

PNLA QUARTERLY

The Official Journal of the Pacific Northwest Library
Association



Volume 73, number 4 (Summer 2009)

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President's Message

KATHY WATSON



It occurs to me as I sit down to write this message, that it is the last "Message from the President" that I shall pen for the *PNLA Quarterly*. At the August membership meeting in Missoula, I will pass the gavel, and it will be with mixed emotions that I do so. My time as President has flown.

It has been a year of stretching for me, as well as a huge learning curve, much bonding, and a lot of fun. I'm hoping that PNLA has benefited from my presidency. It is difficult to look back and say, if not for me, there would not be this, or that. Or say that I prevented some horrendous fate that threatened us, leaped tall buildings in a single bound, put out the fire...but my gaze at this point is a bit like looking in a mirror darkly.

In the beginning of my tenure as leader, I felt that a major charge to me was membership, the numbers of which change from year to year. The statistics change depending on which province or state the annual conference is in during any particular year. PNLA is not a large organization by any count, with some of the state and provincial associations' memberships far larger than ours. This concerned me. How to grow our association was on my mind.

Board meetings and discussions led to the need to plan strategically for the future. What is the future of PNLA? As I mentioned in the last "message" your Board worked with a professional facilitator in February to begin the job of planning ahead. Then I traveled to Kodiak, Salem, Burnaby, and Jasper. As I met many of the people who are our colleagues from around the region, my thoughts began to coalesce.

I thought that PNLA needed a stronger presence in our region, and we are working on that very issue. The Board made a great move by voting to act as a sponsor for \$500 at each member's Annual conference this year. Hopefully we will be able to continue being a sponsor every year. That is also a way we can help.

What I saw in my travels was that PNLA is a strong presence now. The Young Reader's Choice Award, The Quarterly, the Jobs Board, and Leadership Institute are top of the line, and appreciated as such by many. The PNLA Annual Conference is a super venue for the very necessary face to face communications that occur between members who can attend.

PNLA will go into the future armed with the strength of 100 year old bonds and hard work, and with the flexibility to weather both down and up turns in all of our economies. Life never really gets easy, so we can expect the need for the librarians of the Pacific Northwest to help and communicate with each other for at least another 100 years!

Thank you all for allowing me to serve as President of The Pacific Northwest Library Association.

From the Editor

MARY BOLIN

This issue has interesting and substantial articles on an array of topics. I think you'll find opportunities to learn and enjoy no matter what your interests are. Moving images, archives, censorship, finance, PNLA's history, and the Myers-Briggs inventory! Thanks very much to all the contributors to this issue. The electronic *Quarterly* has new deadlines: October 1 (Fall), January 1 (Winter), April 1 (Spring), and July 1 (Summer). What would you like to share? You've got until October!

I'm looking forward to the PNLA Annual Conference in Missoula this year. See you all there.

A Century of Cooperation: The Pacific Northwest Library Association, 1909-2009

LINDA FREDERIKSEN

Linda Frederiksen is the Access Services Librarian at Washington State University Vancouver. She is active in interlibrary loan, document delivery and resource sharing activities at the local, regional and national level. A 1997 graduate of the Emporia State University School of Library and Information Management, Linda is also the PNLA web manager. This article and a presentation at the annual conference in Missoula are the culmination of a six-month sabbatical project with the PNLA archives, located at the University of Washington in Seattle. She can be reached at: lfrederiksen@vancouver.wsu.edu

Introduction

When attendees gather this summer in Missoula, Montana, for the Pacific Northwest Library Association (PNLA) annual conference, they will attend lively and informative sessions, network with old and new colleagues and enjoy the numerous activities and events planned by the conference committee. Those present will also celebrate the 100 year anniversary of a unique and vital organization; joining a long and distinguished line of library professionals, specialists, trustees and vendors who meet each year to communicate and learn about issues of regional importance and interest.

In recognition of this historic event, this article will summarize and update some of the significant ideas, topics, initiatives, and projects that shaped PNLA's history since its formation in 1909. Based on the records, documents and artifacts found in the PNLA archives, located at the University of Washington in Seattle, as well as three earlier histories (Gershevsky; Moore; Smith), the following is the culmination of a six-month sabbatical project by the author.

The Early Years

At the beginning of the twentieth century migration and industry brought an increasing population to the Pacific Northwest. The distance that separated the region from the eastern and central portions of the United States and Canada, however, meant travel and communication was slow. Individuals and institutions were largely dependent on local resources. To overcome this geographic isolation, a vigorous and forward-looking group of librarians (Smith, 8) met early in the new century to form an association that would bring together "the united strength of all the Northwest in order to create an interest in libraries and library legislation essential to their establishment and support." (Smith, 6)



Alaska Yukon Pacific Official Emblem. Used by Permission. University of Washington, Special Collections, AYP 166.

With the Alaska-Yukon Pacific Exposition of 1909 as the backdrop and the five-year old Washington Library Association as a sponsor, thirty-five librarians from Washington, Oregon, and British Columbia met at the University of Washington in Seattle to compose the first constitution and by-laws of the association. On June 10, 1909, the documents were adopted and PNLA was born. The association membership was to be made up of any person or organization interested in library work in British Columbia, Washington, Oregon, Idaho, Montana and Utah (Gershevksy, 7). Establishing this cooperation was an important impetus and one of the earliest, and recurring, themes of the organization. PNLA provided an important and previously non-existent structure and venue for sharing regional issues and concerns, ideas and innovations.

The first organizational configuration included a President, First and Second Vice-President, a Secretary, a Treasurer, a General Executive Committee and committees from British Columbia, Oregon and Washington. Annual membership dues were set at 50 cents that soon increased to \$1.00 (*Proceedings* 1911, 62).

From the beginning, annual conference proceedings provided a good survey of the scope, growth and activities of the association. Then, as now, annual conferences featured short programs and interesting topics. The programs have been attractive bait to bring librarians together. The meeting of the clans has been the main thing. Other forms of entertainment have been as beneficial as formal papers and community drives around cities and post-convention outings through picturesque scenery have been helpful in extending acquaintance, understanding, and good will. (Smith, 16)

During these early years, other issues of interest included marketing of library services and the need for library legislation in Alaska and the Yukon. Local history and World War I became focal points of later meetings. At the 10th anniversary conference in Vancouver, BC, Canadian John Ridington suggested libraries held the key to preventing warfare in the future by upholding ideals, creating sympathies and disseminating knowledge (*Proceedings* 1919, 7-8). Books of all kinds were the

primary focus of sessions at initial conferences, and with good reason. These “early librarians were people who handled books, read and recommended books, and thought and lived books. Many proceedings are studded with articles on books and literature...it was assumed that an interest in literature was common to all.” (Gershevsky, 11)

With many early conferences “given over almost entirely to our problems as keepers of books,” (Powell, 30), it is not a surprise that one of PNLA's first initiatives was the formation of the Subscription Book Committee and the launching of the *Subscription Books Bulletin* in 1917. Intended to provide information on books of inferior quality printed cheaply in bulk serial subscription form by unscrupulous publishers, the *Bulletin* proved to be popular with libraries outside the Pacific Northwest and in 1930 the American Library Association (ALA) took over its publication, eventually merging it into what became the *ALA Booklist* (Gervetsky, 15). Other committees formed during PNLA's first decade included Publicity, Libraries in Alaska and the Yukon, School Libraries, Northwest Bibliography, Membership Extension, Trustees, War Records, and Salaries (*Proceedings* 1920, 1-2).



Library interior, circa 1920. Used by Permission. University of Washington, Special Collections, UWC 6720

Libraries and librarianship drew the attention of the association following the First World War. During the 1920s, wages for library workers were low but work was plentiful. With the Great Depression, the situation changed dramatically. Library staff was cut everywhere, book buying budgets were frozen, and building projects scaled back or put on hold. However, much like today, libraries saw heavy use during poor economic times (Gervetsky, 15).

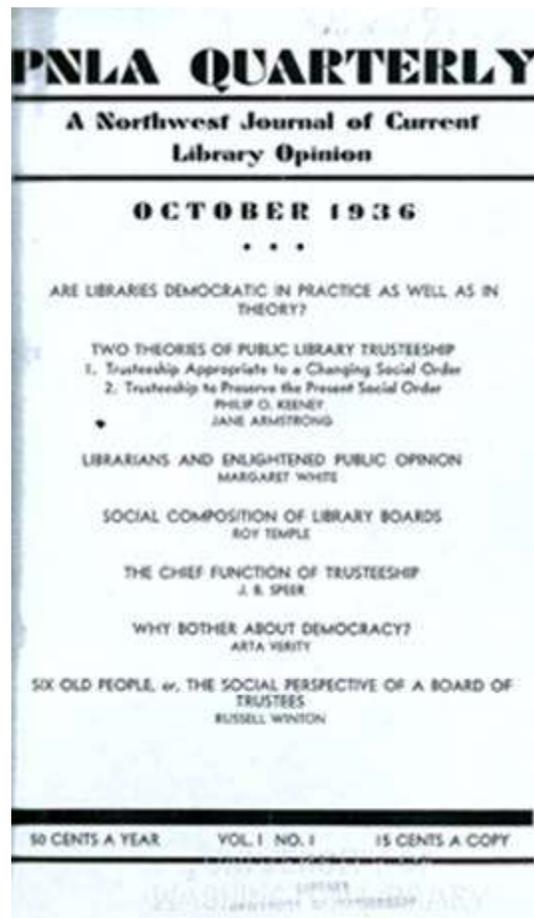
In 1934, PNLA celebrated its silver anniversary in Walla Walla by looking ahead. The *Proceedings* reflect a profession concerned with familiar issues: balancing the needs of a general public with leisure time against specialists and their needs, marketing, publicity, centralized library administrations, regional cooperation of libraries, focusing on the needs of children as they outgrew the resources in the children's section, and making the catalog more accessible to the public (Gervetsky, 16).

The 26 th conference took place in Portland in 1935, with several important issues coming up for votes. These included opposition to war preparation and

fascism, advocacy for federal funding of nationwide library service, the creation of a quarterly publication and a call to reform ALA; giving rank and file members more voice (Gervetsky, 17).

A recurring theme of the organization has been communication and publicity. Conference proceedings were prepared and mailed to members as well as "publicity albums." Consisting of conference programs, attendance registers and newspaper clippings, the albums "enabled librarians who had been unable to attend to get a good idea of what transpired long before the printed proceedings were distributed." (Smith, 17).

The first issue of the *PNLA Quarterly* was published in October, 1936. Subtitled "A Northwest Journal of Current Library Opinion," the *Quarterly* was an outgrowth of the need for both a recruitment tool and also a centralized communication channel for association members. It is the winner of three ALA/H.W. Wilson Periodical Awards and has been in continuous publication for the past sixty-three years. Similar to conference proceedings, the *Quarterly* serves as both a mirror and measure of current issues and interests.



From its earliest years, PNLA recognized the need for cooperative resource sharing in the region. Long before the philosophy of resource ownership was replaced by that of access, the predominantly small collections and budgets of libraries in the Pacific Northwest meant cooperation to develop the library resources

of the region was a necessity. For these libraries "co-operation works a hardship on no one, and widens the scope of service each co-operating library renders (Van Male, 5).

At the same time, Bibliography Committee members gathered citations on books related to the Pacific Northwest. Over the years, these notes evolved into a checklist and then a union list of significant manuscripts from the region. In 1936, PNLA created a regional bibliographic center and a union catalog of works represented in the member libraries. In 1940, built on an initial \$35,000 Carnegie Corporation grant, the Pacific Northwest Bibliographic Center (PNBC) was established, to be housed at the University of Washington (Moore, 5). Wholly self-supporting by 1945, when the Carnegie grant was exhausted and WPA funds that were used to staff the Center were cut off, PNBC served as a model of resource sharing and document delivery in the region and the nation for more than 40 years.



Pacific Northwest Bibliographic Center. Used by Permission. University of Washington, Special Collections, UWC 20122z

Another significant achievement for PNLA was the creation of the Young Readers Choice Award (YRCA) in 1940. After receiving a letter from Seattle bookseller, Harry Hartman asking the association's readers "endorse a juvenile book with an excellent story," the Division of Work with Children and Young People created just such a prize (DeBruyne & Sherman, 2). The first YRCA winner was *Paul Bunyan Swings His Axe*, by Dell McCormick, "a western author of a book with a western setting, printed by a western publisher." (Gervetsky, 20). Now in its 59 th year, the YRCA is the longest continuing activity of any PNLA division and one of its most popular, each year drawing tens of thousands of votes from Pacific Northwest children and young adults across the region.

As PNLA continued to grow into a mature organization, a significant reorganization to create a more democratic method of electing officers and conducting association business dominated the attention of the members. Although what would become the Mountain Plains Library Association was still a few years from formation, Utah librarians petitioned to leave PNLA in 1941, reducing the PNLA region to only five areas.

Conference sessions show the impact of the war on libraries. Gas rationing, government regulated travel, and restricted lodging as a result of World War II led to cancellation of the 1943 conference, for the second time in the association's history.

Members saw a direct correlation between libraries and society:

The PNLA is the oldest regional library association on the North American Continent. Through it the librarians of the Province of British Columbia and the States of Idaho, Montana, Washington, and Oregon have, for more than forty years worked cooperatively and effectively to bring books and related materials into direct support of their respective commonwealths, of the region as a whole, and to a lesser extent, of the two great Nations. Achievements of the Association have demonstrated that it has been a quickening and enlivening factor in the educational and cultural growth and progress of its region and that, as a result, the four states and the province now have a more enlightened citizenry and a stronger and healthier democracy than they could have had had the Association never been organized. (*Proposal*, 1-2)

The Middle Years

After the war ended, adult and continuing education became a growth industry across North America and the Pacific Northwest region. Librarian shortages were acute and served to finally push wages up. As an association, PNLA encouraged library schools to raise standards to give the profession more prestige and allure, rather than lowering them to admit more students. Librarians from Alberta petitioned to join PNLA in 1954 and were admitted in 1955. In 1958, Alberta briefly left to join Manitoba and Saskatchewan in the foundation of the Prairie Provinces Association but returned to PNLA in 1977 (Moore, 12)

In the 1950s, the lack of involvement by younger librarians in the administration of the association became an issue. PNLA also took an active interest in library boards and personnel actions taken by these boards in Tacoma, Washington, and Bozeman, Montana.

In other mid-century activities, the Ford Foundation granted \$50,000 to PNLA and the University of Washington's School of Librarianship to improve library service in the area. The proposal called for a coordinated, complete and systematic study of the entire library situation in the states and province, with an overall goal of attaining more books and better libraries for the region (*Proposal*, 1954). The result of the grant would eventually become the Kroll Report which was published in 4 volumes in 1960 (Kroll). In 1959, PNLA celebrated its golden anniversary in Seattle, with a well-attended preconference on the role of personnel training and supervision. Program highlights included sessions on the work of public library commissions, county libraries, and how to select and advertise children's books. For a \$5.00 registration fee, attendees also enjoyed luncheon banquets, an author's breakfast, and a hosted boat trip around Lake Union. (*Records*). Ending its first half-century, the association could reasonably give itself a "hearty, well deserved pat on the back" (Moore, 5) for all its accomplishments.

The Seattle World's Fair was the focus of PNLA activity in 1962. Automation and technology, topics that would soon consume the profession, were part of the Century 21 exhibit. A database underwritten by IBM contained more than 1500

books, including *Great Books of the Western World*, and was intended "to provide the public with a look at library services of the future." (Moore, 6).

As with the rest of the world, the sixties was a time of great change for PNLA. Topics such as what role the association would play in the future, the elimination of standing committees, PNLA's relationship with PNBC, election of officers and the location and timing of conferences were all hotly debated. By 1967, PNLA had restructured to include 5 active and standing committees: Bibliography, Membership, Nominations, Adult Education, and Library Development and Legislation.

With reorganization, new members and new ideas continued to push PNLA toward more change. The theme of library cooperation was prominent well into the next decade. The work of the PNBC increased significantly, with book borrowing and photocopy requests rising exponentially. By the end of sixties, PNBC consisted of 215 members with a union catalog of more than 3.7 million cards.

Meanwhile, conference sessions throughout the tumultuous sixties dealt with professional standards and basic punched card principles for librarians, implications of machines in libraries, human factors in library administration, continuing education and membership recruitment. In 1969, only ten years after becoming a state, Alaska officially joined PNLA.

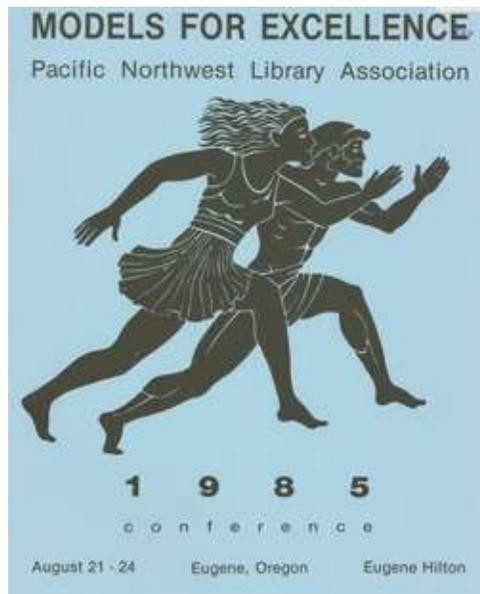
In 1970, due a number of economic and political factors, PNBC became a separate legal entity before finally closing its doors in 1983. PNBC served as a model of resource sharing and document delivery for over forty years. As library service patterns changed with the development of bibliographic utilities represented by OCLC, RLIN, WLN and others, the role of PNBC was also significantly altered (*Records*).

