Link and Information  
<http://www.nal.usda.gov/fnic/etext/disaster.htm>

National Disaster Education Coalition with information for public safety  
<http://www.disastereducation.org/guide.html>

U.S. National Archives and Records Administration  
<http://www.archives.gov/preservation/disaster-response/guidelines.html>

American Association of Museums, Hurricane Recovery Information  
<http://www.aam-us.org/aamlatest/news/hurricane.cfm>

American Institute of Architects, Hurricane Katrina Response  
<http://www.aia.org>

Corporation for Public Broadcasting, Emergency Grants for Public Broadcast Stations, <http://www.cpb.org/pressroom/release.php?prn=483>

Federal Emergency Management Agency, List of Organizations Accepting Donations and Volunteers  
<http://www.fema.gov/press/2005/katrinadonations.shtm>  
Northeast Document Conservation Center, Hurricane Recovery, <http://www.nedcc.org/news/hurricane.htm>

Regional Alliance for Preservation, Hurricane Recovery  
<http://www.rap-arcc.org/whatsnew/hurricane.htm>

SOLINET, Recovery Information & Services for Hurricane Victims, [http://www.solinet.net/whatsnew/whatsnew.cfm?doc\\_id=3756](http://www.solinet.net/whatsnew/whatsnew.cfm?doc_id=3756)

Red Cross Disaster Preparedness Materials  
[http://www.redcross.org/services/disaster/0,1082,0\\_3\\_00.html](http://www.redcross.org/services/disaster/0,1082,0_3_00.html)

cont.

## First Response to Disasters for Small Museums and Libraries - cont.

Disaster Salvage and Response: An Special Issue of The Western Association for Arts Conservation Newsletter (until 1/15/06 with excellent consolidated technical information) <http://palimpsest.stanford.edu/waac/ttl/>

PORTALS- Portland Area Library System Disaster Recovery Information Links <http://www.portals.org/members/disasterlinks.shtml>

Conservation Center for Art and Historic Artifacts (a download of Mid-Atlantic Resource Guide for Disaster Preparedness) and <http://www.ccaha.org/> (printable "Technical Bulletins") [http://www.ccaha.org/emergency\\_resource.php](http://www.ccaha.org/emergency_resource.php)

Western Museums Association <http://www.westmuse.org/hurricane%20relief.html>

Texas Library Association Update and Library Status Information <http://www.txla.org/>

Northern States Conservation Center with training and Collection Care Information <http://www.collectioncare.org/>

Office of the Secretary of State Division of Archives and Records Management. Essential Records Manual

### Appendices

Appendix C: Records Disaster Response & Recovery Procedures & Treatments [http://www.secstate.wa.gov/archives/doc/Appendix\\_C.doc](http://www.secstate.wa.gov/archives/doc/Appendix_C.doc)

Appendix D: Recovery Supplies and Services Templates and Information [http://www.secstate.wa.gov/archives/doc/Appendix\\_D\\_sf.doc](http://www.secstate.wa.gov/archives/doc/Appendix_D_sf.doc)

Appendix E: Media Types and Methods of Recovery [http://www.secstate.wa.gov/archives/doc/Appendix\\_E\\_sf.doc](http://www.secstate.wa.gov/archives/doc/Appendix_E_sf.doc)

American Library Association- Hurricane Katrina <http://www.ala.org/katrina>

National Trust for Historic Preservation <http://www.nationaltrust.org/hurricane/index.html>

Institute of Museum and Library Services <http://www.ims.gov/whatsnew/current/091505.htm>

U. S. National Library of Medicine (NIH) Environmental Health & Toxicology <http://sis.nlm.nih.gov/enviro/hurricane.html>

American Institute for Conservation of Historic & Artistic Works  
Disaster Response & Recovery <http://aic.stanford.edu/library/online/disaster/index.html>

National Center for Post Traumatic Stress Disorder (Natural Disasters Page) <http://www.ncptsd.va.gov/>

Mississippi Museum Fund Post-Katrina Fundraising Information <http://www.msmf.org/>  
National Conference on Cultural Property Protection (2/27 to 3/1, 2006) <http://natconf.si.edu/>

WebJunction Newsletter: Crossroads (Oct. 2005) Disaster Planning & Recovery for Libraries <http://webjunction.org/do/Navigation?category=11540>

SAFE/Saving Antiquities For Everyone <http://www.savingantiquities.org/k-safe-resources.htm>

MEDLINE PLUS- Disaster Preparation and Recovery <http://www.nlm.nih.gov/medlineplus/disasterpreparationandrecovery.html>

And in memory of the unforgettable Douglas Adams (loosely paraphrased from *The Hitchhiker's Guide to the galaxy*), remember that the first rule is "don't panic or forget to bring a towel! "A towel is about the most massively useful thing an interstellar hitchhiker can have."

This article can be found online at: [http://www.geocities.com/toadkiss\\_2000/FinalProject/a.html](http://www.geocities.com/toadkiss_2000/FinalProject/a.html) ■

**PNLA Executive Board  
NOMINATION FORM**

I \_\_\_\_\_, being a personal member in good standing of the Pacific Northwest Library Association accept nomination for the position of \_\_\_\_\_ on the Executive Board.

NAME \_\_\_\_\_

LIBRARY \_\_\_\_\_

ADDRESS \_\_\_\_\_

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Email address: \_\_\_\_\_

*BIOGRAPHICAL INFORMATION (for the election form. Attach a separate sheet, if necessary. Please include a recent photo.)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

SEND FORM BY **May 1, 2006**, TO:

Jan Zauha  
Montana State University  
PO Box 173320  
Bozeman, MT 59717-3320  
Phone 406-994-6554; FAX 406-994-2851  
jzauha@montana.edu



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