

PNLA QUARTERLY

THE OFFICIAL PUBLICATION OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION

71:4 Summer 2007

www.pnla.org

Summer Reading



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THE OFFICIAL PUBLICATION OF THE PACIFIC NORTHWEST LIBRARY ASSOCIATION

PNLA QUARTERLY

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

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President's Message

Jason Openo



It is hard to express how much I have enjoyed being President of PNLA. At times it felt like more work than glory, but I am surprisingly sad as it is coming to a close. It has been fun to think of myself as “presidential,” and I hope to have done right by PNLA and you, its members. It will be a bit weird to become “Past President.” Does that not sound funereal? Because I will so soon be “past,” then, let me take a second and be maudlin and review the highlights of my Presidential year in hopes of getting any readers not involved in PNLA to think about running for office and participating on the PNLA Board.

First of all, there was getting the gavel after watching a great team from Oregon pull off a revenue-record setting conference in Eugene. Coordinating the conference with MaryKay Dahlgreen and the rest of the members of the conference committee stretched my skills and abilities in ways I did not think I had or was ready for. When I took hold of the gavel, however, I no longer possessed any doubt I had what it took to be President. The Eugene Conference also helped put PNLA in a better financial position to carry out its key activities of conducting the Young Readers Choice Awards, hosting the second and soon to be third Leadership Institute, and hosting a rotating conference so that librarians from across the Northwest have an opportunity to be exposed to a broader, international network.

Highlight number two has to be representing PNLA at the British Columbia, Oregon, Idaho, Alaska, and, of course, Alberta state and provincial conferences. I have no desire to belittle the beauty of any other location, but Jasper was the most beautiful of them all, and I hope to return to the Library Association of Alberta even if I am not President of PNLA. Jasper was a perfect crescendo to a whirlwind of travel through the Northwest, a region I have grown to love deeply since moving here in 1995. The opportunity to meet, learn, and network with librarians and library leaders from throughout the Northwest has been a benefit to me. And beyond the professional rewards, I have gained some great new friends, as well.

The next highlight I would like to share with you includes successfully completing a transition PNLA had to make. Instituting online conference registration and membership management is going to make it much easier for PNLA to communicate with its members, and much easier for its members to renew their membership and attend the conference by accepting credit card payments. At the time of writing this article, it is one month after going live with this new system, and over 90 members have either joined PNLA or renewed their membership online, almost all by credit card. A completely volunteer association such as PNLA could never hope to hire an Executive Director, but with the right people trained, online membership management and conference registration will free up a number of labor hours so that PNLA Board members can spend their time building activities and programs that will carve out a new niche for PNLA in the changing regional library environment. It will also make it easier to find individuals who want to participate on the Board and serve as Leadership Mentors, and these are all very, very good things.

It has been an honor and a privilege to serve as your President. I hope to have served you well, and will continue doing what I can from wasteland of The Past to make PNLA a bigger and better library association. And if you have not registered for the conference in Alberta and can still do so, do so! Don't miss a chance to travel to Festival City (Edmonton) in high summer.

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.

From the Editor

MARY K. BOLIN

In the Spring 2007 issue of the PNLA Quarterly there was an acknowledgement of the sponsors of the 2006 PNLA Leadership Institute: OCLC, Ebsco, and IMLS. The text of that acknowledgement was incorrect and so the correct version is being published in this issue. Those sponsors deserve recognition for their willingness to work hard to strengthen libraries and the library profession. ■

PNLA is coming to Alberta!

The 2007 Pacific Northwest Library Association Annual Conference is coming to Edmonton this August and we would love to have you join us! This year's conference theme "The Boom to the Echo: The Multigenerational Impact on Libraries" promises to bring speakers from all across the Pacific Northwest to Edmonton from August 8-11.

Make plans to attend the conference at the Delta Edmonton South Hotel and Conference Centre and meet colleagues from Alaska, Montana, Oregon, Washington, Idaho, and British Columbia. Keynote speaker Marty Chan (www.martychan.com) will kick off the conference on Wednesday night.

Session topics will include topics of interest to those in public, school, special, and academic settings. The dialogue will be sure to enlighten, stimulate, and encourage conversations about issues in libraries from both sides of the border.

Hotel reservations can be made online at www.deltaedmontonsouth.com/PNLA or by calling 1.800.268.1133.

Check out our conference website at www.pnla.org for information about the conference session programs, special events, lodging and travel information and more. Questions can also be directed to Connie Forst, Conference Chair, at cm_forst@yahoo.ca.

See you in Edmonton this August!

Call For Submissions

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

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

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

Fall 2007 Issue (Deadline September 1, 2007):
Winter 2007 Issue (Deadline December 1, 2007):

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.



PNLA Leads 2006 is made possible through a grant

from the federal Institute of Museum and Library Services (IMLS). IMLS is an independent federal agency that grows and sustains a "Nation of Learners," because lifelong learning is critical to success.

OCLC Western Service Center

OCLC Western is a supporter of PNLA Leads 2006

OCLC Western offers high-quality library service: discounted electronic database subscriptions, QuestionPoint Virtual reference, NetLibrary eAudiobooks and eBooks, CONTENTdm for digital collection management, as well as an array of training, continuing education and professional development courses.



EBSCO Information Services is a contributor to PNLA Leads 2006

For over 60 years EBSCO has been consolidating magazine orders for librarians. In addition to print titles, EBSCO also provides the full text of over 12,000 magazines online that every citizen in Idaho has access to through their library.



Special thanks to OCLC Vice President for Member Services George Needham for personal support of PNLA Leads

"I support leadership institutes because I think it's vital for those of us who have had good careers in librarianship to help nurture and develop the next generation of leaders. Library schools and on-the-job training can only go so far; potential leaders need time out of their regular worlds for self-discovery and the opportunity to network with their peers. And these institutes also give the mentors and organizers a chance to re-charge their "leadership batteries" too!"

Roncalli Primary School and Roncalli Elementary School part of the Aberdeen, South Dakota Catholic School System. Our system educates children from pre-school to twelfth grade. We are housed in three different buildings. Roncalli Primary School has a daycare that serves three to five year olds, three classes of all-day kindergarten, and first and second grades. Roncalli Elementary has grades third through sixth. The libraries are available to all staff, but are only available for children kindergarten through 6th grade. The current number of people the library serves is 25 adults and 335 students. Both schools were recently built, the primary school in 2003, and the elementary school in 2005. Each library has access to the school's computers. The primary school has 24 wireless computers housed in two movable carts and the elementary school has 28 desktop computers located in another room attached to the library.

The primary school has approximately 4,200 volumes in its collection and circulates approximately 8,500 books a year. Because this school serves mainly first and second grades, the collection includes easy books, fiction, and non-fiction books. Each year, approximately 300 new books are added to the collection and about half that number is withdrawn. The elementary school has approximately 6,300 volumes in its collection and circulates approximately 7,200 books a year. The collection includes a fiction, non-fiction, and a reference section. Because some third graders still like to read picture books and because sometimes some students are not quite ready for chapter books, there is also an easy fiction section for them. The library has a budget of \$3,500.

Both schools have a small reference section and periodical subscriptions are becoming more popular at each school. The primary school has five subscriptions and the elementary school seven, including *American Girl*, *Sports Illustrated For Kids*, *National Geographic Kids*, and *Brio*. I try to introduce a new magazine each year to each school, taking suggestions from the students.

Both the school libraries have been automated during the past six years, using a Dynix system, which is also used by the seven public schools in Aberdeen. That facilitates interlibrary loan.

When I began working as librarian at the schools three years ago, I was surprised at the number of comic books that were checked out each week. They included *Calvin and Hobbes*, *Peanuts*, and *Garfield*. Most were checked out by boys aged 8 to 13. Some of these books were quite old and worn and I began looking in book stores and checking the public library for newer titles. What I discovered was the new format, "graphic novels." I was skeptical about their importance to the library, but I did some reading on the subject. I found that graphic novels help promote literacy while also encouraging the reluctant reader. Graphic novels, with their visual appeal, may be just what the library collection needs to assist the development of the students to be life-long readers. I was also concerned with the number of books the boys had been checking out of the library each week. I found that they checked out considerably fewer books than the girls in grades 3 through 6. By adding graphic novels to my collection, I was hoping that circulation by boys would increase.

I began documenting the number of books, including graphic novels, that boys in grades three through six checked out during their class library time. Their activity was very sporadic. Third and fourth grade boys checked out about twice as many as fifth and sixth grades. This might be because third and fourth graders are in the library for 30 minutes, while 5th and 6th graders divide their time between the library and the computer lab. Also, third graders are still reading easy chapter books, and can easily read two or three of them in a week, while the older boys usually choose one longer book to read. Also, the older boys have less structured reading time. The third and fourth graders have a "free to read" time each day, while the older boys do not.