Automation, technology, accessibility and communication were the topics of the day. An experiment took place in 1972 when the association held three traveling mini-conferences. With Billings, Boise, and Vancouver, BC serving as host sites, each conference focused on interpersonal skills, lead by communications experts Charles Hosford and Sue Buel. Although evaluations were favorable, turnout was low, PNLA lost a considerable amount of money, and the experiment was never repeated. Indeed, stretching shrinking library dollars became the main focus of PNLA in the late seventies, both at conferences and at individual libraries across the region.

The association's 75th anniversary took place in 1984 in Billings, Montana. Reflecting the issues that were critical to its members, the conference theme was "High Tech, High Touch." Michael Annison of Megatrends fame provided the keynote address, titled "Global Trends – Information Technology and Changing Social Patterns." Sessions included topics on the convergence of technology and human values in our profession and workplace. A preconference led by Dr. Ruth Patrick from the University of Montana focused on the impact of automation on library organizations. With over 920 members, PNLA played an important role in regional library activities. Indeed, throughout the 1980s, membership remained high, reaching a peak in 1986 when nearly one thousand individual and institutional members filled the ranks of the association (*Records*).

Recent History

As a dynamic organization of committed library professionals PNLA continued to evolve well into its middle years. At the 1985 conference in Eugene, for example, an Emerging Technology Committee was formed. The conference included a keynote address by Dr. Terrence Deal of Vanderbilt University on corporate cultures as well as the following sessions: Survey Design and Research Methods, Computer-Assisted Reference Services, Software Evaluation, Data Base Management, Interpersonal Relations and Group Processes, and Selling a Library Media Program to Your Administrator. A Hot Issues/Tough Topics discussion group reacted to questions about library governance and education, state aid, status of services to institutionalized patrons and censorship. A post-conference demonstration of a new online catalog took place at the Eugene Public Library.



In 1986 another major reorganization of the association took effect. In addition to its four long-standing permanent committees (Bibliography, Continuing Education, Nominations and YRCA), ten new interest groups were added that year: Academic, Automation, Collection Development, Government Documents, Intellectual Freedom, Library Development, Library Instruction, Management, Reference, and Youth Services. The purpose of the interest groups was to sponsor conference sessions, produce publications, and provide more specialized networking opportunities for members.

The annual conference, which took place in Vancouver BC to coincide with Expo '86, featured science fiction author Ray Bradbury as keynote speaker. Panel sessions that year featured speakers from bibliographic utilities OCLC, RLIN, UTLAS, and WLN; topics included expert systems, cooperative collection development, Canadian ephemera, preservation and document delivery. A lawsuit that was filed in 1986 against PNLA for copyright infringement in connection with the YRCA videos was dismissed. Jobline, a telephone clearinghouse and referral center for library employment in the Pacific Northwest, was funded by PNLA, housed at the University of Washington, and staffed by School of Librarianship students, averaged 200 calls per week, with 13,000 calls recorded for the year.

In 1987, the silver YRCA medal was bestowed for the first time on author Robert Kimmel. The President's Distinguished Service Award was also inaugurated to honor individuals who gave exceptional and long-standing service to PNLA. The conference, which took place in Tacoma, featured Ken Kesey as the keynote speaker. The former Merry Prankster spoke eloquently on the role of electronic literature, both for libraries and writers. The conference theme – “Human Resources...the Essential Piece of the Puzzle” – once again brought attendees back to issues of personnel management and continuing education within library organizations.

In 1988, the idea for CANS Across the Border took shape at the Juneau conference. Starting as an interest group, the informal committee was charged with organizing events that would be conducive to study and research at a local brewery. The two-year old Intellectual Freedom Interest Group published its first *Handbook*, listing legislation and publications that were in conflict with the principles of intellectual freedom. Other publications that year included a YRCA *Handbook* and the thirtieth *Checklist of Books and Pamphlets Relating to the Pacific Northwest*. A preconference sponsored by the Management Interest Group was led by interpersonal communications and corporate culture consultants Glaser and Associates and dealt with team building and team management. The membership passed two timely resolutions during the conference that urged publishers to use permanent paper and to oppose the spiraling costs of serials.

In 1989, a joint conference with the Idaho Library Association took place in Coeur d'Alene, with reporter Helen Thomas as keynote speaker. CANS Across the Border had its first official meeting. During the year, the Collection Development Interest Group surveyed more than 1400 libraries in the region to assess the status of collection development efforts and policy planning. The Management Interest Group compiled a comprehensive handbook of job descriptions, and the PNLA Interest Group *Handbook* was completed. Two of the association's most popular services saw record numbers, with more than 60,000 ballots cast in YRCA election and more than 20,000 Jobline telephone calls received. A reading of conference sessions available that year provide a strong picture of the times: Atheists, Ayatollahs, and Wicked Owl Eaters; Literature of the Extremist Right; Life After Sweet Valley High; Homeschooling; Teaching Research Skills, CD-ROM, and AIDS Policies.

The early 1990s saw the association again in transition. Indeed, much of the work of the association in the last decade of the century had to do with identifying the role of PNLA would play in the future of the region. Membership decreased after the highs of the 80s for a number of reasons. In 1966, the American Library Association, in its own restructuring efforts, removed regional representatives and with it their chapter status, allowing only state organizations to participate in ALA, sounding a death knell for many regional associations (Moore, 10). As summarized in the 1994 Membership Task Force Report:

For many years PNLA was central to the life of the Pacific Northwest library community. In many ways it functioned as a state library association and it founded and managed the Pacific Northwest Bibliographic Center. With the establishment and/or development of strong state and provincial associations and the demise of PNBC in the mid-1980s. PNLA lost a significant part of its identity.

Two significant groups appear to be far less involved in the association than they were in earlier years: state library directors, who had a significant role in PNBC, and library directors at the larger public libraries, who now appear to be much more involved with ALA activities. (*Membership Task Force*, 1).

The 1998 annual conference at the Bell Harbor Conference Center in Seattle threatened to push the association into a fiscal crisis before ALA provided \$5,000 in emergency funds. Discussions about creating and funding an Executive Secretary position, an interest of the PNLA Board of Directors since the 1960s, were put on a long-term hold.

Alberta, for the third time since joining PNLA, hosted the last conference of the decade and millennium. The century closed with a new mission statement, a reorganized and revised manual, a new communication plan and a revitalized action plan.



In the early years of the new millennium, PNLA, hosted both shared and standalone conferences. Kelowna, BC, was the site of the 2000 conference, jointly hosted by the British Columbia Library Association and PNLA. "Celebrating Excellence" was the conference theme, which featured Key Haycock as keynote speaker. With the dissolution of interest groups, CANS Across the Border became a permanent part of conference programming, with a Cans and Corks event taking place for the first time this year. The event quickly became known as Cans, Corks, and Pop and permanent feature of each annual conference.

Members of the Hawaii Library Association were invited to the 2001 conference in Corvallis, which featured John Perry Barlow as keynote speaker. Three pre-conferences dealt with leadership, storytelling, and disaster planning which were carried over into Thursday and Friday main conference sessions. Other topics included evaluation of web resources, managing a summer reading program, and several programs presented by Hawaiian colleagues.

It was now time for YRCA, the oldest children's book choice award in the U.S. and Canada, to undergo something of a make-over. In 1991, awards were given in both a Youth and a Senior category. In 2002 a third category, for Intermediate readers, was added. The Young Reader's Choice Award Selection Policy was revised by the Board of the Pacific Northwest Library Association in 2008. Currently, nominations are taken only from children, teachers, parents and librarians in the

Pacific Northwest ~ Alaska, Alberta, British Columbia, Idaho, Montana, Oregon and Washington. Nominated titles are those published 3 years prior to the award year (for example, for the 2010 list nominees must have a copyright date of 2007), printed in the U.S. or Canada, and are already favorites with readers. All nominations are reviewed and voted on by a committee assigned to a particular division (Junior/Middle/Senior) and consisting of at least four people. Only 4th to 12th graders residing in the Pacific Northwest are eligible to vote. Annual voting takes place March 15th through April 15th. Students must have read or listened to at least two of the nominated titles in order to vote. Tens of thousands of votes are cast each spring and YRCA remains one of the association's most recognized activities.



As early as 1967, president Rod Waldron wrote that PNLA should serve as the instrument of leadership in preparing the profession to meet the library service needs of present and future generations (*Records*). The first formal discussions for creating a leadership institute – long an interest of the association – now began in earnest. PNLA Leads is an IMLS grant funded institute project that provides leadership education and training for librarians and library staff in the Pacific Northwest. In 2004, the first leadership institute took place at Dumas Bay, Washington, also the site of PNLA Board fall and spring meetings. Leadership and mentoring experts Becky Schreiber and John M. Shannon led the first cohort of 36 attendees and 8 mentors. A second and third institute took place at Tamarack Resort in Donnelly, Idaho and at Schweitzer Mountain Resort in Sandpoint, Idaho in 2006 and 2008, respectively.

Other recent activities of note include the move of PNLA-L to a Yahoo groups, The *Quarterly* is indexed in Ebsco's LISTA database and is currently available in both print and electronic format. Annual conferences, held in a different state or province each year, continue to provide solid and well-attended continuing education and networking activities in the region. PNLA Board Officers, committee members, as well as state and provincial representatives carry on the tradition, started 100 years ago, of promoting library service in the Pacific Northwest by sharing resources, ideas and expertise.



Conclusion

Now in its 100th year, PNLA is one of the oldest regional library associations in North America and the only one that spans international borders. The history of PNLA is a pioneering story. Started because national conferences were too large and too distance and state associations, at the time, too small or non-existent, PNLA broke up isolation and played a strong and influential role in the development of libraries and library resources in the region.

It has not always been smooth-sailing. Some ideas, projects and initiatives never got off the ground; others foundered for lack of funding, interest or participation. Stagnant or decreased library budgets along with competition for membership and travel dollars by state, provincial, and national professional organizations has lead to declining membership and revenues. Equally, PNLA has at times struggled to define for itself and its competition a strong, specialized purpose and vision.

At its core, however, PNLA is, as it always has been, a responsive, member-driven association that values communication, networking and information exchange. PNLA Leads, the Young Readers Choice Award, solid annual conferences on topics of interest to its members, the Jobline, the award-winning *Quarterly*, and intellectual freedom advocacy and funding are just some of the initiatives that carry forward the PNLA tradition and message of regional cooperation, support and encouragement.

PNLA's history and future can, perhaps, best be summarized by the PNLA Leads 2008 Vision Statement:

As the leaders of today and the mentors of tomorrow we honor tradition and exceed boundaries as we transform and shape the future. This vision represents the spirit and inspiration of the participants of the 2008 PNLA Leadership Institute and indicates our desire and willingness to embrace the challenges before us. As torch-bearers:

- We breathe life into the intellectual heart of the community to share the gifts of knowledge and imagination through multifunctional facilities, expert staff, and passionate support of our community.
- We create inviting spaces that are indispensable to our communities and responsive to those we serve.
- We cultivate exploration by sharing knowledge and resources to empower learning at every stage of life.
- We position ourselves to be where our users are physically and virtually and strengthen resource accessibility through use of innovative technologies.

- We commit to continuous learning so that we are prepared to create libraries our communities deserve and to inspire those who follow us.
- We carry the stones from the path of tradition and place them on the path to the future.

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Appendices

Constitution of the Pacific Northwest Library Association

Adopted June 10, 1909

ARTICLE I

The name of the association shall be the Pacific Northwest Library Association.

ARTICLE II

The object of the Association shall be the promotion of the library interests of the Pacific Northwest.

ARTICLE III

Any person or any organization interested in library work in British Columbia, Washington, Oregon, Idaho, Montana, and Utah may become a member of this Association and be entitled to all its privileges upon payment of the dues as provided in the by-laws. Admission to membership shall be subject to approval of the Executive Committee.

ARTICLE IV

The officers of the Association shall be a president, a first vice-president, a second vice-president, a secretary, and a treasurer.

ARTICLE V

There shall be a general executive committee consisting of the officers named in Article IV, and in addition the retiring president; and there all also be an executive committee of three persons in each of the states and the province represented in the membership of the Association. These state executive committees shall be appointed by the president and he shall appoint to them such of the members of the general executive committee of the Association as may be from the state concerned.

ARTICLE VI

The general executive committee shall have power to fill all vacancies in offices occurring in the intervals between meetings, of the Association, and shall constitute the program committee. The state executive committees shall have charge of legislation, sectional meetings and other library matters which pertain exclusively to their respective states.

ARTICLE VII

The president shall perform the duties usually pertaining to such an office.

ARTICLE VIII

The secretary shall perform the duties of such an officer, and shall render a report to the Association at each annual meeting, which report shall be filed and preserved with the records of the Association.

ARTICLE IX

The treasurer shall keep a roll of members, shall notify delinquent members of unpaid dues, shall receive all money, keeping an account thereof, pay all bills authorized by the Association or by its executive committee, preserve all official papers and vouchers and make an annual report of all financial transactions.

ARTICLE X

This constitution may be amended at any meeting by a two-thirds vote of the members present.

BY-LAWS

Section I. – The annual dues shall be one dollar (\$1.00).

Section II. – the annual and special meetings of the Association shall be held at such time and place as may be designated by the executive committee.

Section III. – During the first day of the annual session the president shall appoint a committee on resolutions and a committee on nominations. Special committees may be appointed in the same manner, unless otherwise ordered by the Association.

Section IV. – These by-laws may be amended at any meeting by a majority vote of the members present.

Past Presidents

Years	Name	Library Affiliation	State/Province
1908-09	William E. Henry	University of Washington	Washington
1909-10	Judson T. Jennings	Seattle Public Library	Washington
1910-11	Mary Frances Isom	Library Association of Portland	Oregon
1911-13	E.O.S. Scholefield	Provincial Library of British Columbia	British Columbia
1913-14	Franklin F. Hopper	Tacoma Public Library	Washington
1914-15	George W. Fuller	Spokane Public Library	Washington
1915-16	Herbert Killam	Provincial Library of British Columbia	British Columbia
1916-17	Cornelia Marvin	Oregon State Library	Oregon
1917-18	John Boynton Kaiser	Tacoma Public Library	Washington
1918-19	John Ridington	University of British Columbia	British Columbia
1919-20	Charles W. Smith	University of Washington	Washington
1920-21	Helen G. Stewart	Victoria Public Library	British Columbia

1921-22	Judson T. Jennings	Seattle Public Library	Washington
1922-23	Ethel R. Sawyer	Library Association of Portland	Oregon
1923-24	John Ridington	University of British Columbia	British Columbia
1924-26	Matthew H. Douglas	University of Oregon	Oregon
1926-27	Anne M. Mulheron	Library Association of Portland	Oregon
1927-28	Joanna H. Sprague	Salt Lake City Public Library	Utah
1928-29	Edgar S. Robinson	Vancouver Public Library	British Columbia
1929-31	Ellen Garfield Smith	Walla Walla Public Library	Washington
1931-32	Nell A Unger	Reed College	Oregon
1932-33	Harriet C. Long	Oregon State Library	Oregon
1933-34	Mabel Doe Wilson	State Normal School (Bellingham)	Washington
1934-35	Margeret J. Clay	Victoria Public Library	British Columbia
1935-36	Constance R. S. Ewing	Library Association of Portland	Oregon
1936-37	Lucy M. Lewis	Oregon State System of Higher Education (Corvallis)	Oregon
1937-38	John S. Richards	University of Washington	Washington
1938-39	J. Elizabeth Olson	Umatilla County Library (Pendleton)	Oregon
1939-40	Gladys S. Puckett	Spokane Public Library	Washington
1940-41	Willis C. Warren	University of Oregon	Oregon
1941-42	Julia S. Stockett	Vancouver Public Library	British Columbia
1942-43	Katherine E. Anderson	Library Association of Portland	Oregon
1943-44	Ruth Hale	University of Washington	Washington
1944-45	Eleanor Stephens	Oregon State Library	Oregon
1945-46	W. Kaye Lamb	University of British Columbia	British Columbia
1946-47	Dorothy Alvord	Bellingham Public Library	Washington
1947-48	Kathleen Campbell	Montana State University (Missoula)	Montana
1948-49	Mary E. Blossom	Library Association of Portland	Oregon
1949-50	Anne M. Smith	University of British Columbia	British Columbia
1950-51	Carma Zimmerman	Washington State Library	Washington