I spent approximately \$600 on new graphic novels for the library, which added about 45 new books. I also ordered a couple of graphic novel series for girls. Boys are also checking out those books. The graphic novels are marked with a sticker and put on a separate display shelf. I introduced

Graphic Novels in the School Library to Help Promote Literacy for Boys

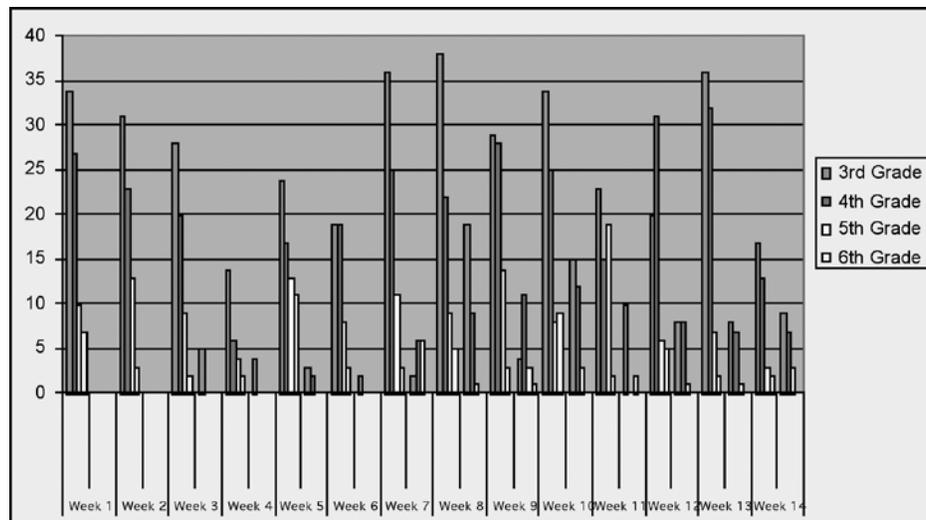
Sandy Andera

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Graphic Novels in the School Library cont.

each of the graphic novel series to the classes as they came to the library. To do book talks for eight different classrooms requires books to show them, which did not allow them to be checked out, and resulted in many circulation holds.

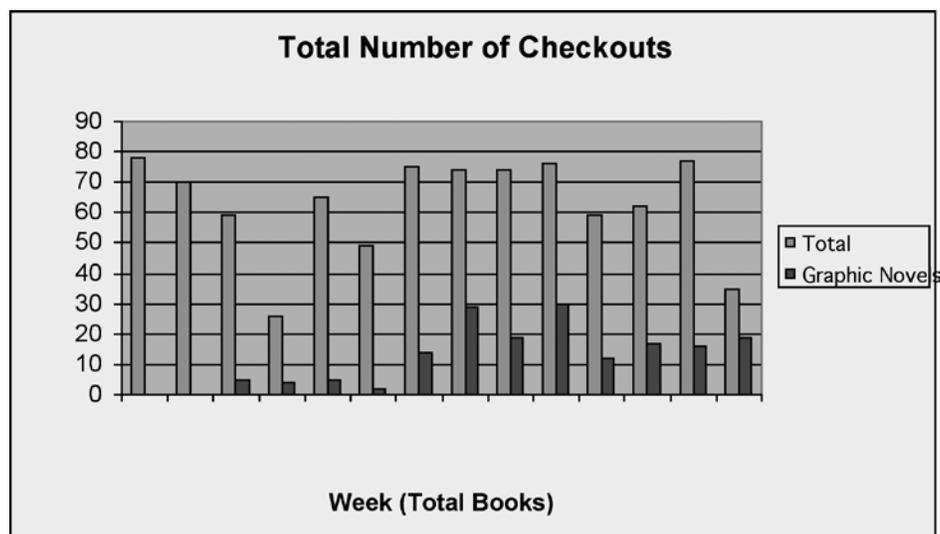
I continued to document the number of books, including graphic novels, that boys in grades three through six checked out during library time. Third and fourth graders continued to check out about twice as many books as fifth and sixth graders. There was an increase in the graphic novels that were checked out after the graphic novel book talks. The following graphs show the total number of books read by the boys in grades three through six for 14 weeks of documentation.



After the book talks, interest in reading graphic novels increased. The boys also had the opportunity to purchase three different graphic novels from the recent Scholastic Book Fair, and many took advantage of that. I purchased graphic novels in hardcover when possible. The *Bone* series published by Scholastic are soft cover and they do not stand up to the use of the book. I have had to mend/glue/tape them a few times. When I purchased the other graphic novels, I also purchased one more copy of the *Bone* series in hardcover.

I added information about graphic novels to the school webpage. Some teachers and a few parents had asked about the benefits of reading graphic novels, and this was a resource to learn more about the subject. To get the boys to read more books, I wanted to have more books available that they might enjoy reading. I highlighted two or three different genres each month. I began by displaying books of humor, adventure, and sports, followed by fantasy, science fiction, horror, and mystery. I put them on a special shelf and did a quick book talk on the genre of the books. The books quickly circulated. The first to go were the books on sports and humor. Some boys commented that they liked having books displayed, because it made them easier to find. The graphic novels were so popular that at the end of the school year, there were still many circulation holds on them.

As I finished up my research I was pleasantly surprised that there was an increase in the number of books that the third through sixth grade boys were checking out. From the data given I would have to say that part of that reason was due to the fact of the added graphic novels to my circulation. At the beginning I stated that I wanted a project that I could continue to monitor in the years ahead. I am planning on keeping track next year to see if there is a noticeable difference in the number of books that the boys check out.



I want to track especially the fourth graders who averaged about 21 books each week for checkout and compare them as fifth graders. Will there be a dramatic difference as there was this year between the fourth and fifth graders? If there is a big difference again then I will know that I need to address this issue with the fifth grade teachers and see how it can be improved. I also plan to continue to add more graphic novels to my circulation, and continue with the book talks specifically for boys.

This project made me take a serious look at an area in my library that needed improvement and gave me the understanding of how to solve problems that arise.

Literature reviews:

"Graphic Novels as Part of Your Library Collection," by Karen Walliser. *School Libraries in Canada*. 2005. Vol. 25, Iss. 1; pg 6-9.

Walliser discusses the importance of graphic novels as part of the library collection. It is the responsibility of teacher-

cont. on page 8

librarians to promote the love of books and encourage the students to read. Graphic novels, with their visual appeal, may be what the collection needs to assist the development of the students to be life-long readers.

Research in collection development shows that there is one format that covers a variety of genres, addresses current issues for teens, stimulates young people's imaginations, and engages reluctant readers: graphic novels. Reading for enjoyment competes with a student's active life, which may include homework, sports, and the Internet. Although many articles written about graphic novels promote them for their use with the reluctant reader, students who are avid readers will enjoy reading them too. This article also lists titles that every library should have in its graphic novel collection.

"Boys are People too: Boys and Reading, Truth and Misconceptions," by Rosemary Horton. *Teacher Librarian*. Seattle: Dec 2005. Vol. 33, Iss 2; pg 30-32.

Horton summarizes some of the recent research on boys and reading and suggests ways to encourage boys to read more. Research findings include the fact that 49% of boys read every day or every few days. Although 41% of boys consider reading "boring," and 45% consider it "nerdy," 23% think that it is "cool." Older boys who have lost interest in reading usually think that it is no longer relevant. For 65% of boys, reading is irrelevant. The research shows that boys have a strong interest in electronic and graphic forms of literature, including genres such as action and adventure, science fiction, and non-fiction.

There are many strategies teacher-librarians can implement to improve the reading habits of boys. Some of these include: teacher/librarians should improve location, age, appearance, display and presentation of books; allow opportunities for free reading; buy books, lots of books of all kinds, at all levels, that are of high interest to boys; and listen to suggestions.

This article also stresses how important it is for boys to see role-models such as their family and their peers also reading.

List of Graphic Novels Added to the Library

- **Bone Series:**
A series with a total of nine volumes in the complete series. Scholastic has published the first 5 in the series. *Bone* is a mixture of action and adventure, fantasy, and comedy. With so many genres covered, it pleases different types of readers and all ages.
- **Amelia Rules**
Amelia Rules is a story for parents and children to read, enjoy, and laugh about together. Amelia is an upper-elementary aged student whose parents are recently divorced. She lives with her mom and her Aunt Tanner. Amelia acts like a real kid who has real problems and deals with them through real tears and real humor. It is projected to be a multivolume series. My library has the first three from the series.
- **Baby Mouse**
Baby Mouse is a multivolume series about an imaginative mouse who dreams of being a queen of the world, a beach babe, a hero and other popular subjects.
- **Graphic Sparks**
Graphic Sparks introduced for 8 -10 year olds with reading levels of grades 1-3 are harmless, goofy exploits full of school, homework, siblings, and sometimes off-beat humor.