1951-52	Lesley M. Heathcote	Montana State College (Bozeman)	Montana
1952-53	William H. Carlson	Oregon State College Library	Oregon
1953-54	Willard Ireland	Provincial Library and Archives (Victoria)	British Columbia
1954-55	Eva Santee	Fort Vancouver Regional Library	Washington
1955-56	Eli M. Oboler	Idaho State College	Idaho
1956-57	Alma S. Jacobs	Great Falls Public Library	Montana
1957-58	Carl W. Hintz	University of Oregon	Oregon
1958-59	Ronald Ley Fraser	Valley Regional Library (Abbotsford)	British Columbia
1959-60	Irving Lieberman	University of Washington School of Librarianship	Washington
1960-61	Arthur DeVolder	Twin Falls Public Library	Idaho
1961-62	Eloise Ebert	Oregon State Library	Oregon
1962-65	Merwin M. Moores	Northern Montana College (Havre)	Montana
1963-64	Samuel Rothstein	University of British Columbia School of Librarianship	British Columbia
1964-65	Helen Gilbert	Yakima Valley Regional Library	Washington
1965-66	Rodney Waldron	Oregon State University	Oregon
1966-67	Alice McClain	Montana State University (Bozeman)	Montana
1967-69	Mary E. Phillips	Library Association of Portland	Oregon
1969-71	Maryan Reynolds	Washington State Library	Washington
1971-73	Marion Milazewski	University of Washington	Washington
1973-75	Warren S. Owens	University of Idaho	Idaho
1975-76	Norman D. Alexander	Southern Oregon State College	Oregon
1976-77	Florence M. Fray	Spokane Public Library	Washington
1977-78	Mary L Bates	Blue Mountain Community College (Pendleton)	Oregon
1978-79	Gary E. Strong	Washington State Library	Washington
1979-80	Irene C. Heninger	Kitsap Regional Library (Bremerton)	Washington
1980-81	William F. Hayes	Boise Public Library	Idaho
1981-82	Joy Scudamore	Greater-Vancouver Library Federation	British Columbia
1982-83	Richard Moore	Southern Oregon State College	Oregon
1983-84	Vicki R. Kreimeyer	Lewis & Clark College	Oregon
1984-85	Barbara Tolliver	University of Washington School of Library and Information Science	Washington

1985-86	Fr. Joseph Browne	University of Portland	Oregon
1986-87	Peggy C. Forcier	Oregon State Library Foundation	Oregon
1987-88	B.J. Busch	University of Alberta	Alberta
1988-89	George Smith	Alaska State Library	Alaska
1989-90	Carol Hildebrand	Eugene Public Library	Oregon
1990-91	Charles Bolles	Idaho State Library	Idaho
1991-92	Don Miller	Seattle Public Library	Washington
1992-93	June Pinnell-Stephens	Fairbanks North Star Borough Public Library	Alaska
1993-94	Audrey Kolb	Alaska State Library (Retired)	Alaska
1994-95	Anne Haley	Walla Walla Public Library (Ajar)	Washington
1995-96	Bette Ammon	Missoula Public Library	Montana
1996-97	Karen Hatcher	University of Montana (Missoula)	Montana
1997-98	Gordon Ray	Consultant (Abbotsford)	British Columbia
1998-99	Andrew F. Johnson	University of Washington	Washington
1999-00	Karen Labuik	Marigold Library System	Alberta
2000-01	Susannah Price	Boise Public Library	Idaho
2001-02	Sandra Carlson	Kitsap Regional Library	Washington
2002-03	Dan Masoni	Unalaska Public Library	Alaska
2003-04	Mary Dewalt	Ada Community Library	Idaho
2004-05	Jan Zauha	Montana State University - Bozeman	Montana
2005-06	Charlotte Glover	Ketchikan Public Library	Alaska
2006-07	Jason Openo	Salem Public Library	Oregon
2007-08	Connie Forst	Independent	Alberta
2008-09	Kathy Watson	Marshall Public Library	Idaho

President's Distinguished Service Award

Year	Name	Distinguished Service
1987	Mae Benne	22 years YRCA Secretary
1987	Dorothy English	13 years YRCA material sales
1987	Audrey Kolb	3 consecutive terms on PNLA Executive Board (Secretary, Treasurer & 2nd VP)
1988	Anna Green	Exhibits Chair for 13 years
1993	Katherine Eaton	<i>PNLA Quarterly</i> Editor
2004	June Pinell-Stephens	Intellectual freedom activities
2007	Kay Vyhnanek	PNLA Treasurer
2007	Jan Zauha	Services in the cause of librarianship

2007	Susannah Price	Services in the cause of librarianship
2008	Mary DeWalt	PNLA Leads Leadership

Honorary Life Members

Year	Name	Affiliation	State/Province
1940	John Ridington	University of British Columbia	British Columbia
1940	E. Ruth Rockwood	Lewis and Clark College	Oregon
1942	Judson T. Jennings	Seattle Public Library	Washington
1942	Matthew Hale Douglass	University of Oregon	Oregon
1942	Anne Carroll Moore	Superintendent of Work with Children, New York Public Library	New York
1944	Lucy M. Lewis	Oregon State System of Higher Education	Oregon
1947	Charles W. Smith	University of Washington	Washington
1948	M. Belle Sweet	University of Idaho	Idaho
1952	Margaret J. Clay	Victoria Public Library	British Columbia
1952	Julia Stockett	Vancouver Public Library	British Columbia
1953	Lucia Haley	Oregon State College	Oregon
1953	Nell A. Unger	Library Association of Portland	Oregon
1953	Mabel Doe Wilson	Western Washington College of Education	Washington
1954	Dr. Helen G. Stewart	Public Library Commission	British Columbia
1959	John S. Richards	Seattle Public Library	Washington
1960	Ruth Hale Gershevsky	King County Public Library	Washington
1961	Gladys S. Puckett	Spokane Public Library	Washington
1963	Katherine E. Anderson	Library Association of Portland	Oregon
1965	Kathleen Campbell	Montana State University	Montana
1965	William Carlson	Oregon State University	Oregon
1966	Eva Santee	Fort Vancouver Regional Library	Washington
1967	Eli Oboler	Idaho State University	Idaho
1968	Lesley M. Heathcote	Montana State University	Montana
1969	Anne Berry	Vancouver Public Library	British Columbia
1969	Ruth O. Longworth	Montana State Library	Montana
1973	Mary E. Phillips	Library Association of Portland	Oregon
1973	Ronald Ley	Fraser Valley Regional Library	British

			Columbia
1975	Elizabeth Findley	University of Oregon	Oregon
1975	Maryan E. Reynolds	Washington State Library	Washington
1976	Eloise Ebert	Oregon State Library	Oregon
1976	Carl Hintz	University of Oregon	Oregon
1976	Mike Mansfield	Senator	Montana
1976	Norman D. Alexander	Southern Oregon College	Oregon
1977	Lure Currier	Pacific Northwest Bibliographic Center	Washington
1977	Marion Milazewski	University of Washington	Washington
1978	Helen Miller	Idaho State Library	Idaho
1978	Ella Pretty	Fraser Valley Regional Library (Trustee)	British Columbia
1979	Irving Lieberman	University of Washington Library School	Washington
1980	Mollie Hollreigh	Pacific Northwest Bibliographic Center	Washington
1981	Mabel Brewer	Flathead County Free Library	Montana
1981	Gary E. Strong	Washington State Library	Washington
1983	Rod Waldron	Oregon State University	Oregon
1987	Sam Rothstein	University of British Columbia	British Columbia
1990	Richard Moore	Southern Oregon State College	Oregon
1992	Audrey Kolb	Alaska State Library	Alaska
1996	Katherine "Kappy" Eaton	University of Oregon (Retired)	Oregon
1996	Mark O. Hatfield	Senator	Oregon
1996	Pat Williams	Representative	Montana
1999	Karen Hatcher	University of Montana (Missoula)	Montana

Annual Conferences

Year	Place	State/Province	President	Notes
1909	Seattle	Washington	William E. Henry	
1910	Portland	Oregon	Judson T. Jennings	
1911	Victoria	British Columbia	Mary F. Isom	
1912	No Conference		E. O. S. Scholefield	
1913	Tacoma	Washington	E. O. S. Scholefield	
1914	Spokane	Washington	Franklin F.	

			Hopper	
1915	Salem	Oregon	George W. Fuller	
1916	Everett	Washington	Herbert Killam	
1917	Portland	Oregon	Cornelia Marvin	
1918	Seattle	Washington	John B. Kaiser	
1919	Vancouver	British Columbia	John Ridington	
1920	Portland	Oregon	Charles W. Smith	
1921	Spokane	Washington	Helen G. Stewart	
1922	Olympia	Washington	Judson T. Jennings	
1923	Corvallis	Oregon	Ethel R. Sawyer	
1924	Victoria	British Columbia	John Ridington	
1925	Seattle	Washington	Matthew H. Douglass	Business session during ALA Conference
1926	Big Four	Washington	Matthew H. Douglass	
1927	Gearhart	Oregon	Anne M. Mulheron	Joint Conference with the California Library Association
1928	Vancouver	British Columbia	Joanna H. Sprague	
1929	Spokane	Washington	Edgar S. Robinson	
1930	Los Angeles	California	Ellen G. Smith	Business session during ALA Conference
1931	Gearhart	Oregon	Ellen G. Smith	
1932	Mt. Rainier	Washington	Neil A. Unger	
1933	Victoria	British Columbia	Harriet C. Long	
1934	Walla Walla	Washington	Mabel Doe Wilson	
1935	Portland	Oregon	Margaret J. Clay	
1936	Lake Crescent	Washington	Constance R.S. Ewing	
1937	Harrison Hot Springs	British Columbia	Lucy M. Lewis	
1938	Glacier Park	Montana	John S. Richards	

1939	San Francisco	California	J. Elizabeth Olson	Business session during ALA Conference
1940	Mt. Hood	Oregon	Gladys S. Puckett	
1941	Victoria	British Columbia	Willis C. Warren	
1942	Seattle	Washington	Julia C. Stockett	
1943	No Conference		Katherine E. Anderson	
1944	Spokane	Washington	Ruth Hale	
1945	Seattle	Washington	Eleanor Stephens	
1946	Vancouver	British Columbia	W. Kaye Lamb	
1947	Seattle	Washington	Dorothy Alvord	
1948	Glacier Park	Montana	Kathleen Campbell	
1949	Vancouver	British Columbia	Mary E. Blossom	Held during ALA Regional Conference
1950	Portland	Oregon	Anne Smith	
1951	Spokane	Washington	Carla Zimmerman	
1952	Victoria	British Columbia	Lesley M. Heathcote	
1953	Sun Valley	Idaho	Wm. H. Carlson	
1954	Tacoma	Washington	Willard Ireland	
1955	Gearhart	Oregon	Eva Santee	
1956	Pullman	Washington	Eli M. Oboler	
1957	Bozeman	Montana	Alma S. Jacobs	Joint Conference with Mountain Plains Library Association
1958	Victoria	British Columbia	Carl Hintz	
1959	Seattle	Washington	Ronald Ley	
1960	Sun Valley	Idaho	Irving Lieberman	
1961	Eugene	Oregon	Arthur A. DeVolder	
1962	Vancouver	British Columbia	Eloise Ebert	
1963	Yakima	Washington	Merwin Moores	
1964	Glacier Park	Montana	Samuel Rothstein	Theme: Continuing Professional Education

1965	Denver	Colorado	Helen Gilbert	Joint Conference with Mountain Plains Library Association
1966	Portland	Oregon	Rodney Waldron	Theme: The Continuing Challenge
1967	Coeur d'Alene	Idaho	Alice McClain	Theme: Working Together
1968	Vancouver	British Columbia	Mary Phillips	
1969	Seattle	Washington	Mary Phillips	Theme: Library Cooperation-Today and Tomorrow
1970	Ashland	Oregon	Maryan Reynolds	Theme: Management Techniques for Everyone
1971	Parkland	Washington	Maryan Reynolds	Theme: Make History Live!
1972	Billings	Montana	Marion Milczewski	Meetings also held in Vancouver, BC and Boise, ID
1972	Vancouver	British Columbia	Marion Milczewski	Meetings also held in Billings, MT and Boise, ID
1972	Boise	Idaho	Marion Milczewski	Meetings also held in Billings, MT and Vancouver, BC
1973	Portland	Oregon	Marion Milczewski	Theme: Erasing Barriers
1974	Burnaby	British Columbia	Warren Owens	
1975	Big Sky	Montana	Warren Owens	Theme: You and the Shrinking Library Dollar
1976	Eugene	Oregon	Norman Alexander	
1977	Spokane	Washington	Florence Fray	
1978	Anchorage	Alaska	Mary Bates	
1979	Boise	Idaho	Gary E. Strong	
1980	Calgary	Alberta	Irene C. Heninger	
1981	Portland	Oregon	William Hayes	
1982	Vancouver	British Columbia	Joy Scudamore	
1983	Sun Valley	Idaho	Richard Moore	Theme: Printing and Intellectual Development
1984	Billings	Montana	Vicki Kreimeyer	Theme: High Tech, High Touch
1985	Eugene	Oregon	Barbara Tolliver	Theme: Models of Excellence
1986	Vancouver	British Columbia	Fr. Joseph Browne	Theme: Books Links to the Past, Bridges to the Future
1987	Tacoma	Washington	Peggy C. Forcier	Theme: Human Resources...the Essential Piece of the Puzzle

1988	Juneau	Alaska	Ada B.J. Busch	Theme: Forging the Future, Preserving the Past
1989	Coeur d'Alene	Idaho	George Smith	Joint conference with Idaho Library Association
1990	Portland	Oregon	Carol Hildebrand	Theme: On the Pacific Rim
1991	Edmonton	Alberta	Charles Bolles	Theme: Neighbors and Boundaries-International Perspectives
1992	Bellevue	Washington	Don Miller	Theme: New Faces, Challenges, Perspectives
1993	Kalispell	Montana	June Pinnell-Stephens	Joint conference with Montana Library Association
1994	Eugene	Oregon	Audrey Kolb	Theme: Libraries-the Information Marketplace
1995	Whistler	British Columbia	Anne Haley	Theme: Library Linkages Northwest
1996	Fairbanks	Alaska	Bette Ammon	Joint conference with Alaska Library Association
1997	Seattle	Washington	Karen Hatcher	Theme: From Vellum to Virtual Reality
1998	Sun Valley	Idaho	Gordon Ray	Joint conference with Idaho Library Association
1999	Calgary	Alberta	Andrew Johnson	Theme: Common Ground
2000	Kelowna	British Columbia	Karen Labuik	Joint conference with British Columbia Library Association
2001	Corvallis	Oregon	Susannah Price	Theme: Libraries in the Ring of Fire
2002	Missoula	Montana	Sandy Carlson	Theme: Undaunted Courage-Librarians in the Mountain West
2003	Boise	Idaho	Dan Masoni	Theme: Dream Weavers-Bringing Cultures, Ideas and Services Together
2004	Wenatchee	Washington	Mary DeWalt	Joint conference with WLA
2005	Sitka	Alaska	Jan Zauha	Theme: The Stories We Share
2006	Eugene	Oregon	Charlotte Glover	Theme: Common Spaces and Far Out Places
2007	Edmonton	Alberta	Jason Openo	Theme: The Boom to the Echo-The Multigenerational Impact of Libraries
2008	Post Falls	Idaho	Kathy Watson	Theme: Libraries Go Wild! Beyond the Expected
2009	Missoula	Montana	Kathy Watson	Theme: A Century of Cooperation, A Legacy of Leadership

Publications

Serials

Proceedings. 1-27, 1909-1936 (Continued in the *Quarterly*, Fall and Winter issues)

Quarterly. Vol. I, No. 1, October 1936 to date.

Subscription Book Committee. Bulletins:

Series I (mimeographed) 1-10, 1917-1920

Series II (printed) 1-18, 1921-1929

Cumulated Bulletin. 44 p., May 1925

Other Publications

Report of the Special Committee on Salaries. by Judson T. Jennings, Chairman, Seattle, 1920. 23 p.

Pacific Northwest Americana: a checklist of books and pamphlets relating to the history of the Pacific Northwest. Compiled by Charles W. Smith. Ed. 2. N.Y. Wilson, 1921. 329 p.

Union catalog of books in embossed type in the libraries of the Pacific Northwest. Seattle, 1922. 40, 16 p.

Books on the Pacific Northwest for small libraries. Compiled by Eleanor Ruth Rockwood. N.Y. Wilson, 1923. 55 p.

Pacific Northwest libraries: history of their early development in Washington, Oregon and British Columbia. Seattle, University of Washington Press. 1926, 40 p. (Reprint of papers prepared for the Seventeenth Annual Conference of the PNLA contributing to the fiftieth anniversary of the founding of the American Library Association.)

Special collections in libraries of the Pacific Northwest. Compiled by Charles W. Smith. Seattle, University of Washington Press, 1927. 20 p.

Report of the Committee on Pensions. by Ella R. McDowell, Chairman. Salem, Oregon. Elliott Printing House, 1930. 19 p.

A union list of manuscripts in libraries of the Pacific Northwest. Compiled by Charles W. Smith. Seattle, University of Washington Press, 1931. 57 p.

Modern American fiction for boys and girls: one hundred thirty three titles selected by the Section for library work with children and schools, Pacific Northwest Library Association, edited by Kathryn Stith... Assisted by Lola Bellinger and Eleanor Harman. Olympia, Washington State Library, 1938. 35 p.

Resources of Pacific Northwest Libraries: a survey of facilities for study and research, by John VanMale. Seattle, Pacific Northwest Library Association, 1943. 404 p.

We who honor books: selected papers of Ethel R. Sawyer. Seattle, Dogwood Press, 1944, 99 p.

Library levity. Poems, by Nina Napier. Seattle, Dogwood Press, 1946. 36 p. 2nd ed., enl., 1952. 48 p.

The early years of the Pacific Northwest Library Association. By Charles W. Smith. Seattle, 1949. 23 p. (Reprinted from the *Quarterly* for July 1948, January and April 1949.)

Pacific Northwest Americana; a checklist of books and pamphlets relating to the history of the Pacific Northwest. Compiled by Charles Wesley Smith, 3rd edition, revised and extended by Isabel Mayhew. Portland, Binfords & Mort, 1950. 381 p.

A Proposal to Raise the General Educational Level of the Pacific Northwest Through Increase and Improvement of Library Facilities. (1954). Presented to the Ford Foundation. Pacific Northwest Library Association.

Who's who among Pacific Northwest authors. Edited with a preface by Hazel E. Mills. Pacific Northwest Library Association. Reference Section, 1957. 114 p.

PNLA, 1909-1953; a chronological summary of fifty eventful years, by Ruth Hale Gershevsky. Pacific Northwest Library Association, 1959. 43 p.

Library development project reports. Edited by Morton Kroll. Seattle, University of Washington Press, 1960-61. 4 v. CONTENTS: v.1. The public libraries of the Pacific Northwest, by R. Campbell and others, v.2 Elementary and secondary school libraries of the Pacific Northwest, by R.L. Darling and others. v.3. College, university and special libraries of the Pacific Northwest, by J. Ashford and others. v.4, Libraries and librarians of the Pacific Northwest, by D. Johansen and others. v. 4/84

Education for librarianship in the Pacific Northwest, a series of reports presented at the PNLA Conference, Sun Valley, Sept. 23, 1960. Ed. by Carl Hintz, Eugene, PNLA Library Education Division, 1961. 19 p.

Who's who among Pacific Northwest authors. Edited with a preface by Frances Valentine Wright. 2d ed. Pacific Northwest Library Association. Reference Division, 1969. 105 p.

A fantastic do it yourself underground acquisitions kit. Western Washington Social Responsibilities Round Table, Task Force on the Alternative Press, 1971. 6 p.

Index of Pacific Northwest Portraits. Edited by Marion B. Appleton. Seattle, Published for the Pacific Northwest Library Association, Reference Division, by the University of Washington Press, 1972. 210 p.

Interpersonal communications: Participant materials. Edited by Sue Buel and Charles Hosford. Portland, Northwest Regional Educational Laboratory, 1972. 67 leaves (Prepared for the PNLA Interpersonal Communications workshops, 1972.)

Special collections in libraries of the Pacific Northwest: a subject guide. Compiled by the Reference Division. Pacific Northwest Library Association, 1979. 13 leaves. PNLA special publication series.

Manual of library policies. Compiled by the Public Libraries Division. Pacific Northwest Library Association, 1979. 140 p. PNLA special publications series.

Manual of procedure. Pacific Northwest Library Association. Compiled by Gary E. Strong. PNLA, 1980. Loose leaf binder. 2nd ed., 1987. Under continuous revision.

The British Columbia union catalogue replication study. By Paul E. Baldwin. Richmond, BC: PNLA, 1980. 17 p.

Library statistics of colleges and universities in the Pacific Northwest. 1980-81. Compiled by James L. Lockwood. PNLA Academic Division and OSSHE, 1982. 59 p.

1982-83. Edited by W. Bede Mitchell. PNLA Academic Division, 1984. 24 p.

1984-85. Edited by B. J. Busch and William J. Kurmey. PNLA Academic Interest Group, 1986. 48 p.

1986-87. Edited by Luise E. Walker. PNLA Academic Interest Group, 1988. 53 p.

Pacific Northwest Americana, 1949-1974, a supplement to Charles W. Smith's Third Edition 1950. Edited by Richard E. Moore and Nadine Purcell, Portland, Binford & Mort, 1981. 365 p.

Your assessment center in action, Third Year Report. Compiled by Peter Hiatt. University of Washington School of Librarianship, 1982. 33 p.

Planning for the development of cooperative library services in the Pacific Northwest. Final report by the Joint Planning Team. PNLA, 1983. 31 p.

Handbook for the 1988 Young Readers' Choice Award nominees. By Bette DeBruyne and Gale W. Sherman. Pocatello, ID: Beyond Basals. 1987. 75 p.

Intellectual freedom handbook. PNLA Intellectual Freedom Interest Group. 1988. 61 p.

Young Readers Choice Award preview. PNLA. 1984-present. VHS and DVD format.

YRCA Winners

1940 *Paul Bunyan Swings His Axe* by Dell. J. McCormick

1941 *Mr. Popper's Penguins* by Richard and Florence Atwater

1942 *By the Shores of Silver Lake* by Laura Ingalls Wilder

1943 *Lassie Come Home* by Eric Knight

1944 *The Black Stallion* by Walter Farley

1945 *Snow Treasure* by Marie McSwigan

1946 *The Return of Silver Chief* by Jack O'Brien

1947 *Homer Price* by Robert McCloskey

1948 *The Black Stallion Returns* by Walter Farley

1949 *Cowboy Boots* by Shannon Garst

1950 *McElligot's Pool* by Dr. Seuss

1951 *King of the Wind* by Marguerite Henry

1952 *Sea Star* by Marguerite Henry

1953 No Award

1954 No Award

1955 No Award

1956 *Miss Pickerell Goes to Mars* by Ellen MacGregor

1957 *Henry and Ribsy* by Beverly Cleary

1958 *Golden Mare* by William Corbin

1959 *Old Yeller* by Fred Gipson

1960 *Henry and the Paper Route* by Beverly Cleary

1961 *Danny Dunn and the Homework Machine* by Jay Williams

1962 *The Swamp Fox of the Revolution* by Stewart Holbrook

1963 *Danny Dunn on the Ocean Floor* by Jay Williams

1964 *The Incredible Journey* by Sheila Burnford

1965 *John F. Kennedy and PT-109* by Richard Tregaskis

1966 *Rascal* by Sterling North

1967 *Chitty-Chitty-Bang-Bang* by Ian Fleming

1968 *The Mouse and the Motorcycle* by Beverly Cleary

1969 *Henry Reed's Baby-Sitting Service* by Keith Robertson

1970 *Smoke* by William Corbin

1971 *Ramona the Pest* by Beverly Cleary

1972 *Encyclopedia Brown Keeps the Peace* by Donald J. Sobol

1973 No Award

1974 *Mrs. Frisby and the Rats of NIMH* by Robert C. O'Brien

1975 *Tales of a Fourth Grade Nothing* by Judy Blume

1976 *The Great Brain Reforms* by John D. Fitzgerald

1977 *Blubber* by Judy Blume

1978 *The Great Brain Does It Again* by John D. Fitzgerald

1979 *Roll of Thunder, Hear My Cry* by Mildred Taylor

1980 *Ramona and Her Father* by Beverly Cleary

1981 *Hail, Hail Camp Timberwood* by Ellen Conford

1982 *Bunnicula: A Rabbit Tale of Mystery* by Deborah and James Howe

1983 *Superfudge* by Judy Blume

1984 *Indian in the Cupboard* by Lynn Reid Banks

1985 *Thirteen Ways to Sink a Sub* by Jamie Gilson

1986 *The Dollhouse Murders* by Betty Ren Wright

1987 *The War with Grandpa* by Robert Smith

1988 *Sixth Grade Can Really Kill You* by Barthe DeClements

1989 *Wait Till Helen Comes: A Ghost Story* by Mary Downing Hahn

1990 *There's a Boy in the Girls' Bathroom* by Louis Sachar

1991 *Youth: Ten Kids, No Pets* by Ann M. Martin

Senior: *Sex Education* by Jenny Davis

1992 Youth: *Danger in Quicksand Swamp* by Bill Wallace

Senior: *Eva* by Peter Dickinson

1993 Youth: *Maniac Magee* by Jerry Spinelli

Senior: *The Face on the Milk Carton* by Caroline B. Cooney

1994 Youth: *Shiloh* by Phyllis Reynolds Naylor

Senior: *Wolf by the Ears* by Ann Rinaldi

1995 Youth: *Terror at the Zoo* by Peg Kehret

Senior: *Who Killed My Daughter* by Lois Duncan

1996 Youth: *The Boys Start the War* by Phyllis Reynolds Naylor

Senior: *The Giver* by Lois Lowry

1997 Youth: *Nasty Stinky Sneakers* by Eve Bunting

Senior: *Driver's Ed* by Caroline B. Cooney

1998 Youth: *Wayside School Gets a Little Stranger* by Louis Sachar

Senior: *The Midwife's Apprentice* by Karen Cushman

1999 Youth: *Frindle* by Andrew Clements

Senior: *SOS Titanic* by Eve Bunting

2000 Youth: *A Mouse Called Wolf* by Dick King-Smith

Senior: *The Taking of Room 114* by Mel Glenn

2001 Junior: *Holes* by Louis Sachar

Senior: *The Boxes* by William Sleator

2002 Junior: *Bud, Not Buddy* by Christopher Paul Curtis

Intermediate: *Mary, Bloody Mary* by Carolyn Meyer

Senior: *Rewind* by William Sleator

2003 Junior: *Because of Winn-Dixie* by Kate DiCamillo

Intermediate: *No More Dead Dogs* by Gordon Korman

Senior: *Hope Was Here* by Joan Bauer

2004 Junior: *Skeleton Man* by Joseph Bruchac

Intermediate: *Artemis Fowl* by Eoin Colfer

Senior: *The Sisterhood of the Traveling Pants* by Ann Brashares

2005 Junior: *The Thief Lord* by Cornelia Funke

Intermediate: *Son of the Mob* by Gordon Korman

Senior: *The House of the Scorpion* by Nancy Farmer

2006 Junior: *The Tale of Despereaux* by Kate Decamillo

Intermediate: *Eragon* by Christopher Paolini

Senior: *Fat Kid Rules the World* by K.L. Going

2007 Junior: *Dragon Rider* by Cornelia Funke

Intermediate: *Supernaturalist* by Eoin Colfer

Senior: *Hat Full of Sky* by Terry Pratchett

2008 Junior: *A Dog's Life: Autobiography of a Stray* by Ann Martin

Intermediate: *Lightning Thief* by Rick Riordan

Senior: *Peaches* by Jody Lynn Anderson

2009 Junior: *Miraculous Journey of Edward Tulane* by Kate Dicamillo

Intermediate: *Boy in the Striped Pajamas* by John Boyne

Senior: *New Moon* by Stephenie Meyer

The Changing World of Archives

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Introduction

Advancing technology has changed the archival world considerably. An example of this profound change can be seen in the main tool for archival description, the finding aid. Finding aids for archival materials existed on paper as recent as the early 1990's. Today they are being encoded in an XML schema known as Encoded Archival Description (EAD) and displayed on the Web. The objective of this paper is to attain a better understanding of how present-day issues are transforming methods used in archives located in United States. The approach taken to accomplish this task will be to look at the historical practices of archivists, learn archival terminology, investigate current technological changes to the documentation of archival collections, and to examine the response of archivists to these changes.

Archival materials may consist of annual reports, correspondence, manuscripts or a collection of memorabilia. Materials in an archive can be in different formats, such as graphic images, sound recordings, moving image recordings and on paper (Taylor 2009). Caplan (2003) defines an archive and what it holds as "an organized collection of the noncurrent records of an institution, government, organization, or corporate body, or the personal papers of an individual or family, preserved in a repository for their historical value."

Archival entities are organized under a hierarchical structure that proceeds from the most to the least comprehensive level. Terminology for groupings of archival objects varies, with American archivists referring to a group of materials associated with an organization, family or an individual, which has been generated either organically or artificially, as a *collection*. Archivists following Anglo-Canadian guidelines regard a collection as an intentional gathering of materials. They prefer the term *fonds* to describe groupings of organically generated materials. All follow the basic archival principle of organization known as *respect du fonds*; a mandate that all materials created or collected together must be kept together in their original order without blending in materials from other groupings (Caplan 2003; Smiraglia 2005; Thurman 2005).

The concept of *respect du fonds* comprises two sub-principles of archival description: provenance and original order. The history of the creation and ownership of a unique artifact or collection supports the documentation of provenance. The materials in a collection resulting from one source are identifiable because they share a common provenance. Original order details the sequence that the organization, family or an individual kept or created the collection. In the case of a collection assembled without consideration for provenance or original order, the archivist will need to create a logical order for the collection. As a means for providing both legal and historical evidence, the documentation of provenance and original order in the

archival description is extremely important (Taylor 2009; Pitti 1999). (The concept of *provenance* originated in France around 1840. European archival practice at that time primarily dealt with land grants and laws. Concurrently, the Prussians originated the concept of *original order*. It wasn't until the 1930's that the European models of *provenance* and *original order* began to influence archival practice in the United States.)

Archival descriptions are hierarchical, beginning with the whole and then moving on to identify and describe sub-components within the whole. Unlike a bibliographic description of an individual published item, an archival description involves a complex body of unique materials, often in more than one format, sharing a common provenance. Based on provenance and physical form, description may end at a higher level or at the level of individual items. With some collections consisting of hundreds of items, the description of intellectual characteristics and content of the material are emphasized over physical characteristics (Pitti 1999)

For many years, archivists considered their profession completely separate from librarians. Archivists have long viewed the objects in their groupings as unique items, different from the many copies of published materials that librarians control. In the past, archivists have not been constrained by set standards in their documentation. As the items of collections are unique, it was felt that the methods for managing the collections should also be unique. Most archivists followed similar patterns in their archival recordings, though all processing adhered to the stated directives of the repository holding a collection. As the volume of archival records expanded, along with an increase in scholarly research of archival holdings, a need for a standardization of record management was acknowledged (O'Toole and Cox 2006)

Since the 1960s, libraries have been using the MARC (Machine-Readable Cataloging) format for encoding and sharing bibliographic metadata, following a set of rules called Anglo-American Cataloguing Rules (AACR). In 1978, a revised version of the rules (AACR2) was published which included a chapter on manuscript cataloging. Archivists felt chapter four of the AACR2 did not consider the long-standing principles of archival description in the documentation of provenance and the viewing and describing of a collection as a whole, not just as individual items. To lessen these concerns and encourage the cataloging of archival materials, in 1983 the cataloging manual Archives, Personal Papers, and Manuscripts (APPM) was published and became a standard for cataloging MARC records of archival description (Caplan 2003)

Out of the archival movement for the development of a standard descriptive format, a task force was formed by the Society of American Archivists in 1981. The National Information Task Force (NISTF) worked on adapting a new data structure standard that could be used for the type of collection-level cataloging done by archivists. In 1984, the USMARC Archival and Manuscripts Control (MARC AMC) format was released. Shown below is an example of the USMARC AMC format with fields matching archival descriptive elements.

Selected USMARC Fields for Archival Description (Hunter 2004)

Field Name	Field Number
Personal Name	100
Corporate Name	110
Title Statement	245a,b
Inclusive Dates	245f
Bulk Dates	245g
Physical Description (Volume)	300
Arrangement/Organization	351
Biographical/Historical Note	545
Scope and Content Note	520
Restrictions on Access	506
Terms Governing Use	540
Provenance	561
Subject Added Entry-Topical Term	650
Subject Added Entry-Geographical	651
Personal Name as Added Entry	700
Corporate Name as Added Entry	710
Personal Name as Subject	600
Corporate Name as Subject	610
Electronic Location and Access	856

A main source for information concerning archival materials is the finding aid. Registries, inventories, calendars, and shelf and container lists all fall under the definition of finding aid. According to Thurman:

[A] finding aid is a single document that places the materials in context by consolidating information about acquisition and processing; provenance, including administrative history or biographical note; scope of the collection, including size, subjects, media; organization and arrangement; and an inventory of the series and the folders.

Before the recent endeavors to conform the structure of finding aids, there was no formal content standard for finding aids. Finding aids, primarily paper copies, varied between archival repositories and between collections. The size of the archival collection will determine the length of the finding aid. The metadata used in a finding aid to describe the different levels and types of materials found in a collection differs from the metadata used in bibliographic catalogs and indexes. Often the descriptive details of a collection are beyond the length and structure of MARC records. Advancing technology aided in the search for a solution to this problem.