Graphic Novels in the School Library cont.

- **Babysitter Club**
Scholastic has published two graphic novels from two of the chapter book series. These novels follow the adventures of Kristy, Stacy and the other members of the Baby-sitter Club as they deal with crank calls, parents, siblings and other growing up issues.
- **Marvel Age**
These graphic novels introduce the characters from the four superheroes: Spiderman, Hulk, Superman and Spiderwoman.
- **Avatar**
A series about a mysterious young boy found in a glacier and is discovered that he is an airbender, a tribe that was thought to have disappeared over a century ago.

Titles of Books Especially for Boys

Humor: Some of the most successful stories for boys have been the slapstick, silly stories about taboo subjects that seem to have an unusual effect on boys. The more silly it is the more they like it. The like to read riddle books and joke books, they love puns. They delight in comic books and silly illustrations. Books in which pranks and mayhem reign are their favorites. They find forbidden topics like bathroom humor to be the funniest. (*Boys and Literacy: Practical Strategies for Librarians, Teachers, and Parents.* by Elizabeth Knowles and Martha Smith)

- *Hoot* - by Carl Hiaasen
- *A Book of Coupons* - by Susie Morgenstern
- *The Adventures of Super Diaper Baby* - by Dav Pilkey
- *Holes* - by Loius Sachar
- *The Bad Beginning* - Lemony Snicket
- *Donuthead* - by Sue Stauffacher
- *Surviving the Applewhites* - by Stephanie Tolan
- *A House Called Awful End* - by Philip Ardagh
- *Disappearing Act* - by Sid Fleischman
- *A Long Way from Chicago* - by Richard Peck
- *There's a Boy in the Girl's Bathroom* - by Louis Sachar
- *Who Put That Hair in my Toothbrush* - by Jerry Spinelli
- *Shredderman: Secret Identity* - by Wendelin Van Draanen
- *Guy Time* - by Sarah Weeks

Adventure: Adventure stories have always been favorites of boys; the more thrilling and daring the plot, the better. Climbing mountains, battling snakes and alligators, rafting the white rapids, and swimming in shark-infested waters create page-turning excitement for boys. These stories usually have strong main characters that are fearless, brave, and always heroic. They are aggressive and can survive the most incredible circumstances. (*Boys and Literacy: Practical Strategies for Librarians, Teachers, and Parents.* by Elizabeth Knowles and Martha Smith)

- *The Thief Lord* - by Cornelia Funke
- *Eagle Strike* - by Anthony Horowitz
- *Life of Pi: A Novel* - by Yann Martel
- *Touching Spirit Bear* - Ben Mikaelson
- *Artemis Fowl: The Eternity Code* - by Eoin Colfer
- *River Danger* - by Thomas Dygard
- *Among the Betrayed* - by Margaret Peterson Haddix

Graphic Novels in the School Library cont.

- *Earthquake Terror* - by Peg Kehret
- *Shipwreck* - by Gordon Korman
- *Snow Bound* - by Harry Mazer
- *Brian's Winter* - by Gary Paulsen
- *Thunder Cave* - by Roland Smith
- *Grandfather's Journey* - by Allen Say

Sports: Being good at a sport is very important to most boys. In the news today they see the influential lives that many professional athletes lead. Unfortunately, professional athletes are not always good examples. In an case, most boys like sports and want to succeed an be accepted by their peers. Stories that depict the trials and tribulations of those who want to participate help boys to understand that they are not alone in the things they are experiencing. By reading about athletes and different kinds of sports, they can learn statistics, terminology, and issues and be more knowledgeable about the topic. (*Boys and Literacy: Practical Strategies for Librarians, Teachers, and Parents.* by Elizabeth Knowles and Martha Smith)

- *Jackie and Me: A Baseball Card Adventure* - by Dan Gutman
- *Gold Dust* - by Chris Lynch
- *S.O.R. Losers* - by Avi
- *Running Wild* - by Thomas Dygard
- *Haunting at Home Plate* - by David Patneaude
- *The Boy Who Saved Baseball* - by John Ritter
- *Winning Season Series* - by Rich Wallace
- *Satchel Paige* - by Julie Schmidt
- *Teammates* - by Peter Golenbock

Fantasy/Science Fiction: Space travel, aliens, and life on other planets all have special meaning for most boys. They can imagine themselves time warping into other galaxies and brandishing laser weapons to triumph over horrible-looking aliens. They can picture life on Mars and exploring barren landscapes in zero gravity. Having all this come to life in their imaginations through the pages of a great science fiction novel would allow a boy's courageous spirit to reach new levels. Sometimes fantasy stories are about time travel and going back or ahead in time and trying to adjust to different ways of life.

- *Power of Un* - by Nancy Etchemendy
- *Inkheart* - by Cornelia Funke
- *Magyk* - by Angie Sage
- *Redwall* - by Brian Jacques
- *The Giver* - by Lois Lowry
- *Charlie Bone Series* - by Jenny Nimmo
- *Eragon* - by Christopher Paolini
- *Odysseus in the Serpent Maze* - by Jane Yolen
- *Artemis Fowl* - Eion Colfer
- *Night Gargoyles* - by Eve Bunting

Horror/Mystery: A good mystery with lots of clues, cliff-hangers, and puzzles will entertain many boys. They like to be detectives and try to figure out who-done-it. They like suspense and a little intrigue. Boys like to search and dig for facts and try to put the pieces together. Many boys like chilling movies and frightening stories. They like to show how brave and fearless they are or can be. They like stories about ghosts, evil twins, and vampires. The creepier the better.

- *The Last Treasure* - by Janet Anderson
- *Skeleton Man* - by Joseph Bruchac
- *Whodunit Crime Puzzles* - by hy Cnrad
- *Shoeless Joe and Me* - Dan Gutman
- *Point Blank* - Anthony Horowitz
- *Bernie Magruder and the Bats in the Belfry* - Phyllis Naylor
- *Forensic Science* - by Brian Innes

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Meridian High School (MHS) is the oldest high school in the Meridian School District, the largest district in the state of Idaho. The MHS library has a collection of approximately 12,000 volumes. The MHS library serves more than 2,000 students, grades 9-12. In addition to the students, more than 100 teachers and nearly 100 classified staff use the library. About 12,000 volumes are circulated annually.

In 2000, several teachers at Meridian High School created and implemented a Senior Project. This project required that each student study an issue or problem in the community. The research portion of the project involved an expert interview and a community poll in addition to more traditional book and periodical research. After the research was completed, the students wrote a paper that included several best practices and a recommendation for our community to solve the problem. A PowerPoint presentation was made and presented to a panel of teacher as the culmination of the project.

After several years, this Senior Project was adopted by the entire district. Changes were made to the project and the result is that students must research an issue (local or national), write a proposal, annotated bibliography and technical paper, and present their findings and recommendation to a panel. In 2007-08, the project becomes a graduation requirement. No senior will be allowed to graduate without successfully completing each part of the project.

Because the students must pick a topic that has a possible solution, they are drawn to issues like teen pregnancy, drug and alcohol abuse, and domestic violence. There is no requirement that students use a book as one of their sources. They generally go straight to a periodicals index and print off the required number of articles. It has been my observation, however, that students struggle with the background portion of their papers. While periodicals give them relevant information for the current situation and best practices portions, books would be superior sources for the rest of the paper. The book collection in the areas of these social issues needed to be updated so that students would find it easier to use for background information on the topic of their project.

I began working on the social issues collection with the following objectives:

- To review books in the MHS collection that deal with social issues such as abuse, teen pregnancy, abortion, teen sex, and domestic violence for frequency of use.
- To review said books for copyright date. Books with copyright dates prior to 2000 will be scanned for up to date information. Older copyright dates were not used as an exclusive reason for discarding a book.
- Check books' physical condition.
- Check the MARC records of books which are relevant and current but which are infrequently used. The subject headings and/or summary may need to be augmented or changed.
- Discard books based on frequency of use, condition, copyright date, and/or relevance.
- Purchase replacements for discarded books.

Literature Review

The book *Less is More* has been particularly helpful throughout this project. When I began looking for articles, I was doubtful that I would find much that would be of help. How wrong I was. There is an abundance of articles that deal with weeding in school libraries, research libraries, public libraries, and so on. Now that I am aware of the topic, I run into it everywhere. Another useful resource was my own district's policy regarding weeding, and the guidelines our district coordinator issued regarding weeding and discards. Listed below are the resources I used and a brief summary.

Berry, John N., III. "Making space for real weeds: "weeding" is the wrong metaphor; we planted those books there.(discarding books from the library)(Editorial)." *Library Journal* 122.n9 (May 15, 1997): 6(1). *Student Edition*.