Finding aids, generated by archivists through software dependent systems such as Microsoft Word and Word Perfect, accompanied the MARC cataloging of archival collections. With the rapid changing and updating of software, there was a concern that the database of finding aids could be lost through a firm going out of business or losing interest in marketing the software. With the advent of the internet, archivists also wanted remote access to and keyword searching of finding

aids online through the World Wide Web. In 1993, the library of the University of California at Berkeley, under the direction of Daniel V. Pitti, began a research project to develop an independent standard for encoding traditional paper finding aids. Pitti's objectives for the new standard were:

- Accurate representation of archival principles and practice, including hierarchical arrangement
- Support for element-specific indexing and retrieval
- Support for intelligent access to navigation of archival materials
- Improved communication and sharing of collection information between repositories

Guided by these objectives, it was decided to create a new document type definition (DTD) in SGML (Standard Generalized Markup Language). SGML was the chosen syntax because of its flexibility regarding lengthy narrative text and multi-level hierarchy that are part of a finding aid. A description of SGML according to the Library of Congress follows:

SGML is a set of rules for defining and expressing the logical structure of documents thereby enabling software products to control the searching, retrieval, and structured display of those documents. The rules are applied in the form of markup (tags) that can be embedded in an electronic document to identify and establish relationships among structural parts. Because consistent markup of similarly structured documents is key to successful electronic processing of them, SGML encourages consistency by introducing the concept of a document type definition (or DTD). A DTD prescribes the ordered set of SGML markup tags available for encoding the parts of documents in a similar class. Archival finding aids, which share similar parts and structure, form a class of documents for which a DTD could be developed.

A further definition of a DTD is that through its own notation, it defines the structure of, and could be considered a template for, a particular type of document. A DTD defines:

- The elements that might be part of that particular document type
- Element names and whether they are repeatable
- The contents of elements (in a general way, not specifically)
- What can be omitted
- Tag attributes and default values
- Names of permissible entities

In order to develop an encoding scheme, the Berkeley Finding Aid Project DTD, also known as FINDAID DTD, collected and analyzed over 5000 pages of finding aids from more than twenty repositories. Working under the standards imposed by MARC AMC and APPM, it was discovered that archivists, for the most part, agreed on the content of finding aids. Any difference seen in the finding aids was in how the order of information was presented and formatted (Smiraglia 2005; Thurman 2005).

After feedback from archivists and numerous changes, the renamed Encoded Archival Description was released in 1998. For Pitti, an outcome of EAD is "...the long-cherished dream of providing archivists and both professional and public

researchers universal, union access to primary resources. Standardization will make it possible to build union access...to archival descriptions originating in repositories throughout the world. Standardized description will also enable the "virtual" reintegration of collections related by provenance, but dispersed in different repositories (Smiraglia 2005; Thurman 2005).

The released Version 1.0 of the EAD DTD is compliant with XML (Extensible Markup Language). Suggestions for changes from an international collaboration of archivists were incorporated into the second released version of the encoding standard for archival finding aids, EAD 2002. Most of the changes made to EAD DTD were needed to maintain compatibility with the General International Standard Archival Description (ISAD(G)). Version 2002 also functions both as a SGML and an XML DTD (Library of Congress 2009)

The EAD DTD is a hierarchical scheme with elements nested within one another. The EAD DTD contains three high-level elements:

<eadheader> used to document the archival description or finding aid;

<frontmatter> used to supply information for publication, such as a title page;

<archdesc> contains the archival description, considered the heart of the EAD.

The <archdesc> contains high-level descriptive elements that can be repeated for each subunit within it and for subunits within subunits, making the <archdesc> both hierarchical and recursive. An example of this is found in the element <dsc> that contains descriptions of subordinate components. The <dsc> contains a repeatable, recursive element, the <c> or component, that includes all the descriptive elements that the <archdesc> has. <c> can be nested inside of <c>s to any level needed to describe all components of a collection. The most important of the high-level elements is the <did> or descriptive identification. The <did> contains sub-elements such as:

<repository> the name of the holding repository;

<origination> the provenance of the materials;

<unittitle> the title of the unit being described;

<unitdate> the dates of the materials included;

<physdesc> physical description of the materials;

<abstract> brief summary description of materials;

<unitid> an identifier for the unit;

<physloc> the physical location of the unit.

Following the <did> are elements for providing administrative information, such as restrictions on use (copyright), access, custodial history, scope and contents (Taylor 2009)

Archivists in need of support when implementing EAD can look to an EAD tag library that is prepared and maintained by the Encoded Archival Description Working Group of the Society of American Archivists and is offered on the official EAD website of the Library of Congress (Pitti 1995). (Pitti writes that the project, at first, did not receive the promised finding aids from archivists. After inquiries, it was concluded that they all were experiencing "stage fright", worried that their finding aid practices might be criticized or ridiculed. The resulting pool of finding aids was not a true representative of the entire range of finding aids, but representations of what archivists thought would stand up to scrutiny. The outcome of "going public" was a natural accommodation by archivists of their finding aids to meet the standards of the community.) The Tag Library includes all EAD elements, along with their coding tags. The Society of American Archivists has also posted on their website EAD help pages under the title of EAD Cookbook. There is a choice offered of downloading either the whole Cookbook or specific sections of the Cookbook (Pitti 1999).

The description of the creator or creators of an archival collection is a necessary component as archival authority records function as both legal and historical evidence. After the success of encoding finding aids using XML, the international archival community has been working to develop a standard for creator description. Again, researchers under the leadership of Daniel V. Pitti have come together and designed an archival standard for encoding descriptions of record creators that will extend and complement EAD, while also being an independent resource. This XML-based standard is called Encoded Archival Context (EAC).

The standardization of creator description offers both economic and professional benefits. Creator research can be a time-consuming and expensive enterprise. Often records are held in more than one repository or outside of the archival community. Locating records can be challenging because of past business conducted under multiple names. Pitti explains "a creator description standard will provide a means to uniquely identify creating entities and to document all of the names used by the entity. Further, a creator description standard will facilitate effective documentation of the critical characteristics of creator entities. Indexing the characteristic information can further enhance access." (Library of Congress 2009)

Like EAD, EAC documents are built on a nesting structure. An EAC document begins with <eac> which includes a TYPE attribute specifying the entity described as corporate body, person, or family. The <eac> contains two mandatory elements, the <eachheader>, which contains data used in the control of creator description and provides the context of the description and <condesc> - context description, which encompasses the description of the creator. Both contain specific elements that support the functional intentions of the containing element (Caplan 2003; Pitti 1999).

With the rapid changes in technology impacting the long-held practices of archivists, a new descriptive standard to replace APPM was published in 2004 by the Society of American Archivists. Describing Archives: A Content Standard (DACS) is based on ISAD(G), the international standard for archives. DACS can be used to create systems for describing archival materials of any type or level, including

accession records and full finding aids. DACS contains three parts – Part I- Describing Archival Materials, Part II – Describing Creators, and Part III – Forms of Names (Society of American Archivists 2009).

In a relatively short period of time, EAD has made an impact on archival programs. To measure this impact, along with the adoption, diffusion and barriers of implementation of EAD, three surveys have been conducted. The first survey of 16 organizations was carried out by Jennifer A. Marshall in 2002. Marshall wanted to know how EAD had affected the operations of the early implementers and to what extent EAD had become a part of the regular repository function. Acknowledging that the adoption of a new technology takes considerable planning and that implementing EAD could be challenging, Marshall discovered that larger repositories, mainly connected with colleges and universities, had a easier time incorporating EAD into their programs. Larger institutions had funding to support the expensive implementation of EAD and had a larger staff trained in the use of EAD. Asking respondents how they planned to measure the success of its EAD program, the number of finding aids encoded was given as a consistent benchmark. The majority of the survey group (75%) had used the implementation of the standard to produce new finding aids. Marshall concluded that the surveyed group of early implementers of EAD had "satisfactorily filled a perceived institutional need by enabling the creation of better access tools" (Pitti 2004).

The second survey of 135 people who participated in the EAD workshops offered by Research Libraries Group (RLG) and Society of American Archivists (SAA) during the years between 1993 and 2002 was done by Elizabeth Yakel and Jihyun Kim. Yakel and Kim asked questions about the adoption and diffusion of EAD within the U.S. archival community. They found that the adoption of EAD was slow, with only 42% of respondents utilizing EAD in their programs. Factors slowing down adoption and diffusion of EAD include small staff size, the lack of standardization in archival description practices, a multiplicity of existing archival access tools, insufficient institutional infrastructure and difficulty in maintaining expertise (Pitti 2004).

EAD adoption consists of two separate yet related processes: encoding and publication. Encoding requires knowledge of SGML/XML markup. Publication requires knowledge of servers, style sheets, and scripting. The survey found a low number of encoders, averaging just 1.94 people, encoding finding aids. Professional archivists were doing most of the encoding. Yakel and Kim state that four full-time professional archivists are needed to successfully implement EAD. With most archivists working in units of one to three, this means the majority of archives will have difficulty sustaining an EAD program. The survey found the rate of published finding aids lagged behind encoding. A lack of technological expertise needed to publish the finding aids onto the Web was found to be the cause for the low publishing numbers. Two ways of alleviating this problem is to outsource the encoding or publishing of finding aids or join a consortium. Both of these possibilities are costly. The survey showed the repositories that accepted grants were more likely to implement EAD and publish their finding aids (Describing Archives, 2004).

The results of Yakel and Kim's survey indicated that the majority of respondents (58%) had not adopted EAD. The gap found in the level of technological skills could affect archivist's ability to function in an increasingly technological world. Yakel and Kim considered the degree that archives do not control their own server

worrisome. It might relieve repositories of the need to develop expertise in certain information technologies, but it also makes them dependent on others to implement their EAD projects. All of these findings provide insight into the lack of a technological infrastructure in archives and manuscript repositories (Marshall 2002).

In 2007, Sonia Yaco surveyed sixteen archivists and librarians who staff institutions that wanted to implement EAD, but were experiencing problems doing so. Twelve of the institutions employed fewer than two full-time professional archivists. The other institutions employed three to six archivists. Institutions that employed four or more archivists had begun to implement EAD. All respondents had a website for their archives. Eleven respondents put their finding aids online in another format, such as HTML, Microsoft Word, or PDF's. Two respondents had encoded more than 10% of their finding aids (Yakel and Kim 2005).

Two of the responses Yaco received to her question concerning the barriers to EAD implementation were: a lack of expertise in the server technology necessary to publish EAD on the web and the desire of archivists to rewrite legacy finding aids before encoding them. Poor quality of finding aids at some institutions is a barrier to EAD implementation. Converting past finding aids to EAD is time consuming. A deficient in staff to complete the conversions adds up to less time to finish other tasks and demands. A general lack of technology skills within the archival community adds to the barriers of EAD implementation (Yakel and Kim 2005).

The survey identified three major barriers to implementation and ways to remove them. The primary barrier is lack of staff. A costly solution given by respondents was to use outside consultants to help in implementing EAD. Yaco discovered that few respondents knew of or applied for EAD grants. Grant money could be used to fund project staff (Yaco 2008).

A second barrier identified is the middleware gap. Archivists seem to know how to markup finding aids in EAD, but do not know how to publish them to a website. One solution given by Yaco is to improve staff knowledge by expanding standard EAD training. Yaco also suggests using software that requires less server knowledge and recommends a new version of Archon, an all-in-one software used to encode and mount finding aids online (Yaco 2008).

The third and final barrier to implementation is the plan of many archives to rewrite their finding aids before implementing EAD. Trying to bring finding aids up to DACS archival standards may make it impossible to get all finding aids encoded. Yaco offers an alternate plan of encoding finding aids up to the basic EAD record guidelines in a first round of encoding. Only finding aids that do not contain required basic elements would need to be updated. Adding other levels of description where needed to these basic EAD records could be done in a second round of encoding (Yaco 2008).

Yaco concludes that it is unrealistic to implement EAD with existing staff levels. Yaco states her opinion that instead of relying on consultants to implement EAD, archivists need to upgrade their technological skills. Yaco believes that the choices archivists make concerning their technological expertise will decide the future of EAD (Yaco 2008).

Through the research needed to write this paper, I have accomplished my stated objective of attaining a better understanding of how present-day issues are transforming methods used in archives located in United States. I have learned so much about archival practices and the impact technology has had on the archival world. I have also given myself a solid technical base to expand my education upon. A long-held belief was reinforced during the compiling of information for this paper. To remain competitive in any line of work requires an ongoing upgrading of technical skills. A decision has not yet been made to continue research in this area for my next paper. I need time to pause and reflect on all that I have learned about archives and archivists.

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Financial Tips for Librarians

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Introduction

Booking a vacation villa in Provence or some other hot travel destination in Europe may have to wait another year. The sinking economy has touched everyone. On the plus side, librarians still enjoy stable employment, plenty of career opportunities, and generous employment benefits. This solid foundation will help individuals cope with difficult economic issues. Add in a strong dose of financial literacy and librarians are well-positioned to manage the present situation and prosper over the long run.

Survival in the Recession

In the current recession, some librarians may encounter short-term difficulties. By changing priorities and reducing expenditures family finances can improve. Cost-cutting on little things such as twice-a-day stops at a premium coffee shop for a mocha latte can add up to big savings, as much as forty dollars a week.

Other strategies can improve cash flow as well: property owners may find more favorable interest rates on mortgages; withholding for taxes may be reduced if the amount withheld exceeds requirements; and a smaller car with lower operating expenses can save bundles of cash.

Payoff of student loans is another area of concern at least for some younger librarians. Common advice is for monthly payments on a college loan, after graduation, not to exceed 10-15 percent of monthly income. If loan repayments are too much of a burden, a consolidation of student loans with a single lender may help some students reduce monthly payments.

Focus on the Long Run

Even in a tough economy, the best advice is to stay focused on the long run. After years of service, it's possible to build at least modest wealth, when income and benefits are combined.

Indeed, for many librarians, income earned over a full working career is often well over a million dollars. For example, a librarian earning on average \$39,000 a year over the past 35 years would have received \$1,365,000 in income.

But income by itself doesn't guarantee financial security. Just ask stock brokers in the recent Wall Street meltdown. What counts is savings. Widely accepted guidelines say to save more, save over a long period of time, and take advantage of compound interest. A better outcome is often achieved by deferring taxes on savings put into retirement accounts.

Ways to Build Wealth
<ul style="list-style-type: none">• Start saving early in life• Match employer's contribution to retirement plan• Grow wealth with Stocks• Achieve security with fixed-income investments• Keep investments well diversified• Take advantage of tax-deferred savings• Build wealth with compound interest• Divide investments among many different kinds of assets

Employers Ready to Help

Retirement plans make up a large portion of the assets owned by librarians. Since participation in retirement plans is more or less automatic, other independent savings are not as much of a concern.

A major consideration is the kind of retirement plan an employer offers. Is it a defined benefit plan, a defined contribution plan or a combination of both? Unfortunately, defined benefit plans are not offered by private employers as much as in the past, but many government-employed librarians still enjoy this benefit.

Defined benefit plans are a fairly secure investment, since ultimate payback is set by a pre-determined formula. The formula usually takes into account the number

of years of service, highest salary earned (over a few years of highest earnings) and a special equation. In case of an early exit, a librarian can often "cash out" from the plan, but may incur some cost such as loss of employer's contribution. Money withdrawn from employer defined benefit plans can also be transferred by a process called direct rollover to an Individual Retirement Account (IRA) or other qualified plan.

In the case of defined contribution plans, such as 401(k), 401(a), 403(b) and 457 plans, ups and downs in the financial markets come into play, and the employee is responsible for making investment decisions. Stocks and bonds, common investments in these types of plans, are well understood, but the risks involved vary immensely with differing investment strategies.

Advice for Everyone

- Know your net worth
- Account for inflation when saving
- Avoid credit card interest

Saving and Investing

Since librarians do not earn high incomes, certain individuals may feel pinched, if they invest too much money in retirement plans or other kinds of savings. Still, a savings rate of 15 percent or more of gross income leads to very positive growth in wealth. Implicit in this guideline is cost sharing for retirement plans with the employer contributing upward toward 50 percent of the total. Even in economic hard times, never pass up the opportunity to receive the matching employer contribution.

Many good choices exist for saving money in small amounts. Certificates of deposit are a common vehicle for saving any amount. And Series I bonds sold by the U.S. Treasury in amounts as low as fifty dollars will fit any librarian's budget.

Few librarians are well-schooled in investing and how Wall Street works. But learning the basics goes a long way towards assuring a sound financial future. Investing always incurs risks. Does one buy stocks or bonds? Well, both. How should assets be allocated between stocks and bonds? A common rule-of-thumb is to put more money in stocks early in one's career and then lean more toward bonds and cash equivalents later in life.

Other assets owned by librarians, such as homes, personal property, and personal savings provide a cushion along the way. In a modern world filled with so many uncertainties, these same assets also provide a nice foundation for living. The choice between owning real estate and renting is a difficult one for many librarians. But with real estate prices dropping and home mortgage interest rates at very low levels, 2009 may offer great opportunities for librarians to buy homes, condos or other real estate. Still, librarians should remember that the primary benefit from home ownership is stability in the cost of housing services and the investment aspect is very secondary.