This article deals with the way the public perceives weeding in a library. The author cautions librarians against weeding true classics

Social Issues Books: Updating a High School Library Collection to Strengthen Senior Project Research

Christie Nichols

Christie Nichols was born and raised in Boise, Idaho and still lives in Boise today. She graduated from Boise State University in 1997 with a BA in Political Science and a minor in Spanish. She re-enrolled the following semester to get her teaching certificate, and has just completed her seventh year teaching in the Meridian School District. She has taught US History, Honors American Government, Global Perspectives, and first and second year Spanish, all at the high school level. Next fall, she will begin a new career as a school librarian at Meridian Middle School. She can be reached at: cmaywhoor@yahoo.com

Social Issues Books cont.

to make room for what he called "real weeds", popular fiction by authors such as Koontz or Krantz. This article is aimed primarily at public libraries, but the advice is heeded and filed away for future reference.

Chelton, Mary K., and Merle Jacob. "Weeding the Fiction Collection." (Library materials management guidelines). *Reference & User Services Quarterly* 40.3 (Spring 2001): 234.

This article is a reprint of a speech given by Jacob on weeding fiction. He addresses reasons to weed, reasons librarians give not to weed, where to begin, and a plan of action. Part of the plan of action includes setting parameters for book condition. I found this information helpful, since most of the materials checked out in a secondary school tend to be mass market or trade paperbacks. Another useful section deals with types of books to weed. Jacob lists ten types to focus on. Some of these are older single title authors, earlier or lesser works of authors who have died, and older genre fiction that has become out of date.

Farber, Evan Ira. "Books not for college libraries: a weeding proposal to prevent possible disaster and speed up the process." *Library Journal* 122.n13 (August 1997): 44(2). *Expanded Academic ASAP*.

This article is aimed primarily at college libraries. Farber suggests that a list of titles that are no longer useful in a college library ought to be created. This list would help libraries weed their collections and avoid some of the political fallout that can come as a result. There are several ideas in this article that are useful for a school library. One is the proposal that allowing faculty to give as much input into weeding as they do into selection can prevent problems. The author also discusses positive results of weeding, including increased circulation and negating the need to buy newer, compact shelving to accommodate books that are used infrequently.

Rogers, Michael. "Weed killer (weeding in a library)." *Library Journal* 132.6 (April 1, 2007): 58(1).

Public libraries and their weeding policies are the focus of this case study. A brief scenario is presented along with two responding analyses. At issue are the weeding policy itself and the communication of the policy to staff and patrons. One respondent suggests that library administrators "strive for transparency in decision-making". The other respondent advises that a weeding policy should look at a variety of factors, such as circulation statistics, condition, title duplication, relevance of subject matter to community, and evaluation of obsolete material.

Both these analyses recommend that weeding policies be tailored to the type of library being evaluated. An academic library, public library, and archival repository will each define the types of books to be pulled from their collection based on their mission and the community they serve.

Wolfe, Glenn. "How Do You Measure a Library Collection?" *Multimedia Schools* 8.3 (May 2001): 30. Student Edition.

Wolfe describes the process the staff of the Taipei American School went through as they attempted to evaluate, weed and update their 100,000-volume collection. Together they decided on four parameters: quality of records in the database, age of the collection,

titles per pupil, and how well the collection supports the curriculum. After careful research, they were able to find guidelines on two of these areas, including those from the states of Massachusetts and Maryland. The state of Massachusetts recommends, for example, that "70 percent of the print collection should have a copyright date of no later than 10 years". The Maryland Department of Education suggests that titles per pupil should number 20 for the elementary level, 25 for middle school, and 30 at the high school level.

Baumbach, Donna J., and Linda L. Miller. *Less is More: A Practical Guide to Weeding School Library Collections*. Chicago: American Library Association, 2006.

This excellent book is organized by segments of the Dewey Decimal Classification that commonly in use in school libraries, and offers reasons to weed, numbers to check, specific criteria for each area, tips for replacing titles, and a separate page for each area entitled "Consider Weeding Titles Like These".

Problems Encountered

Problems encountered were primarily with assigning Sears subject headings to particular titles. *Rescue My Child* is a book about ex-Delta Commandos who rescue children abducted by non-custodial parents and taken outside the US. This book was published in 1992 and still seems like an interesting read, but it has never been checked out from the MHS library. Adding additional Sears subject headings might be one way to make the book more visible and accessible. The only heading on the bibliographic record was "Parental kidnapping—Unites States—Case studies." I searched a number of OPACs and found no additional subject headings. After some further searching in the Sears headings, I added the heading "Rescue work." Another book that caused some problems was *Being Born*. While its intended audience is ages 4-8, it is retained in the library because of our large population of special education students. The book's subject headings needed updating, because there were several non-Sears headings being used. Our district guidelines suggest using only Sears headings for consistency. I added headings for "Pregnancy" and "Childbirth", but could not find a Sears for "Conception" I deleted the LC heading for "Conception" in order to comply with district guidelines. If the decision had been my own, I would have retained the LC heading. For the subject headings "Pregnancy" and "Childbirth," I added the subdivisions "Pictorial works" and "Juvenile literature".

Conclusion

The final step was to review the process for selecting and purchasing new books, using a list of possible replacement titles that had been compiled. As part of this process, I read our district's "Selection of Learning Resources" policy so that I would be familiar with the philosophy and objectives of our school board. The policy allows the librarian or media specialist a great deal of freedom in selecting resources that support the district curriculum. It also offers a great deal of protection in the event of a resource challenge. The challenges of weeding and selection are certainly more time consuming than I would have guessed. As I step into my new role as a middle school librarian, I am grateful to have some practical experience behind me. This has certainly been an eye opener as to the variety of jobs and roles a school librarian must fill.

A learning organization is a place that is continually building its capacity to create its future. They are businesses, schools, governments, and hospitals. Learning organizations are places where people expand their capabilities to create desired results, where new patterns of thinking are nurtured, and where people are attentive to learning how to learn. Libraries do these things too, don't they? Libraries provide programs to people in support of life-long learning efforts. Libraries provide access to materials to nurture diverse patterns of thinking. Libraries invite patrons to expand their capabilities by seeking information. Surely then, libraries are learning organizations.

Over twenty years ago, the Idaho Commission for Libraries began a journey to identify and build its learning capabilities. Librarians are knowledge workers adept at providing assistance in the learning activities of their patrons. It seemed so simple fifteen years ago to use the skills of our librarians to discover and implement a plan that would foster a learning organization. How hard could it be?

We found the process as simple as Nike's "Just do it" and as complicated as explaining why there is air to a first grader. This article will share some of our learning discoveries with you. Our journey illustrates the application of tools from facilitation and collaboration training, continuous improvement initiatives, and "new science" thinking in our organization. It takes many tools to move an organization from talking about learning organizations to becoming one.

In the mid-1980's, the Commission for Libraries provided facilitation training to fifteen employees. We changed our focus from doing things for people to helping people to learn how to do things for themselves. Our emphasis shifted from simply serving fish to teaching how to fish. We practiced our newly acquired facilitation skills by designing, conducting, and evaluating internal agency meetings. We developed the following ground rules or operating norms for agency meetings from the process consultation ideas of Edgar Schein and facilitation training from Interaction Associates.

- All participate as equals, responsible for the outcomes
- Open, honest, respectful communication
- Aim for consensus
- Stick to the agenda
- Use "Bin" for tangential issues [the bin is used to store non-agenda items]
- No silent disagreement or disbelief
- Disagree with grace and tact
- Enjoy yourself

These ground rules became important in the next phase of our development of becoming a learning organization by fostering a more collaborative environment within the agency.

We then reviewed our mission, vision, and goal statements. We decided that the same values and rights being offered to patrons should be extended to staff. If the library was striving to provide access to information for patrons, do likewise for the worker-learner. If the library was working to maintain democratic values (e.g. creating an informed citizenry, ensuring equal service to all citizens, and respecting the power of the majority and the rights of individuals), then it should act accordingly with employees. For example, all management meetings are open to all staff members. Agendas and meeting records are shared with all employees. Opening management meetings was a simple way to increase the sharing of information throughout the agency. The powerful demonstration of a collaborative attitude enhanced our capacity to create our future, and therefore, to become a learning organization.

Initially, we viewed facilitation and collaboration as tools to be used to leverage our influence, power, and resources so we could serve more patrons better and faster. We would work in teams – work-teams, cross-functional teams, ad hoc teams – until we were teeming with teams. If there was a problem, create a team to define it, examine solutions, ponder a decision, come to consensus, define next steps, implement, and evaluate. Teams, however, like a hammer provide only one tool. We discovered it takes many tools to build the capacities of the learning

The Library as Learning Organization

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An Assessment of Librarian Social Competence and Information Technology Self-Efficacy: Implications for Library Practice in the Digital Era

Adeyinka Tella
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Introduction

Library practice has changed dramatically in the last decade, as has many other areas of our environment. Ogunsola (2005:3) asserts that, "information and communication technology has drastically changed the way we think, the way we live, and the environment in which we live." The information technology explosion has transformed nearly all organizations and establishments, including libraries. Kumaravel (2005) points out that, "university libraries are in transition, wherein the process of information acquisition, synthesis, navigation, and archiving are increasingly focused on networked and interactive access to digital multimedia information to point of need, and on the innovative application of electronic technologies." These developments mean that we need librarians who are socially competent and comfortable with technology to be able to deliver effective service in this digital era. This requires a workforce that can use technology as a tool to increase productivity and creativity (Igwe, 2005). According to Igwe, this involves identifying reliable sources of information, then synthesizing and communicating that information.

Igun (2005) states that, "the library of the 21st century has been appropriately described as a digital library." Zhou (2005) describes the responsibilities of a digital librarian:

- Select, acquire, preserve, organize and manage digital collections;
- Design the technical architecture of digital libraries;
- Plan, implement, and support digital services such as information navigation, consultation and transmit services;
- Establish friendly user interface over the network;
- Set up relative standards and policies for the digital library;
- Design, maintain and transmit add-valued information products;
- Protect digital intellectual property in network environment; and
- Insure information security

Digital library service was also described as:

- Analyzing and processing different kinds of information resources;
- Activating and finding potential value hidden in any information;
- Providing added-value information products and services at the right time and the right place;
- Finding the right users for information and providing personalized and tailored services.

No librarian can be relevant without being both self-efficacious and socially competent in the use of information technology. Bobby (2006) states that, "social competence implies the perception and interpretation of relevant social cues, anticipation of obstacles to desired behavior, anticipation of consequences of behavior for oneself and others, generation of effective solutions to interpersonal problems, translation of social decisions into effective social behaviors, and the expression of a positive sense of self-efficacy." To be self-efficacious with information technology, on the other hand, implies having perceived judgment of one's capability to apply information technology to specific tasks (e.g. sending an electronic file to a friend, preparing an electronic presentation, or using electronic cataloging tools). Little research has been done regarding the effect of the digital era on effective library practices in Africa, particularly in Nigeria. Hence, this study examines librarian social competence and information technology self-efficacy.

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Social competence

Bobby (2006) defines and discusses social competence:

"Social competence is possessing and using the ability to integrate thinking, feeling, and behavior to achieve social tasks and outcomes valued in the host context and culture. In a library setting, these tasks and outcomes would include accessing the library materials successfully, meeting associated personal social and emotional needs of the clientele, and developing transferable skills and attitudes of value beyond library.

"Very different social competencies are required and valued in different contexts. Behaviors that are dysfunctional and disapproved of in one context might be acceptable in another. Through thinking and feeling, the socially competent person is able to select and control which behaviors to emit and which to suppress in any given context, to achieve any given objective set by themselves or prescribed by others (Bobby, 2006). The definition suggests that a major part of social competence is a set of component skills or procedures applied conditionally. These might include perception of relevant social cues, interpretation of social cues, realistic anticipation of obstacles to personally desired behavior, anticipation of consequences of behavior for self and others, generation of effective solutions to interpersonal problems, translation of social decisions into effective social behaviors, and the expression of a positive sense of self-efficacy. This simply means an essentially information-processing model of social behavior, with an input (decoding) stage, a central processing and decision-making stage, and an output (encoding) stage. Although different cultures and contexts value different social behaviors, there is nevertheless some broad consensus in most societies about what is desirable: establishing and maintaining a range of positive social relationships; refraining from harming others; contributing collaboratively and constructively to workplace and community; engaging in behaviors which enhance and protect health; avoiding behaviors with serious negative consequences for the individual or others or both.

"However, it is significant that a number of these are expressed negatively, seeking to define social competence as the absence of social incompetence. This highlights the need to term specific behaviors as socially competent or incompetent. Although it might in principle be meaningful to term a librarian socially competent as a function of the number of social skills they possessed, the number of contexts in which they could demonstrate them, and the number of different objectives they could thereby achieve, quantifying these performance indicators would prove very difficult."

Social competence is needed by librarians in their day-to-day activities and their interactions with clients. The absence of this in this digital age may render the work of a librarian useless and not relevant. Social competence skills of a librarian involve having good listening skills, communication skills, maintaining open relations; understand people, tactfulness, clientele focus, enthusiasm, persistence and self-management.

Articles regarding competencies discuss the inflexibility of traditional job descriptions in this time of rapid change. The job description tends to be prescriptive and unassailable for a fixed period of time. More flexibility is required to respond to organizational threats and opportunities as these arise, thus a different human resources structure is required to accommodate change. What was once thought to be irreducible (job descriptions) is now reducible to competencies. Winterton (2005) describes the current status of competencies and

competency modeling as one-dimensional but transitioning. Functional/occupational competencies are most common in the UK with behavioral competencies more common in the USA, and more holistic structures found in France, Germany and Austria. The one-dimensional structure, through modeling and implementation, has been found to be limiting by its users. Since social competence has been found to relate to performance by (Tella, 2003), it is expected that it should as well relate to the librarian computer self-efficacy and Internet self-efficacy.

To achieve a social competence that works well in an organization, a variety of descriptions of competence must be developed in differing levels of detail. The competence that a cataloger needs to bring to the workplace will be different at the beginning level than the advanced level, and will often differ drastically from the set of competencies that a reference librarian will need at the beginning and advanced levels, depending on the workplace setting.

Information Technology Self-efficacy

Information technology includes the computers, software, networks, satellite links and related systems that allow people to access, analyze, create, exchange, and use data, information, and knowledge in ways that, until recently, were almost unimaginable. The Internet and its applications bring together people in different places and time zones, with multimedia tools for data, information, and knowledge management in order to expand the range of human capabilities (Beebe, 2004). These different tools are now able to work together, and combine to form networked world—a massive infrastructure of interconnected telephone services, standardized computing hardware, the Internet radio and television, which reaches into every corner of the globe (UNDP Evaluation Office, 2001). Information technology includes computers, satellite, wireless technology, the Internet, radio, television and telephone; however, only two of these are considered in this study. These are computer self-efficacy and Internet self-efficacy. These two were chosen because they are the most widely use and most relevant and can be applied to library practices.

Computer Self-Efficacy

The concept of computer self-efficacy emerged from the self-efficacy literature and has been defined as "judgement of ones capability" to apply computer technology to specific tasks (e.g. sending an electronic file to a friend or preparing an electronic presentation) (Campeau and Higgins, 1995:192). Campeau and Higgins define computer self-efficacy as individuals' belief in their ability to use a computer to solve problems, make decisions, and to gather and disseminate information. Marakas and Johnson (1998:128) assert that computer "self-efficacy can be operationalized at both the general and specific computing behavior level and at specific computer application level". Task specific computer self-efficacy (TCSE) examines self-efficacy related to specific computer tasks. For example, a study might concentrate on TCSE with spreadsheet software. General computer self-efficacy examines self-efficacy across multiple technological platforms (Stephens and Shotick, 2002).

Eastin and LaRose (2000) discuss self-efficacy and use of the Internet:

"The relationship between self-efficacy and personal Internet use is perhaps intuitively obvious. Self-efficacy is essential to overcoming the fear many novice users experience. Campeau and Higgins (1995) empirically revealed the relationship between computer self-efficacy and computer use. Stapple, Hulland and Higgins (1998) found that those with high levels of self-efficacy in

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remote computing situations were more productive and satisfied, and better able to cope when working remotely. The Internet requires development of a further set of skills that to the novice user may be daunting. These include establishing and maintaining a stable Internet and searching it for relevant information. Internet self-efficacy may be distinguished from computer self-efficacy as the belief that one can successfully perform a distinct set of behaviors required to establish, maintain, and use effectively the Internet over the above basic personal computer skills.

"Early research on Internet self-efficacy focused on the performance of specific tasks, such as entering World Wide Web addresses, creating folders and bookmarks, mailing pages, using file transfer protocol (FTP) and telnet, composing hypertext, and moving bookmarks (Nahl, 1996, 1997). Ren (1999) reported a measure of self-efficacy specific to searching for government information sources. Results were consistent with previous self-efficacy literature, with self-efficacy perceptions positively related to task performance (Nahl, 1996, 1997) and the amount of use (Ren, 1999)."