Good Books on Personal Finance

- Morris, Virginia B., and Kenneth M. Morris. *Standard & Poor's Guide to Understanding Personal Finance*. New York: Lightbulb Press, 2006. ISBN 9781933569024. \$15.95.
- Duguay, Dara. *Please Send Money: A Financial Survival Guide for Young Adults on Their Own*. Naperville, IL: Sourcebooks, Inc., 2008. ISBN 1402219717. \$14.95.
- Robin, Vicki. *Your Money or Your Life*. New York: Penguin Group, 2008. ISBN 9780143115762. \$16.00

Effect of Type of Employer and Place of Employment

Salaries for librarians vary considerably. The type of employer and regional salary differences can affect compensation in a big way. These facts are well documented, but what happens when retirement contributions are factored into the compensation package is less often understood. For example, a university library may contribute 13.0 percent to employee retirement accounts, but a nearby public library may only offer 6.935 percent. This is a huge difference and, over time, the special librarian at the university, in this example, builds considerable more financial assets than the librarian working at the public library. One caveat: this is less important if low retirement contributions from the employer are offset by higher salaries or other significant benefits.

Salary differences related to type of employer and place of employment also impact long-term financial security in a more subtle way. In this case, the issue is Social Security. Under the current formula, both the employers and the employees contribute 6.2 percent of an employee's gross income to the Social Security Trust Fund. Since the final amount of a librarian's retirement income from Social Security depends, in part, on the amount contributed to the system, a librarian who receives higher wages fares much better.

For the Conservative Investor

[U.S. Treasury Inflation-protected Series I bonds are easy to buy online or from your local bank](#)

Financial Goals

Librarians are more likely to achieve success, when financial goals are in place. Net worth, the difference between assets (what you own) and liabilities (what you owe), is a useful measure of progress. Understandably, net worth depends on individual circumstances and especially the number of years spent accumulating wealth. A 2009 report of consumer finances by the Federal Reserve Board shows a median net of worth of \$120,300 and an average net worth of 556,300 for all U.S. families. The report helps librarians take stock of how they stand relative to others in the country.

Librarianship is an exciting and satisfying profession. Paying attention to personal finance can help beat the recession and lead to building wealth as well.

Useful Websites

- CNN Money.com (Personal Finance): <http://money.cnn.com/pf/>
- Building Wealth: <http://www.dallasfed.org/ca/wealth/pdfs/wealth.pdf>
- 360 Degrees of Financial Literacy: <http://www.360financialliteracy.org>

Dimensions of the Myers-Briggs Temperament Inventory and Implications for the School Library Media Specialist

PAMELA LIPSCOMB-GARDNER

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Introduction

School library media specialists (SLMS) are responsible for providing students with the programs and services they need to succeed in their academic and personal lives. They teach and support information and research skills proficiencies; instruct and advise teachers in differentiation of learning in the classroom and use of new technologies; and deliver programs that foster independent research and reading, that the students may become lifelong learners and informed citizens. To this end, they must have knowledge of how the students learn, what motivates their learning, and pedagogies which use both cognitive and affective theories to enhance instructional delivery. The SLMS must use that knowledge to:

- provide instruction in information literacy and information product development to students and their teachers
- actively collaborate with teachers to aid instructional differentiation in the classroom
- develop programs and environments within the library media center and beyond which encourage learning and recreational reading

The SLMS must also have knowledge of the materials and technologies which best deliver information, technology and reading services to the students and their classroom teachers. She/he then must develop the relevant physical and virtual collections to meet their needs.

The prerequisite of all this is knowledge of the students: knowledge of the population in terms of gender, race, family income, disabilities; knowledge of the students' cognitive development in terms of age, grades, test scores, involvement in AP or remedial studies; knowledge of the student's social environment in terms of school attendance, extracurricular programs and level of involvement, rates of pregnancy, drug use, and gang involvement. All provide a profile of the student body, its strengths and weaknesses. All provide information about the types and levels of courses, programs and services students need to achieve academically, and develop information literacy. But what knowledge of the students do we need to facilitate the best possible outcomes in these courses, programs, and services? What knowledge of the students do we need to help them develop into lifelong learners and informed citizens?

Learning Styles

One area of knowledge which is highly purported but poorly developed in education (especially at the secondary level) is that of learning styles (Dryden and Vos, 1999) A plethora of research shows that knowledge of an individual's learning style and providing instruction in ways which incorporate that style (or strengthen weaker styles) will enhance the learning experience for a student (Felder, 1993.)

Stewart and Felicetti (1992) define learning styles as those "educational conditions under which a student is most likely to learn." Such conditions include the way a student is predisposed to interact with the environment and other people, his/her areas of social and/or academic interest, the way(s) he/she takes in and processes information, and the way(s) that student subsequently uses the resulting information. By delivering instruction in a way which acknowledges a student's interests and preferred conditions of learning, learning is enhanced.

There are many models of assessing and interpreting the learning styles of students. There are the Honey and Mumford's learning cycle, Howard Gardner's Multiple Intelligences, Herrmann Brain Dominance Instrument, and Kolb's Learning Styles Inventory and Experiential Learning Model, to name a few. One model which is highly researched in the secondary, post secondary and professional fields of education is the MBTI or Myers-Briggs Temperament Inventory.

The Myers-Briggs Temperament Inventory Model

Loosely based on the research of Carl Jung, the MBTI is the life work of Katherine Cook Briggs and Isabel Briggs Myers. It examines the ways in which people use their perception and judgment to survive and thrive in society. According to the MBTI website, "Perception involves all the ways of becoming aware of things, people, happenings, or ideas. Judgment involves all the ways of coming to conclusions about what has been perceived. If people differ systematically in what they perceive and in how they reach conclusions, then it is only reasonable for them to differ correspondingly in their interests, reactions, values, motivations, and skills." Therefore, it is also reasonable for students to learn via different stimuli corresponding to their interests, reactions, values, motivations, and skills.

The MBTI model examines four dimensions of an individual's personality. They are:

- How a person interacts with the world. Does the individual gather energy through interaction with people (Extraversion) or through interaction with self (Introversion)?
- How a person interacts with information they receive. Does the individual prefer to take in information through their five senses (Sensing) or by interpreting patterns or possibilities they glean from information received (intuition)?
- How a person makes decisions. Does the individual rely upon the rules and logic (Thinking) or do they factor in the people and circumstances (Feeling)?
- How a person presents him/herself in the world. Does the individual live a lifestyle that is structured and resistant to change (Judging) or flexible to new stimuli and ideas (Perceiving)?

What are the implications of understanding the four dimensions of an individual's personality for the school library media specialist? Would such understanding improve his/her ability to meet the information and recreational reading needs of her/his student population? Would it improve her/his ability to consult and collaborate with classroom

teachers? Based upon the extensive body of research in this area, the answer is a resounding, YES.

By understanding the MBTI dimensions and temperaments, it is possible to not only ascertain the student(s)' dominant learning styles, but the library media specialist may use this information to create a successful library media program which the students and staff embrace by:

- Developing library programs, activities, and events which reflect student interests
- Identifying potential literary genres of interest for recreational reading
- Identifying nonfiction media of interest for extracurricular learning
- Helping teachers select media and approaches to differentiate instruction in the classroom
- Designing a library facility that is user friendly, intellectually stimulating and aesthetically inviting

Purpose and Organization

The purpose of this paper is to examine that body of research and identify ways in which understanding of the four dimensions of an individual's personality make it possible to deliver a highly effective school library media program. A library media program which provides for the optimum learning of all students, while facilitating their development as lifelong learners and recreational readers.

The following sections will focus on the four MBTI dimensions, profiling the two preferences associated with each dimension. Within the profiles, examples will be provided of the related learning preferences and ways in which the library media specialist (and ultimately the classroom teacher) may use the student's preferences to strengthen their learning and reading experiences.

Dimensions of the Myers-Briggs Temperament Inventory and Their Implications for the Library Media Specialist

Dimension One – Extravert vs. Introvert

“Everyone spends some time extraverting and some time introverting. Don't confuse Introversion with shyness or reclusiveness. They are not related.”
(<http://www.myersbriggs.org/>)

The first dimension of the MBTI is that which answers the question – Where does this person acquire their energy? Are they fueled by the outside world of action and interaction? Or do they get their energy by retreating to their inner world...through solitude and reflection? Very important to understanding this dimension is that extraversion and introversion have nothing to do with social skills. An introvert of this dimension may be a social butterfly and the extravert may very well sit quietly alone in a room with unfamiliar people but come alive with friends and associates. The defining trait is where or how do they refuel.

Extraverts (E)

Extraverts are people who need action and interaction to fuel them. These are not people who sit before the television all day; rather they are out and about. You can usually find them with people. In fact, extraverts are considered very outgoing. When they need to formulate a decision, they will bounce their concept/theory off others to process.

Perhaps because they require almost constant action and interaction to fuel them, extraverts more times than not get involved with projects before they realize what they have gotten themselves into.

Introverts (I)

Introverts are people who need solitude and reflection to fuel them. They are content to sit alone on the beach and contemplate the activities of the day. They prefer socializing with a small group of friends, or more precisely, one or two close friends. Granted, these individuals can be very social, but socializing at big events with lots of conversation and loud noises leaves them drained. Only after they retreat to their quiet place do they rejuvenate.

Table 1. Learning environments for introverts and extraverts

Extravert	Introvert
Space for movement, doors to outside	Space for individual work (i.e., laptop tables, beanbag chairs)
Exercise mats and dance floors	Books, windows to the outside and visual aids for reflection
More than 15 students	Less than 12 students
Activities for large groups (up to 6 students) to work together	Activities for students to work alone or in small groups of two
Moveable furniture (i.e., chairs on wheels)	Study carrels or individual desks

Reprinted from: *Differentiation through Personality Types: A Framework for Instruction, Assessment and Classroom Management* by Jane A.G. Kise. (Corwin Press, 2006)

Implications

What implications does this dimension have on the library media environment? For students to perform at their optimum potential, they need to have plenty of energy. Therefore, within the library media center, and within the classroom, there needs to be spaces and opportunities where extraverts can interact with their peers and/or instructor to talk through aspects of topics being learned. They also need spaces to move around and become actively involved with the learning process. They would likely enjoy such activities as interviewing primary sources, working on group projects, acting out a scene from a play or other literary work. They would also find themselves at ease in the weekly online discussion room of a cyber class.

The introvert, on the other hand, would more than likely be found back in the stacks reading, researching at a study carrel or on the internet, or working/reading independently.

When designing the library media center's facility, consideration should be made to provide social spaces for extraverted students to gather with peers to develop ideas and plan projects and do performances and quiet zones for introverts to escape into themselves, study alone, and perhaps even listen to quiet music. While the extravert would prefer group furniture arrangements, the introvert would more than likely prefer a solitary armchair tucked away in the stacks.

Dimension Two – Sensing vs. Intuition

“Don't confuse Sensing with sensual. They aren't related.” (<http://www.myersbriggs.org/>)

The second dimension of the MBTI is that which answers the question – How does this person first interact with information? Does the person first receive information through the senses? Do they see, hear, touch, taste, smell it? Or do they receive it as impressions or thoughts connected to past experiences, reflections, or imagination? Are they more concrete or abstract in their thought process? Sensing and Intuition both play important roles in how an individual manipulates and understands data and in truth, every day we all have experiences on both sides of this dimension. The deciding factor is where does one gravitate naturally?

Sensors (S)

The sensor is one who sees the individual facts first then forms the big picture. The facts...concrete facts he or she can put their hands on...drive the information interpretation process of these individuals. For that reason, they tend to be very practical and lack imagination or vision. These students employ a step by step approach to problem solving and are resistant to change or innovation. They tend to do well on standardized tests and in mathematics courses.

Intuitors (N)

The intuiitor on the other hand is one who sees the whole picture first and then sees the individual pieces. This individual takes in information via their “sixth” sense. He/she seeks out patterns or relationships between data they have acquired, being comfortable relying upon hunches to fill in missing data points. With this in mind, it is only natural that the intuiitor would prefer working with new or pioneering methods or ideas.

Implications

What implications does this dimension have on the educational environment? This dimension relates to how a person receives and manipulates information. Therefore, it impacts the format of lessons and

Table 2: Assignment Preferences of Sensing and Intuitive Types

Sensing Types like assignment where:	Intuitive Types like assignment where:
Facts and details are valued	General concepts launch opportunities for imaginative or critical thinking
Expectations are clear	Expectations are to dream big

Motivation comes from safety in specificity	Motivation comes from room for individuality
Set materials are covered	Themes are tapped and open
Connections are made from real life	Knowledge is interesting even if it isn't useful

Source: *Differentiation through Personality Types: A Framework for Instruction, Assessment and Classroom Management* by Jane A.G. Kise. (Corwin Press, 2006)

Types of assignments the students will embrace and at which they will excel. The sensing student will do well with the lecture environment in which the teacher supplies the "who, what, when, where, how, and why". They prefer assignments that require fact reporting or have very specific parameters. The intuitor, on the other hand, would be extremely bored in long, fact reporting lectures. This individual instead prefers short, introductory lectures which open the door to independent research. Give the intuitor the "what if" question and set them free...to postulate.

In the library media center, the sensing student is more likely drawn to the "how to" or "how did" themes in books and other media, as well as, historical or reality fiction. The intuitor would likely enjoy science fiction or fantasy genres, the "what if" themes in any subject area or biographies about innovators and pioneers.

Dimension Three – Thinking vs. Feeling

"Don't confuse Feeling with emotion. Everyone has emotions about the decisions they make. Also do not confuse Thinking with intelligence." (<http://www.myersbriggs.org/>)

The third dimension of the MBTI addresses the question – How does one go about making decisions? Is it a logical process with impersonal application of established rules? Or is it done by examining the situation, circumstances and involved people? According to the Myers-Briggs website, people in general tend to make some decisions from the thinking perspective and others from the feeling. It goes on to suggest that some people even go so far as to make a decision one way and test it in the other to confirm they have made the right decision. The question again is – Which feels more natural to an individual?

Thinkers (T)

Thinkers are at the logic end of the decision making spectrum. In a perfect world, the thinker would pull out the trusty old rule book and select the appropriate decision. It's probably for this reason that thinkers gravitate toward mathematics and the sciences. Objective and impersonal, they also do well in competitions and highly structured activities such as chess and debate.

Feelers (F)

Feelers are at the other end of the decision making spectrum. In their perfect world, everyone would have their own set of rules to fit their own circumstances. When making decisions, feelers are compassionate, taking into consideration the people involved. They do extremely well in consensus directed and collaborative activities. While some of them enjoy

the sciences, they become involved from a sense of caring (for the earth, the animals, and/or the people). Many are interested in culture and literature.

Table 3: In the Classroom...

Thinking Types prefer	Feeling Types prefer
Understanding why	Understanding people
Math and science	Stories and culture
Fairness	Caring
Debate and competition	Consensus and cooperation
Being in charge	Being liked

Source: *Differentiation through Personality Types: A Framework for Instruction, Assessment and Classroom Management* by Jane A.G. Kise. (Corwin Press, 2006)

Implications

What implications does this dimension have on the library media environment? As this dimension is concerned with how one makes a decision, the library media center is just the place for thinkers and feelers. Both would appreciate resource and bibliographic materials that are well organized and provide for simple and sequential execution of logical tasks (i.e. online catalogs, bibliographic generators).

Lawrence (1997) reports that thinkers do their best learning in organized environments with logical systems, instructional materials that are clear and logical and realia for students to analyze. These students are task oriented and enjoy demonstrating their competencies. They also enjoy technology based information as it is usually well organized and easy to navigate. In group projects, they like to lead.

Feelers, on the other hand, are people oriented and, thusly, enjoy group projects especially when working with a homogenous group. They enjoy developing a rapport with the library media specialist(s) and feedback that shows appreciation of their effort. These students are likely to work at group study tables or around one or more computers.

In terms of literature, the thinker is more likely to enjoy historical fiction, sports and science fiction. Perhaps, he/she will also appreciate utopia or dystopia novels. Because of the feelers' affinity for people, they may appreciate "coming of age" literature, biographies and autobiographies.

Dimension Four – Judging vs. Perceiving

"Our approach to work, school and living in general" (<http://www.myersbriggs.org/>)

"Just do it" vs. "...on the other hand" (<http://www.myersbriggs.org/>)

The fourth and final dimension of the MBTI addresses the question – How does this person interact with the world? Or more exactly, how does the world see this person? Does he/she prefer to make quick decisions or stay open to possibilities? Is he/she a starter or a finisher? A "go getter" or a "visionary"?

Judgers (J)

Judgers are self-regimented, self-directed. They approach the world as a place to get things done. And get them done, they do. Judgers focus on completing a task. Though it's not unusual for them to take action without all the information, they stay focused on their deadline. Outcome oriented, they set a goal, plan their work and then work their plan.

Perceivers (P)

Perceivers are visionaries. They see the world as a place of possibilities. They dream, they contemplate, they research, and, then, they dream some more. For the perceiver, deadlines are arbitrary...meant to be pushed back. Why? Because, for those working from this dimension, they stay flexible in order to get more information.