Internet self-efficacy

Eastin and LaRose (2000) add that, "Internet self-efficacy, or the belief in one's capability to organize and execute courses of Internet actions required to produce given attainments, is a potentially important effort to close the digital divide that separates experienced Internet users from novices ." The authors explain that knowledge barriers to initial Internet adoption and comfort and satisfaction issues faced by librarians who are new users may be construed as self-efficacy deficits. According to Bandura (1997:3), "self-efficacy is the belief in one's capabilities to organize and execute the courses of action required to produce given attainment." According to Pajares (1996) "self-efficacy is the individuals' perceived capabilities to obtain a designated types of performances and to achieve specific results." The construct of self-efficacy represents one core aspect of Bandura's social cognitive theory (Bandura, 1997, 2000, 2001). The theory posits that self-efficacy makes a difference in how people think, feel, and act. Low self-efficacy is associated with depression, anxiety, and helplessness. Persons with low self-efficacy also have low self-esteem, and harbor pessimistic thoughts about their accomplishments (Schwarzer and Schmitz, 2005). People with high self-efficacy choose to perform more challenging tasks and are creative (Bandura, 1997). Eastin and LaRose state that, "Internet self-efficacy focuses on what a person believes he or she can accomplish online now or in the future. It does not refer to a person's skill at performing specific Internet-related tasks, such as writing HTML, using a browser, or transferring files, for example. Instead, it assesses a person's judgment of his or her ability to apply Internet skills in a more encompassing mode, such as finding information or troubleshooting search problems. Internet self-efficacy differs from Computer self-efficacy as the belief that one can successfully perform a distinct set of behaviors required to established, maintain and utilize effectively the Internet over and above basic personal computer skills," adding that "prior research on Internet self-efficacy has been limited to examining specific task performance and narrow behavioral domains rather than overall attainments in relation to general Internet use." They describe a study on "Internet self-efficacy and the psychology of the digital divide," finding that, "prior Internet experience, outcome expectancies and Internet use were significantly and positively correlated to Internet self-efficacy judgments." They cite Ren (1999) who "reported a measure of self-efficacy specific to searching for government information sources. He found out that self-efficacy perception

positively related to task performance and the amount of use" and Oliver and Shapiro (1993) who "reported that the stronger the person's self-efficacy beliefs, the more likely he or she was to try to achieve the desired outcome." This could also be applicable to librarians: the stronger the librarian self-efficacy, the more they are expected to carry out library tasks using the Internet. It is also expected that their Internet self-efficacy should be positively related to the expectation of positive outcomes of Internet use.

The focus of this study is the assessment librarian social competence and information technology self-efficacy. The following hypotheses were developed.

1. There will be no relationship between librarian social competence, computer self-efficacy and Internet self-efficacy
2. There will be no relationship between librarian computer self-efficacy and use of the Internet.
3. There will be no relationship between librarian Internet self-efficacy and use of the Internet.

Methodology

The design

This study adopts a descriptive survey approach. This allows for the description of events as they occur in the process of carrying out the study. The survey method was used to allow wide coverage of respondents so that generalization of findings to the relevant settings could be possible.

Population

The population of the study comprises librarians working in academic libraries in Oyo and Lagos state, Nigeria.

Sample and Sampling Procedure

A purposeful sampling technique was used to select eight academic libraries from two states. Four libraries were selected from each state. A census of librarians from each institutions was taken. The breakdown is as follows:

Oyo State

1. Kenneth Dike Library, University of Ibadan	20
2. Ladoke Akintola University of Tech. Ogbomoso library	10
3. The Polytechnic Ibadan library	6
4. Oyo State College of Education library, Oyo	4

Lagos State

5. University of Lagos library, Akoka	15
6. Lagos State University library	8
7. Lagos State Polytechnic Library	7
8. Lagos State College of Primary Education Library, Epe	7

Total 77

A total of 77 librarians took part in the study. Their age ranged from 28 – 45 years, with a mean age of 36.5years. Among the librarians who responded, 23 were male and 54 were female.

Instruments

Social competence Scale

A modified Librarian Social Competence Scale containing 15 items was used to gather data on Librarian Social Competence. Items in this instrument were adapted from the 25-item Teacher Social Competence Scale by Fast Tract (2006). Just like Teacher scale, the Librarian scale was divided into three parts. These are: Personal / communication skills, Emotional regulation skills, and Academic skills. Each of the parts contains 5 items. It is a five-point Likert scale with responses ranging from Very well = 5, Well = 4, Moderately well = 3, A little, 2 and Not at all = 1. Items in the instrument include "Think before acting," "Very good at understanding client's feelings," "Stays on task," and "Acts friendly toward clientele." The reliability coefficient for this scale after modification yielded an $r = 0.80$ Cronbach alpha.

Computer self-efficacy scale

This is a modified ten-item Likert scale with five-point rating that was developed to measure librarians' specific computer knowledge and skills. Items in the scale were adapted from Murphy and Owens (1989) Computer self-efficacy scale. The reliability coefficient for this scale after modification also yielded an $r = 0.79$.

Internet self-efficacy

The eight-item Internet self-efficacy scale developed by Eastin and LaRose (2000) was found to be reliable and internally consistent was used to gather data on Internet self-efficacy. It is a four-point Likert scale ranging from Strongly Agree to Strongly Disagree. The substantial factor loading and a standardized Cronbach alpha of $r = 0.93$ was obtained indicating an Internal consistency of the scale.

Research Question 1: There will be no relationship between librarian social competence, computer self-efficacy, and

Table 1 contains descriptive statistics and intercorrelations among the variables. The table indicated that social competence correlates with (1) Computer self-efficacy ($r = .321, P > 0.01$) and (2) Internet self-efficacy ($r = .332, P > 0.01$). In other words, significant correlation exists among all the variables. These results indicate that social competence can influence a librarian's computer self-efficacy and Internet self-efficacy, since it is a combination of social skills such as social interaction. Social interaction can push or prompt a librarian to try new things. By trying a particular task, one

may become skillful, and this may cause such individual to become efficacious in the task. The result corresponds with the assertion that a major part of social competence is a set of component skills or procedures applied conditionally (Bobby, 2006). Hence, the relationship between social competence, computer self-efficacy, and Internet self-efficacy found in this study is not surprising.

Table 1: Relationship between librarian social competence, computer self-efficacy and Internet self-efficacy

Variables	No.	Mean	SD	Soc.Com.	CSF	I.S.E.
Soc.Com.	77	4.87	1.9	1.000		
CSE	77	4.85	1.8	.321**	1.000	
ISE	77	4.60	1.6	.332**	.417**	1.000

Research Question 2: There will be no relationship between librarian computer self-efficacy and use of Internet.

Table 2 shows that a significant relationship exists between Computer self-efficacy and Internet use by librarians ($N = 77, r.cal. = .56, r.crit. = .23, DF = 75, P > = 0.01$). These results therefore indicate that the more librarians are computer self-efficacious the more they are able to use the Internet. The results correspond with Ren's (1999) report that a measure of self-efficacy specific to searching

for government information sources relate to performance of a task and that self-efficacy perception positively related to task performance and the amount of use. Oliver and Shapiro (1993) reported that the stronger the person's self-efficacy beliefs, the more likely he or she was to try to achieve the desire outcome.

Table 2: Relationship between computer self-efficacy and use of Internet

Variables	No	Mean	SD	r.cal.	r.crit.	df	P	Remark
CSE	77	25.32	3.72	.56	.23	75	0.05	S**
IU	77	25.07	3.69					

Research Question 3: There will be no relationship between librarian Internet self-efficacy and use of Internet.

Table 3 shows that a significant relationship exists between Internet self-efficacy and Internet use by librarians ($N = 77, r.cal. = .59, r.crit. = .23, DF = 75$ and $P > 0.05$). These results presuppose that the self-efficacy in the use of the Internet by the librarians could determine their use of the Internet. The finding corroborates the report of the study conducted on Internet self-efficacy and psychology, that prior Internet experience, outcome expectancies, and Internet use were significantly and positively correlated to Internet self-efficacy judgments (Eastin and LaRose, 2000).

Table 3: Relationship between librarian Internet self-efficacy and use of Internet

Variables	No	Mean	SD	r.cal.	r.crit.	df	P	Remark
ISE	77	23.80	3.84	.59	.23	75	0.05	S**
IU	77	24.42	2.97					

The study generally reveals that social competence is related to computer and Internet self-efficacy. Computer self-efficacy relates to Internet use and Internet self-efficacy relates to Internet use. This has important implications for librarians. First, social competence will enable them to calm a library user who is frustrated. Second, computer and Internet self-efficacy will promote access and use of the Internet. This provides an open door to improvement of service and enables and contributes to their effective functioning at the digital age. Third, the concept of information technology self-efficacy used in this study will help erase the digital divide which might exist even among the librarians.

Social Issues Books cont.

Internet Use Scale

The librarians' use of the Internet was measured with six items. Two items ranged from No use (1) to More than Five hours of use (5). These were used to assess Librarians' use of the Internet each week. Two items scored from 0 – 5 assessed the number of days the respondent went online during weekdays. Two items ranging from No hours (1) to Over 25 hours were used to assess time spent navigating the net during the week.

Procedure

The researcher went to the selected libraries and administered the instruments to the respondents. In each of the libraries, the instrument was administered and collected the same day. Data collection took two weeks. All the instruments were properly filled and no loss of items was recorded.

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Method of data analysis

To analyze data collected on the study, the Pearson multiple correlation matrix and Pearson product moment correlation were employed.

Result

The first hypothesis sought to find the relationship between librarian social competence, computer self-efficacy and Internet self-efficacy. The result is presented in Table 1.

Limitations of the Study

This study is limited by a number of factors. First, the sample was drawn from eight libraries in two of the thirty-six states of Nigeria, and is relatively small. More research is needed in this area. The findings of such studies will help librarians in Nigeria be more effective in the digital age.

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Iwould like to preface this report with the statement that I am not an Asian scholar. I have only a superficial understanding of some small aspects of Asian studies. I began my research therefore with the idea of finding out more about the country of Korea in order to prepare for a three week course abroad during August of 2006. The Study Abroad course for MLIS students (in the syllabus from Dr. Wooseob Jeong) states:

"Korea is officially recognized by UNESCO that it invented the first metal printing method in the world, more than 200 years before Gutenberg printing device was introduced. It preserves many valuable historical documents in a systematic way. Students will learn Korea's contribution to the areas of printing, archiving, organizing, and preserving materials in history by a series of lectures by Korean experts, ranging from government officials and practitioners to library and information science professors." Having completed a course in Preservation this Spring, I was interested in the development of Korean printing, considering it as one of human species most important advances in sharing of ideas and changes of world cultures. As a lifelong reader, librarian, and poet I began exposing myself to Korean books, films and music to develop a broader concept or vision of its people and their own style of creativity.

While reviewing older examples of Korean literature, the topic of Korean printing ultimately became an intense mix of learning more about history, technology, and art as I continued with a specific interest in classic Korean poetry written in Chinese. After reading a few examples of these personal first person poems by ancient scholars and monks, I was intrigued by their perspectives offering accessibility to firsthand impressions of Korean society through time. More interesting was the fact that it was possible for me (a librarian in rural Idaho), to be able to read these poems more than a thousand years later. As novelist Elizabeth Lowell wrote in *Tell Me No Lies* (1986, p. 169) "Art and humanity are inseparable. One would die without the other. That's a truth older than Chinese bronzes, older than culture and civilization, older than mankind as we know it. The Neanderthals buried their dead with garlands of flowers, and their successors painted the spirits of animals on cave walls. Art isn't a luxury or an investment. It's the soul of humanity made tangible." While reading these poems I felt closer to understanding the independent, nature loving spirit of Korea. This country is maintaining an intact identity through its cultural elements, despite exposure to successive and complex multi-cultural influences from trading, conflicts, and invasions or migrations through history and influx of a variety of populations.

Development of printing occurred during changes in power of dynasties, religion, and styles of cultural expression exemplified and represented within classical Korean poetry written in Chinese (from the late eighth century continuing for over a thousand years). In this paper I will discuss general styles from the period preceding the invention and development of *Han-gul* (Korean written language) in 1446. To understand the relative importance of classical Korean poetry, consider this from *The Art of Burma, Korea, Tibet* (1964, p. 126):

"Painting in China is closely associated with Confucian scholarship. So it was also in Korea. A good Confucian must excel in three different skills: poetry, calligraphy, and painting. Most important of these three skills in Korea was poetry. Actually under the examination system of the Yi Dynasty the candidates were examined primarily in poetry. Whoever composed good poems and wrote them in excellent calligraphy could pass the highest examinations in the country. To him all the roads to higher positions were open. Calligraphy is correctly considered as an art form, and many Koreans have reputations as good calligraphers..."

It becomes apparent through study of Korean history that these scholars would have been only the affluent or royal members of society, high ranking military or political figures and subject to predominant religious influences. The majority of the poetry during this time therefore does not represent a typical farmer, tradesman or woman in Korean society. During the greatest influence of Buddhism, printed poetry reflected many of these teachings in books created of Buddha's teachings. There is also a natural Taoism that is expressed in many poems that may reflect some of the earlier beliefs of Shamanism.

Printing during the Koryo (also spelled Goryeo) Dynasty (918-1392)

A Perspective on Classical Korean Poetry Written in Chinese: Preparing for MLIS Study Abroad

Diane B. Rice

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Classical Korean Poetry cont.

began with wooden block printing or xylography. Calligraphic Chinese characters were carved individually from wood blocks before ink and then paper was applied for printing. This was done mainly by Buddhist monks. The most amazing example of this was the Tripitaka. From EARLY PRINTING CULTURE OF KOREA printed by Cheongju Early Printing Museum (2004, p. 6):

"The *Bohyeop in Dharani Sutra*, printed at the Chongjisa Temple in Gaesong in 1007, is the oldest xylography of the period. During the reign of King Hyeonjong, when the country was invaded by the Kitans (Manchus), the Tripitaka was printed between 1011-1031, in order to cope with these intrusions. And *the Gyojang*, an annotated edition of the Tripitaka, was printed by Ui-cheon, the 4th son of King Munjong, who had compiled it from various Korean, Chinese, and Japanese sources. The *Gyojang* was published at Gyojang dogam (the Office of Printing) from 1091 to 1101. The wooden plates carved to print *the Tripitaka Koreana* and the *Gyojang* were stored at Buinsa Temple in Daegu. But these were lost in fire during the Mongol Invasion of the 13th century. When these woodblocks were lost, the central government established the Daejang dogam (the Central Office of Printing) and commissioned a second carving which is what we have today, *the Tripitaka Koreana* kept at Haeinsa Temple. The carving process lasted for sixteen years and was finally completed in 1248. The content and the artistry of the encaving are considered to be of masterful quality. The Goryeo Dynasty was the golden age of xylography, with flourishing publication of sutras, poetry, anthology, and writings by monks."

I observed in the museum a case label stating that if numerous mistakes were made in carving the monk was flogged. The next step was binding printed pages in a five-hole hand sewn style volume. Korean paper is also very high quality and stores and preserves well.

Development of metal typography began with metallurgy and a kind of lost wax process using sand to cool and set the shape of the letters. This began in the early 13th century evidenced in the "Poems about Priest Nammyeongcheon's Awakening". Thin strips of bamboo were used to frame the letter type to establish even rows before printing was begun. I was interested then in learning more about how the printed materials were distributed over wider areas and into other countries. My best information on this was in a talk given by a Japanese scholar; Satoru Takeuchi called about "Early Book Paths" during the Council for East Asian Libraries (CEAL) meeting at Yonsei University. He mentioned some commonalities in Asia were the religions: Confucianism, Buddhism, and Taoism, and that most literate people spoke Chinese and also wrote by using Chinese characters throughout China, Korea, and Japan. Concerning the introduction, production, reproduction, and dissemination of books in these regions he found five "Book Paths":

1. 1st to 5th Century CE

First Japanese Delegation to China. In a chart he showed this route through the Seoul area from Nagasaki, Japan to Lou-Yang and Chang-an, China and mentioned that Korean people helped translate the language of Chinese to the Japanese during this time.

2. 6th to 9th CE

Introduction to Chinese books and Buddhism from Paekche. Contribution of Korean Scholars is noted. He showed a path from Nara, Japan to Seoul and mentioned Korean priests and monks produced paper, taught and built temples in Japan.

3. 7th to 16th CE

Direct Route from China. Learning Chinese Culture and Developing Japanese Culture. The path moves once again from Kyoto, Japan through Seoul, Korea

to Lou-Yang and Chang-an, China. He mentioned that printing of government papers, Confucian teachings, and also fine arts and literacy was spreading. In this time the first libraries were being opened to the public.

4. 17th & 18th CE

Korea to Japan path is established with Korean Confucianism and delegations representing Korean scholarship. Showing a path from Edo, Japan to Seoul then Japan invaded twice and took books, moveable type, and scholars so Japanese scholars learned Chinese/Japanese culture.

5. 17th & 19th CE

China to Port of Nagasaki was a path. This was a restricted period of foreign information. Popular education and literacy became more widespread and Western influence of culture allowed after 1870.

My overall impression of this time is that works that were reproduced and shared were sometimes based upon hierarchical standards of political or social influence, also printed for sharing or teaching of prescribed values. However, because poetry was valued as a classical study, some distribution might have been based on more personal preferences or as one translator of Korean poetry mentioned, family members will produce an ancestor's poetry to commemorate their memory and then share the poems with others. Kings might have a royal calligrapher who copied poems that were written by individuals and then shared among members of society. If the poem was added to a painting or pottery vessel then as art it might be viewed by many other members of different social levels or groups, i.e. the workers at the palace compound. I could also see the possibility of a monk walking or traveling with some of his favorite poems in his pocket and sharing them with others who might copy them too. Possibly some were written into plays or songs that were performed in other regions.