Table 4 – Preferences by Type

Judging (J)	Perceivers (P)
<ul style="list-style-type: none">• Plan your work and work your plan• Enjoy Finishing• Work before they play• Have things settled• Know what will be happening	<ul style="list-style-type: none">• Stay open to options• Enjoy beginning• Let work and play coexist• Search for more information• Experience surprises and variety

Source: *Differentiation through Personality Types: A Framework for Instruction, Assessment and Classroom Management* by Jane A.G. Kise. (Corwin Press, 2006)

Implications

Since Judgers focus on outcomes and the broad picture while overlooking or skipping data, techniques to help them gather data are very important. Georgia State University's Master Teacher Program on Learning Styles suggests the following strategies which have proven helpful.

- **Speedwriting**
Most students can learn speedwriting in several minutes. Just omit all (or most) vowels. Or develop your own shorthand method. For example, mst stdnts cn lrn spdwrtn g in svrl mnts. Jst omt ll or mst vwls .
- **Split Page**
Draw a line down center of a notebook page. On the left-hand side, record the lecture (use speedwriting or your own shorthand notation). After class, write a **commentary** on the right-hand side. Include restating ideas in your own words, finding sources of confusion, identifying key points, looking for links to earlier learned material, and asking what does this mean to me (the student).
- **Color Coding**
Use different colors to record ideas presented in class and found in the text or readings. For example, use blue to code major ideas and green to code links to previously learned material.
- **AOR Model**
In answering an essay question, first **A**nalyze the question and jot down key ideas, **O**rganize the ideas into a logical sequence, and only then write the essay (**R**espond).

These are suggestions the library media specialist can provide to students in an orientation class or during one on one consultation or to teachers as instructional strategies.

Other keys for library media specialists when working with Judgers, include providing them with clear outlines of the lesson including goals/anticipated outcomes, keeping instruction within allotted time and making sure all equipment is working properly.

Since Perceivers can collect data forever, their research projects should be broken into sub segments, each with its own deadline. They also benefit from projects which free them to dream big such as free writing assignments.

Again, it is important to note this dimension only addresses the style in which the person connects with the world. As stated on the Myers-Briggs website, "The J or P preference only tells which preference the person *extraverts* . One person may feel very orderly/structured (J) on the inside, yet their outer life looks spontaneous and adaptable (P). Another person may feel very curious and open-ended (P) in their inner world, yet their outer life looks more structured or decided (J)." (<http://www.myersbriggs.org/>) For example, Perceivers frequently appear disorganized and lazy to their teachers. but apparently chaotic environments motivate them and while playing are simultaneously sorting and processing information.

Conclusion

This paper has presented the personality characteristics and learning styles of students as identified by their preferences in each of the four MBTI dimensions. It has reported findings of researchers which demonstrate how learning is enhanced when the library media specialist (and the classroom teacher) takes into account personality driven preferences when planning instruction, designing learning spaces or recommending literature. The following chart summarizes the personality characteristics and learning and teaching styles of the eight preference guided dimensions as reported by A. Zimmerman et al (1993).

Table 5. MBTI type-related learning and teaching characteristics. Adapted from material presented by Lawrence (1997) and Myers et al. (1998).

Extraversion	Introversion
Learning Styles	
Enjoy group activities	Enjoy individual or one-on-one activities
Energized by people and environment	Energized by ideas
Prefer a variety of tasks at the same time	Prefer concentrating on a few tasks at one time
Spontaneous	Think before discussing or deciding
Tend to be action oriented	Tend to observe and reflect
Impatient to actively engage in a project	Must understand a project before attempting it
Teaching Styles	
Learning activities based on student input	Structured learning activities
Attuned to attention levels of students	Attuned to topic being taught
Prefer movement and noise in classroom	Prefer quiet and orderly classrooms
Sensing	Intuition

Learning Styles	
Like assignments with precise directions	Like assignments emphasizing creativity
Want material presented step-by-step	Want variety in the way material is presented
Focused in the present	Focused in the future
Prefer sensual, application orientation	Prefer principle and theory orientation
Enjoy routine assignments and exercises	Enjoy variety in assignments and exercises
Value experience and improving skills	Value new ideas and learning new skills
Teaching Styles	
Emphasize facts and practical information	Emphasize concepts, relationships and implications
Keep learning centralized	Wide range of learning including small groups
Question for facts & predictable response	Question for synthesis and evaluation
Thinking	Feeling
Learning Styles	
Value individual achievement	Value group achievement
Task oriented	People oriented
Need principles, ideas, and facts	Need to know how people will be affected
Find technology-oriented topics interesting	Find people-related topics interesting
Enjoy demonstrating competence	Enjoy pleasing people
Teaching Styles	
Make few evaluative comments	Regularly provide evaluative comments
Use objective standards	Use objective and subjective standards
Prefer to attend to the class as a whole	Prefer to attend to individual students
Judging	Perceiving
Learning Styles	
Prefer clearly-defined directions	Prefer freedom and choices
Enjoy the completion (results) of a project	Enjoy the project activity more than the result
Need structure and predictability	Cope well with the unplanned and unexpected
Organized and systematic	Spontaneous
Complete assignments well in advance	Complete assignments with a last-minute flurry
Like to work on projects one at a time	Like to work on several projects simultaneously
Teaching Styles	
Prefer to set and adhere to fixed schedules	Prefer flexible schedules with student input
Prefer quiet and orderly classrooms	Encourage movement and socializing in groups
Class oriented and guided discussion	Promote independent and open-ended discussion

But the information herein has only begun to scratch the surface of this field of study and its potential impact upon learning. Expanding this study to include findings related to combinations of two dominant personality dimensions as studied in the Keirse

Temperament Inventory, would result in a significant body of knowledge from which to draw as the library media specialist works to differentiate instruction. Expanding this study to fully examine the 16 personality type combinations (possible when looking at all four dimensions of an individual simultaneously), would definitely refine the prescriptive application of this approach as demonstrated by the following chart.

(Source:

http://collegeuniversity.suite101.com/article.cfm/myers_briggs_types_students#ixzz0FwiH4IQR&A)

INFPs (Introverted Intuitive Feeling Perceiving) are imaginative and enjoy working with abstract theory. They work better by themselves and feel a little intimidated by groups. They do well in courses where there's lots of reading and are good at seeing multiple sides of an issue.

INFJs (Introverted Intuitive Feeling Judging) enjoy both hands-on work and theory. They tend to do well in classes with lots of writing, especially technical writing, but they also love helping people and can be very supportive group members.

INTPs (Introverted Intuitive Thinking Perceiving) are logical and enjoy solving problems, and often do well in areas like computer science and mathematics. They work best independently. INTPs have a strong work ethic and sometimes are too hard on themselves.

INTJs (Introverted Intuitive Thinking Judging) are organized, efficient, and hard-working. They need a clean desk in a quiet room to study, and they work best independently. INTJs are very goal-oriented and love to solve problems, so they do well with a structured list of tasks.

ENFJs (Extroverted Intuitive Feeling Judging) are creative, but also structured. They need a well-organized workspace and a good desk calendar. They do well in study groups and group projects as long as there's not a lot of chit chat, and they're natural group leaders.

ENTPs (Extroverted Intuitive Thinking Perceiving) are both logical and creative, so they tend to think outside the box and take a problem-solving approach to their work. They work best in classes that don't have lots of rules, deadlines, and structures.

ENTJs (Extroverted Intuitive Thinking Judging) need to be well-organized and prefer classes with lots of structure. They like to set goals for themselves and work hard to meet them. They work well by taking organized notes and sticking to a study schedule.

ESFPs (Extroverted Sensing Feeling Perceiving) are very social and have to be careful not to let fun get in the way of work. They study well in groups, as long as they stay on task. They're visual learners who like hands-on work more than theory.

Myers Briggs Types & Students: What the MBTI Says About Your Learning Style and Study Skills

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As stated at the outset of this paper, the first step in developing and executing an excellent library media program is to know the school community...to know the students and their teachers. Know them so that school's library media specialist can better serve them. The MBTI is definitely a powerful tool in this regard.

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Cataloging and Preservation of Moving Images: A Survey of Organizations and Initiatives

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Introduction

There is a large body of work and research being done in the field of cataloging and preservation of moving image (film and video) content. Much of the work is being spearheaded by organizations such as the National Film Preservation Foundation, Moving Image Collections (MIC), and the Corporation for Public Broadcasting (CPB). Many organizations such as WGBH/Boston, The Pacific Film Archive, and CNN are already digitizing their collections for public/private access, streamlining internal workflows, and participating in cooperative information sharing projects. This is all possible due to advancements of asset management systems and metadata standards being used to organize and retrieve moving image content. This paper offers an overview of the work that is currently being done in the area of metadata creation and implementation related to cataloging moving image content. Because the field and organizations involved with moving images is so vast and diverse, I have limited my survey to organizations developing metadata specifically for moving images. The paper begins by offering a brief background of moving image cataloging and preservation. It then highlights three major organizations (MIC, CPB, and MPEG) involved in creating metadata for moving images, problems and suggestions encountered in the field.

Since its inception in the late 19th century, moving images have played an important role in shaping our society through entertainment, education, and communication. Like books and photographs, moving images are also important cultural artifacts that warrant the need for adequate cataloging, archiving, and preservation. In 1994, the Library of Congress in consultation with the National Film Preservation Board, created a national film preservation plan which recommended:

- Redefining film preservation to include (1) low-temperature, low-humidity storage to retard film deterioration, (2) the copying of decaying film onto new, more stable film stock, and (3) use of video and other access technologies to share newly duplicated films with the public.
- Increasing the availability of films for education and exhibition.
- Developing cooperative projects to advance national preservation goals.

- Creating a new federally chartered foundation to help public and nonprofit organizations preserve American orphan films and share them with the public. (National Film Preservation Foundation, 2009)

The national film preservation plan not only focuses on the preservation and access of physical films, it is also engaged in digital preservation and development of cooperative projects (digital libraries and catalogs) that will give users access to shared moving image collections for research and education use. The increase in moving image content in digital format whether they are born digital or being digitized from its original analog format has created a need for systems and tools to help manage the content for current and long-term access. The advent of computer technology and networks has allowed many organizations and companies the ability to catalog their collections into online databases and easily share information without having to physically retrieve tapes from the library. While these technologies have created efficient asset management systems for digital content, they are only as useful as the information contained in it. Thus there is a need for quality metadata to support efficient information retrieval. According to NISO (2004), "metadata is structured information that describes, explains, locates, or otherwise makes it easier to retrieve, use, or manage an information resource." For example, traditional cataloging using MARC 21 and AACR2 standards are a form of metadata creation. In the digital environment, metadata has become extremely important in facilitating the retrieval of information resources. If people cannot locate an item in a collection via searching an online catalog, then the catalog and the collection are useless.

Survey of Organizations

My awareness of moving image collections and metadata comes from working in the field of film and television. I worked at the [Independent Television Service \(ITVS\)](#) in San Francisco, where I was responsible for maintaining the tape library records using a FileMaker Pro database. I also had the opportunity to intern at the CNN Library in Los Angeles performing duties such as providing research assistance and creating records within the library database (MIRA). While working in the film and television field, I became aware of a shift in how film and video content were being managed and cataloged. Organizations that produced moving image content were implementing asset management systems. These organizations have been engaged in efforts of digitizing their film and tape libraries and implementing asset management systems as a way to efficiently manage assets and streamline workflow methods. The efforts of digitizing moving images into an asset management system also brought about the need for adequate description of these assets for retrieval and resource sharing amongst different organizations and systems. While working at ITVS and CNN, I noticed content description and guidelines were not standardized or enforced within both library databases. There was also no form of quality control to determine whether the information entered into the database fields were correct or adhered to a particular metadata or controlled vocabulary standard. Information entered into the fields varied from one record to the other because there was no guide explaining how information is to be entered and what type of information the field was asking for. Inconsistent record information caused confusion amongst staff in terms of not being able to locate footage within the library or the inability of the database to produce accurate reports because record information was inconsistent. These inconsistencies made me aware of the need for libraries to use and build upon established metadata standards rather than create new, localized standards. It also prompted me to seek out organizations that were engaged in creating metadata standards for moving image description and resource sharing. From my survey of the field, I discovered that the major organizations involved in creating

metadata for moving images included the Moving Image Collections, The Corporation for Public Broadcasting, and the Motion Picture Experts Group.

A major project involved in the creation of a moving image metadata schema is the Moving Image Collections (MIC), cosponsored by the Library of Congress and the Association of Moving Image Archivists (AMIA). The MIC was created in response to the 1994 national film preservation plan published by the Library of Congress in consultation with the National Film Preservation Board. The MIC:

- Documents moving image collections around the world through a catalog of titles and directory of repositories, providing a window to the world's moving image collections for discovery, access and preservation.
- Provides a technology base and informational resources to support research, collaboration, preservation, and education for archivists, exhibitors, educators, and the general public.
- Is a portal for integrating moving images into 21st Century education.
- Is a key access program of the Library of Congress' National Audio Visual Conservation Center. (MIC, 2009)

The MIC offers information resources for organizations and individuals interested in areas of cataloging, preservation, and outreach related to their moving image collections. Two main features of the MIC are the online catalogs, the Union Catalog and the Archive Directory, which are freely accessible through MIC's homepage: <http://mic.loc.gov>. The Union Catalog brings together catalog records for individual moving images collected and managed by individual organizations from all over the United States. Users can search for moving image records across multiple collections. Union Catalog records include information such as title, date, format, and subject information about a moving image. Organizations that contribute records to the Union Catalog include the CNN Library, MBRS, National Geographic Television and Film Library, and the Smithsonian Institution. The Archive Directory lists organizations and individuals involved in collecting moving images. Users can locate archive contact information or the type of services and collections within the archive. These catalogs allow users to seek out information and collaborate on describing and maintaining moving image resources without having to duplicate unnecessary cataloging work. The catalogs are two different metadata schemas. The Union Catalog is based on the MPEG-7 schema with 49 core elements and the Archive Directory schema was developed by the MIC, which has 99 core elements. The Union Catalog is able to import and export catalog records in MARC, MPEG-7, MODS, and Dublin Core formats (MIC, 2009). Organizations can import their own records in several different formats, which are then mapped according to the MIC Core Registry schema for inclusion into the Union Catalog. The MIC is continually working on educating and improving access to moving image collections. As of March 2008, there are 558,489 records listed in the Union Catalog and 250 archives listed in the Archive Directory.

Another organization engaged in creating a metadata standard for moving image content is the Corporation for Public Broadcasting (CPB). CPB is a private, non-profit created by Congress in 1967 to promote public telecommunications services (television, radio, and online) for the American people (CPB, 2009). While the CPB is not a government agency, it is funded by taxpayer money. The main goals and objectives of the CPB are to:

- Promote an educated and informed civil society through significant, high-quality content and services.

- Increase awareness of and appreciation for the essential contribution that public media makes to civil society.
- Recognizing the transformational change taking place between media and audience, foster innovation in public media by supporting projects that advance creative or resourceful ideas for improving content, service, diversity, and audience reach, including projects that employ collaboration as a tool for innovation. Help increase the resources available to public media. (CPB, 2009)

Not only is the CPB supporting the creation of diverse and innovative programming for public broadcasting, it is also engaged in the research and creation of standards to meet the information sharing needs of the public broadcasting community (PBS, NPR, PRI, local stations, and other partner organizations). As public broadcasting entities begin to acquire and implement asset management systems to organize their content, they must also implement a standard metadata schema. This has led to the development of the Public Broadcasting Metadata Dictionary (PBCore) funded by the CPB and administered by WGBH/Boston. PBCore is designed to provide public television, radio, and web activities a standard way of describing and using data that allows content to be more easily shared and retrieved among different user groups, systems, and organizations (PBCore, 2009). PBCore is based on the Dublin Core schema and currently contains 53 elements arranged in 15 containers and 3 sub-containers; all organized under 4 content classes (PBCore, 2009). PBCore is currently being used by local public television stations such as WGBH in Boston and WNET in New York. According to a recent announcement on PBCore's homepage, a new version of PBCore v1.2 is currently being developed (PBCore, 2009).

The final group in my survey engaged in creating a metadata schema for moving image content is the Motion Picture Experts Group (MPEG). Established in 1988, MPEG is a working group of ISO/IEC in charge of developing standards for coded representation of digital audio and video content (MPEG, 2009). Some of MPEG's mandates include the:

- Development of international standards for schemes that declare and describe digital items, multimedia content data structures and related information, enabling creation, exchange, distribution, transaction, storage, search, retrieval, browsing and filtering of digital items and multimedia content.
- Development of international standards for coded representation of moving pictures, visual information and associated metadata. The evaluation of coding techniques and description schemes is performed based on their performance (both objectively and by formal subjective testing), efficiency with respect to software implementation, VLSI (programmable & dedicated) implementation and feasibility of systems architectures. (MPEG, 2009)

The MPEG has been credited for creating the MPEG-2 compression standard for the transmission of audiovisual content for digital broadcast television. Another standard is MPEG-7, which was specifically designed to describe, manage, and provide access to moving images in digital format (Agnew, Kniesner, and Weber, 2007). MPEG-7 is currently being used as a metadata schema in programs (Richoh MovieTool and IBM MPEG-7 Annotation Tool) designed to assist in the creation of descriptions for audiovisual content (Smith, 2002). Organizations such as the MIC are also working to integrate MPEG-7 standards within their Union Catalog.