Finally, a discussion and examples of the poetry of the classical Korean poems would be in order. My first thoughts on versions of poems I have read concerned the idea that these poems were written in a language that uses symbols constructed of many ideograms to express concepts. There may be more than one meaning in the calligraphic choice, then a translator brings his own experience or cultural training into the expression, and finally the reader of the poems or publisher refines them once again to offer their own sense of meaning. I could try to identify poetic styles or forms, i.e., as pentasyllabic or heptasyllabic quatrains that parallel Chinese forms or quantify them as poems which first discuss nature and then emotions of the poets using nature or Taoism as a model, but I think meanings contained in poems are more interesting than defining the process. As you analyze elements of a poem or poet and indeed look upon them point by point as representative of a historic reality, something of their beauty is lost, though these combinations of words have transcended through time into other cultures. As stated by Kenneth Yasuda from *The Japanese Haiku* (1957, p. 15):

"Why the artist contemplates this aspect of his environment rather than that is not his concern. Indeed, he is not completely free in the choice. He is solely interested in experiencing the object that does not present itself, in and for itself. When he contemplates a scene, in virtue of his funded experience, any object that has meaning resonatory enough to respond to and answer the impulsion generated in him becomes his subject. He becomes so aware of it that his self is that awareness; he does not reflect on it. He is like a tuning fork placed before a vibrating one of the same frequency. When he contemplates the impassionate, living object he immediately realizes its quality just as the sound from the tuning forks will be come

audible. He is in a state of aesthetic resonance, a harmonized whole of all the meaningful experiences he has had, brought to bear upon the moment of aesthetic contemplation."

In Korea the *hansi* (poems in Chinese characters) contains genres two of which are *sijo* and *kasa*. There are predominant Korean poets that wrote following Chinese structural rules. One is Ch'oe Chi-won (857-?) Here are four different translations of the same poem:

1. Autumn winds are blowing
I chant a sad song
So few people in this world
have ever understood me.
It is the third watch;
rain splatters the window.
I sit in front of the lamp,
my spirit 10,000 *li* away
2. On A Rainy Autumn Night
I sing a bitter song in the autumn wind,
with very few who really appreciate it.
Outside the window drips midnight rain:
under the lamplight, my thoughts drift far away.
3. In the Autumn Evening Rain
In the autumn wind, I chant bitterly –
Few in this world appreciate my worth
Outside my window, the midnight rain falls;
Before this lamp, my heart is ten thousand *li* away.
4. On a Rainy Autumn Night
The autumn wind breeds only mournful songs,
Though few in the world would know my mind.
Outside the window, midnight rain still drizzles
As I sit before a lamp, thoughts rushing far away.

From *A Handbook of Korea* (1993, p. 171) an appreciation of the *hansi* poetry reflects: "The pattern of Korean poetry had been solidly established by the time Yi Kyu-bo (1168-1241) began to write his *hansi* in the middle of the Koryo Dynasty. Yi Kyu-bo's poems are intensely personal, very often dramatic vignettes from the poet's own life. He describes an external landscape--a temple, a posthouse, an inn—and then he moves to an inner landscape of the heart. The poems are brief, song-like and revelatory. They describe moments of personal illumination. The reader meets the poet in the more intense moments of the daily grind; it may be a problem on the job, a problem with one of his children or with his wife; it may be a visit to a temple or to a friend; it may be an occasion of sorrow or joy. However, the occasion is always intimately connected with the poet himself. The poem is his reaction to the situation, his personal experience:

Desolate the monk's room beside the ancient tree;
one lamp burns in the shrine, one incense burner smokes.
I ask the old monk how on earth he spends his days;
a chat when a guest comes; when the guest goes, a nap."

Despite their different translations to English the feelings of the poet are real to the reader. Each poem evokes a scene of the past in another country. In *sijo* poetry which was sometimes written to be sung, from *Sijo Poetry of Ancient Korea* (1974, p. 4) "the first line usually states the theme, the second elaborates on it, and the third line is a twist on the theme or a resolution." Here are three examples from this

volume:

Would you like to know who my friends are?
They are water, stone, pine and bamboo.
Oh, and the rising moon from the east
mountain is a good friend of mine, too.
What more could a person want than
friends like these eternal five?

YUN SUN-DO

Long and lonely December night,
I wish I could cut you in two
and keep one half under my covers,
warm and sweetly scented,
so I might add it to a shorter night
when my love sleeps here with me.

HWANG CHINI

How I'd like to live under a peaceful
sky in a peaceful world,
with a gourd on my back and my sleeves hanging loose,
swinging in the wind.
Why wish for a dream? Whatever the world says, I'm free.

YANG UNG-JUENG

Women also wrote poetry and before this becomes overlong I would encourage the reader to search for some of the books mentioned in the bibliography and make their own judgment on the value of these poems and the preceding report of my perspectives on classical Korean poetry written in Chinese. After asking at numerous universities, museums and libraries in my travels for this Study Abroad and discovering the existence of many volumes in rare book collections or displays, this is truly an excellent study for those interested in the character and development of Korea. Thank you all for your patience in allowing me to share my interest, pursuing my curiosity and continuing love of poetry into another land.

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The Library as Learning Organization cont.

organization.

Next we integrated continuous improvement techniques and ideals (arising from the 1990's quality movement) to our organization. A core concept became that you best decide how you do your job in collaboration with other key stakeholders. You have a responsibility to listen to others, to state your concerns, to investigate the potential affect of your actions on others, and to evaluate the results of your decisions. Continuous improvement also means that you become more educated in the functioning of the whole organization. We also began to investigate what we measured. Continually revisiting quality leader Dr. Edwards Deming's question, "How do you know?" became another tool. Another brick in building our capacities to affect our future was the dual focus upon individual's learning more about the organization and the mutual discoveries about how we measured success and failure.

We developed our identity through extensive work on our organizational vision, mission, and roles. Our relationships are fostered through facilitative and collaborative actions and attitudes. Information is to be shared freely among individuals and teams. We increased our capacity to perform as a learning organization as our employees continued to learn and apply the various tools described in this article.

Organizations represent the sum of all the ways that people in them think and interact. To change organizations, you must give people the opportunity to change the ways they think and interact. The employees of the Commission for Libraries live with creative tension expressed by those desiring more traditional structures and those desiring more flexible processes. We struggle to explain the processes and feelings of fear of the unknown. One employee asked, "how can you expect me to jump from the plane when I don't even like to fly?" Facilitation and collaborative projects necessitate

relationship and communication among the participants. Quality initiatives, such as our continuous improvement model, require individual awareness of the job and the organization. Finally, the ideas from dynamic interaction invited us to nurture diverse thinking and continual learning. All of these tools increase the capacity to be a learning organization.

Central to building a successful learning organization is the recognition and acceptance that all workers need to learn how to learn. A learning organization needs three things, knowledge workers, an environment to sustain learning, and the application of what is learned to create the future of the organization. Through our journey so far, we have discovered that the following ideals and actions helped increase our capabilities to be a learning organization:

<u>IDEALS</u>	<u>ACTIONS</u>
Be brave	Take a chance, try
Be innovative, creative	Look forward – have vision
Be caring	Reflect
Be respectful	Increase your knowledge
Be open	Share information freely
Be accepting	Trust
Be positive	Learn

Based upon our experience, we believe the library provides an excellent environment to build a sustainable learning organization. At the Idaho Commission for Libraries as we create our future everyday we are indeed becoming a learning organization.

Shaping Outcomes National Launch

Shaping Outcomes, a new online course in outcomes-based planning and evaluation (OBPE), is available to museum and library professionals. Shaping Outcomes is a collaboration between the Institute of Museum and Library Services (IMLS) and Indiana University-Purdue University, Indianapolis (IUPUI) to create an instructor mediated online course that trains museum and library professionals to master and apply OBPE concepts to museum and library programming, and exhibition planning. Participants in Shaping Outcomes work at their own pace through five interactive modules over approximately five weeks. With the support of an instructor, they learn the vocabulary and methods of OBPE and they develop a logic model for a program or project at their own institution.

Shaping Outcomes courses are being offered in the Summer and Fall of 2007, free of charge, for library and museum professionals nationwide. A special section for library and museum studies faculty, professional trainers, or others who might teach Shaping Outcomes or incorporate it in their own curriculum is being offered in October 2007. If you are interested in registering for one of these courses or learning more about these course offerings, please explore our website www.shapingoutcomes.org or contact the project manager by email at outcomes@iupui.edu or through postal mail at:

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