Issues and Recommendations

Through my survey, I noticed that there is no one size fits all metadata standard for describing moving image content. The organizations I surveyed have created their own metadata schema to address the specific needs of the organization and community they fund or support. While some level of local customization is necessary, I worry that the long-term effects of creating multiple specialized metadata schemas will create an inability for archives to cooperatively share and retrieve information. A multitude of metadata schemas can also be overwhelming to individuals and organizations deciding on a viable schema to adopt or adapt to that will ensure future migration and retrieval of information. To alleviate confusion and ambiguities between metadata schemas, it is best to create a crosswalk or metadata map showing the relationships, equivalencies, and gaps between different schemas and their elements. An example of a crosswalk is the Metadata Standards Crosswalk created by the Getty Research Institute. Crosswalks not only support semantic interoperability, they are also instrumental for converting data from one format to another (Woodley, 2008). It would be helpful if a publicly available crosswalk similar to the Getty's Metadata Standards Crosswalk was designed specifically for metadata schemas related to moving images existed.

As more organizations implement asset management systems, guidelines and standards must be set up to evaluate the quality of the metadata being used to catalog moving image content. Quality and consistent metadata across collections can be implemented with the use of a common controlled vocabulary or thesauri. Not only is it important to test whether the metadata schema and its elements are correct and appropriate, it is also necessary to test the functionality of how well the schema can find, identify, select, and obtain information from a search query based on information entered for each field. A study done by Zhang and Li (2008) tested the usefulness of the individual metadata fields within the MIC Union Catalog and Archive Directory based on the four "generic tasks" based on the International Association of Library Associations' Functional Requirement for Bibliographic Records (IFLA FRBR) as the framework for the study (Zhang and Li, 2008). The four tasks were:

- *Find* bibliographic records that correspond to stated search criteria on a topic.
- *Identify* potentially relevant records from a retrieved set through interpreting the information in each retrieved record.
- *Select* records that the users would like to get the corresponding physical items by comparing the information in multiple records.
- *Obtain* the selected physical items from an organization/ archive based on the information provided in the metadata records.

The results of the study determined that the IFLA FRBR framework could be applied to other user-centered functional metadata evaluations. This example suggests that more user-centered studies need to be done to test the functionality of metadata information. By using standards such as controlled vocabularies and gathering user feedback, the organization can better improve the quality of metadata being used and ensure efficient retrieval of information.

Conclusion

This survey brings insight into the work being done in cataloging and preservation of moving image content. While efforts to create and implement standards have been in place for print and art materials, the same should be taking place for moving images. In order to ensure long-term access for moving images, organizations should continue to work together

to develop cooperative standards such as metadata schemas, controlled vocabularies, and user feedback methods within the field.

The survey brings to light many areas of further research. These topics include:

- Can the metadata schemas highlighted in the survey be used to create a general metadata crosswalk standard for moving image cataloging? Some work on mapping metadata schemas for moving images has already been done.
- How many organizations are creating metadata schemas or cataloging moving images based on already established schemas (Dublin Core, PBCore, or MPEG-7).
- Determining whether the PBCore schema can be mapped and used by nonpublic broadcasting organizations as a standard for cataloging moving image content.

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Libraries, Censors, and Self-Censorship

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Introduction

Censorship is a concept that has a close association with libraries. A Google search of the two words resulted in 1,260,000 hits as of June 2009. While censorship also has a history that is not connected to libraries, this article focuses on the relationship between them. It poses the question of when, where, and why library censorship began. Have these key censorship issues stayed the same over the years? Have we changed as a society in our views on censorship, or have the people who are doing the censoring changed through time? To get a better picture of censorship in America, it is important to take a look at our past and compare it to our current practices.

Public libraries go back a little more than 150 years in the US. The Boston Public Library, which opened in 1854, is often described as America's first official public library. Before that, however, there were other notable lending libraries that had been established in the early 18th century, although the Boston library was the first to have state legislation passed which enabled its creation. There are a few newspaper articles on libraries and censorship that go back to the mid-19th century.

Librarians as Censors

One short article states that, "The Board of Directors of the Mercantile Library Association of Philadelphia, have excluded the Westminster's view from the library because

it is not sufficiently orthodox in religious matters." (The Ohio State Journal, 1859). Another article mentions that a pro-slavery book, *Cotton is King* is being burned along with *Appleton's Encyclopedia* (The Ohio State Journal, 1860). In March of 1883, an article from the *Cincinnati Daily Gazette* points out that the Boston Public Library is censoring books that present "false ideas of life" and "ultra sensationalism of plot." Books with a romantic nature are also under fire as well as high adventure books specifically for young boys. There is worry that these books may cause danger to young readers and concern that tax payers should not have to support the purchasing of such "trash." There is also mention that some would like the head librarian to decide who can check out which types of books (Cincinnati Daily Gazette, 1883).

An article from 1913 focuses on how publishers are playing a role in censorship by not publishing books which at the time might have been censored by libraries. The author points out that over time the definition of "morality" changes and since the key role of a company is to make money, it only makes sense to listen to what society wants (Wells, 1913). This implies that publishers were waiting until the subject matter of the book was more socially acceptable before publishing it, basically censoring what the public has access to.

It is fascinating to see that not only did censorship of books occur right from the start of our public library system, but that some of the leading people in promoting the censorship issue were librarians and publishers. Politics, religion, and morality were key reasons to censor books in early libraries.

For a period of time, censorship was a key responsibility of the librarian, along with trying to persuade the public that reading was not frivolous or harmful. In the late 19th and the early 20th centuries, when small libraries were popping up all over the country, due in part to Andrew Carnegie's endowment, many were concerned that this money could have been used elsewhere to better serve people. Lord Rodenberry claimed that "reading would destroy independent thinking." Librarians were also coming under attack because they could not prove that libraries were having any impact on reducing crime, improving happiness, or assisting economic growth, areas of keen importance during this period. In fact, significant role for public libraries was helping to "Americanize" the many new immigrants (Geller, 1984).

This understanding of the environment makes it easier to understand why librarians could not take on the challenges of fighting censorship. If they were to persuade the public of the benefits of a public library, they needed to support the moral values of the community and not allow books that could cause conflict to be in their libraries. After World War I, members of the press, writers, and the public were starting to protest censorship in newspapers and in libraries, and courts were hearing cases from writers about how their freedom of speech was being limited. Librarians who favored censorship began having to defend their views against other librarians and ALA.

New Values

It would be almost 100 years after the creation of the first public libraries that the Library Bill of Rights would be developed and adopted. The first draft appeared in 1939, defining the librarian as the champion of the freedom to read (Geller, 1984). In 1948, when McCarthyism was a significant issue, the ALA Council revised the Library Bill of Rights and librarians defended its guidelines and principles (American Library Association, 1996). This important document states the following.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment. (American Library Association, 1996).

Librarians could now use this document to support book selection, and it served as a reminder of their responsibilities to the public, regardless of their personal feelings. Nevertheless, the practice of censorship continued. Article called "Do-it-yourself Censors Strike," describes the case of a high school student who checked out a book and refused to return the book because it contradicted the school's teaching of abstinence. Another woman checked out all copies of a book from the town's two libraries because she felt they were too graphic and sexual for young readers. She did pay a fine for each book and filled out a reconsideration slip for the books but would not return them (*American Libraries*, 2007).

Pro-Censorship Organizations

There are a number of contemporary organizations that favor censorship. One is Family Friendly Libraries, whose main goal is to create citizen action against libraries who do not filter Internet access, or who put "questionable" books on the shelves. This wants libraries to give parents the rights to limit their child's borrowing. When libraries that do not meet these requests and standards, members of these communities are encouraged to take political action by attending board meetings, speaking about their concerns, and lobbying elected officials and candidates (Family Friendly Libraries, 2007). While Family Friendly Libraries encourages accepted methods of political action, the National Socialist Movement encouraged its members to bring books to the Great Minnesota Book Burning with a concert to follow (National Socialist Movement, 2007).

The ALA Office of Intellectual Freedom has documented nearly 8,000 book challenges since 1990 (Gibson, 2007). A *Weekly Reader* article reported that 405 books were challenged in 2005 (Weekly Reader Corporation, 2007). Another article listed 546 book challenges in 2006 (Kennedy, n.d.). That article goes on to explain that books are challenged most often based on the belief that the content would be harmful to readers. Challenged books tend to be those intended for younger readers and are often challenged by parents, because of differences in values, religious beliefs, and political views. An organization called Parents for the American Way says that in 1995 there was a 37 percent increase in the number of book challenges (Goodale, 1996). Bruce Coville is a writer whose works have come under fire. He says that parents are trying to protect or shield their children from the real world by moving them to the suburbs, but there are books in the libraries about drugs, sex, and violence.

Authors and Publishers

Author Judy Blume agrees with Coville, and says that parents jump on the censorship bandwagon as a way to stay in control of their children's lives. She recalls a childhood memory when her mother told her she could not read a particular book until she was in high school. When she tried to check the book out from her high school library, the librarian would not allow it. She goes on to say that in the 1970s, authors had a great deal of freedom in what they wrote and in being able to find publishers who believed in her work.

In the 1980s, the tide turned and censorship seemed to be everywhere. Blume was surprised to find her books censored and removed from shelves. She gave in to pressure from her publisher and removed some controversial material from a book to have it published. Blume goes on to say, "I mourn the loss of books that will never be written. I mourn the voices that will be silenced: writers voices, teachers' voices, student's voice and all because of fear" (Blume, 1999).

While librarians seem to have a professional code for guidance, publishers have profit as a way of knowing which books to publish, and this can lead to censorship. Diane Ravitch describes how books are censored before they even reach the public, outlining a set of silent rules applied by writers so that their works are not rejected. She sees writers, publishers, illustrators, and others as having been brainwashed over the years into creating only what publishers will publish. She states that, "educational materials are now governed by an intricate set of rules to screen out language and topics that might be controversial or offensive" (Ravitch, 2004).

Publishers were also criticized by the late Eli Oboler, who was well-known for his devotion to intellectual freedom and freedom of expression. Oboler's book *Censorship and Education* (1981) speaks out against textbook publishers, school boards, teachers, and the community, which allow censorship to occur by editing the text and choosing to not teach certain parts of history or literature because it might be controversial.

Along with writers being censored by publishers and communities, some authors self-censor. In an article in the *New Statesman* in 2003 we learn that writers who are already "struggling to find their voice" face new challenges as government censorship is practiced through the Patriot Act (Paretsky, 2003). Writers may be silenced out of fear of seeming "anti-American."

Librarian Self-Censorship

This review of the literature shows that the issues have not really changed. In the past, religion, politics, safety, and the depiction of a race or culture were motives for banning or removing books. Those same topics are still controversial and will probably remain so. Some may find it surprising that, in the history of censorship, librarians were sometimes censors, before this trend changed with the Library Bill of Rights and other powerful intellectual freedom documents. The strong role now played by the community in censorship issues may be part of the general levels of distrust of governments and professionals. The necessary profit motive that publishers have makes their continuing role as censors unsurprising. The most surprising thing may be that some librarians still quietly practice censorship as "self-censorship," in selecting books for their collections. With so many support organizations and accepted policies, we might expect that librarians would have such a strong base to stand on that they would feel confident in purchasing books that might not reflect the beliefs or ideas of their community. Nevertheless, self-censorship is an issue for the profession.

In an article called "A Dirty Little Secret: Self-Censorship," (2009) we learn about an author who has written a young adult book which will probably be considered controversial by some adults. He is prepared to defend his book but finds that no defense is necessary because he is not hearing about any complaints. In fact, the book is receiving recognition and is on several well-known booklists and has rave reviews in professional journals. At some point, the author realized that the book was not being purchased by school libraries or was being put in the adult section of bookstores and public libraries. One librarian even wrote to let him know that she thought the book was amazing, but decided not to make it

available to her students because it might cause controversy. Barry Lyga, the author, realizes that librarians are self-censoring his book. He says, "It's sort of a soft, quiet, very insidious censorship, where no one is raising a stink, nobody is complaining, nobody is burning books, they're (librarians) just quietly making sure it doesn't get out there " (Whelan, 2009).

Author and former librarian Susan Parton says, "In a way self-censorship, it's almost more frightening than outright banning and removal of challenged material, because these incidents tend to slip under the radar" (Whelan, 2009). Parton has also had first-hand experience with librarians banning her books and pulling them from elementary shelves. In 2007 she won the Newbery Medal for one of her books. The book contained the word "scrotum," and some libraries who had bought the book withdrew it because of the word. This became a public debate brought to the public's attention the issue of librarians practicing self-censorship.

Can we judge an entire profession with just two examples of librarians practicing self-censorship, and is it really self-censorship or were there other reasons that these books were not purchased? The head librarian for White Settlement Independent School District, Ken Coley conducted an experiment to gage the self-censorship in Texas high school libraries. Coley created a list of "potential controversial books which had received supporting reviews, awards or recommendations for inclusion on reading lists." He selected a sample of schools that are part of the state's union catalog, and searched their catalogs for titles from the list. He found that more than 80 percent of schools showed signs of self-censorship. He also found that no school had all titles on the list, and the largest number held by a single school was 17. Only eighteen of the 100 schools sampled had 50 percent of the titles, and 18 schools had none. Coley is confident that, " criteria normally relied upon during the collection development process, (i.e., number and quality of reviews, reputation of the author, recommendation lists, awards won by the work itself and so on), are ignored when a work might prove controversial enough to provoke a challenge " (Coley, 2006).

Librarians argue that there are many reasons why a book is not selected, such as limited budgets, lack of interest or demand, inadequate shelf space, or lack of relevance to curriculum. It can be hard to determine what is selection and what is censorship. ALA states that, "It is important to keep in mind that selection is an inclusive process where the library affirmatively seeks out materials which will serve its mission of providing a broad diversity of points of view and subject matter" (American Library Association, n.d.). Collection development policies should be firmly grounded in these selection practices. Some argue that since the librarians write selection policies, these too can become "tools for precluding the purchase of entire categories of books" (Tomeboy, n.d.). Organizations that favor censorship notice this too, and point out that when they ask for a book to be removed it is called "censorship," but when a librarian removes a book it is simply deselecting or part of the weeding process, which may appear to be a double standard (Goodale, 1996).

It appears that librarians do not self-censor because they personally disagree with the content of the book, but because they are leery of having to defend their choices to hostile parents and community members. Joel Shoemaker, a librarian in Iowa City, says the process is incredibly stressful because of the potential for challenges. "I literally think about it every day" (Whelan, 2009). Pressure from administrators to make sure that schools do not come under criticism makes librarians more cautious. The New York Library Association is trying to help librarians and bring awareness of self-censoring by creating a "Self-Censorship Checklist" (New York Library Association, 2003). Henry Reichman argues that if schools set up policy with a clear plan for dealing with censorship, most issues can be "resolved without undue controversy" (Reichman, 2001). No matter how one justifies it or

how good the intentions of the library are, self-censorship is still choosing for others what they can and cannot have access to. Reichman compares this self-censorship to the Nazi burning of books that were "un-German" in 1933, and urges librarians to "stand up publicly for your convictions. Come out of the censor's closet. Burn some books" (Cronin, 2003).

Conclusion

Topics like sex, violence, politics, religion, and race have triggered calls for censorship in the past and present. Publishers have contributed to this problem. Librarians' role has shifted over the course of the last century-and-a-half. They have moved from being "head censors" to being the key advocates of freedom of speech, freedom to read, and the values of the Library Bill of Rights. As we push into the 21st century with increasing pressure from library boards, hostile community members and administrators, librarians may slip back into self-censorship, reminiscent of the early library years. Awareness of this tendency can help us fight the urge to self-censor and continue to champion the values of our profession.

Annotated Bibliography

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This article demonstrates the lengths to which some people will go to censor books for others, recounting incidents of patrons checking out books they found controversial and refusing to return them. Books with sexual content or information are frequent targets of this kind of censorship.

American Library Association (n.d.). Intellectual Freedom and Censorship Q & A. Retrieved June 5, 2009, from:

<http://www.ala.org/ala/aboutala/offices/oif/basics/ifcensorshipqanda.pdf>

ALA takes some of the most pressing questions concerning censorship and intellectual freedom and walks through the answers. The article speaks to obscenity and pornography, but mostly focuses on who the censors are, what materials are censored, and whether or not librarians practice censorship. The topic of selection versus censorship is also addressed.

American Library Association (1996, January 24). Library Bill of Rights. Available:

<http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/librarybillrights.cfm>

ALA has a vast amount of information on their website to support the librarians and media specialists. There are many articles on trends in librarianship and documents that can assist librarians in staying on the right path. The Library Bill of Rights is one of these documents. It can be used to support collection development policies.

Blume, J. (1999, June). Places I Never Meant to Be: A Personal View. (Cover story). *American Libraries* 30 (6), 62.

Judy Blume is a talented writer of young adult novels whose books have been challenged and banned in some schools and public libraries. She tells of her experiences with censorship.

Cincinnati Daily Gazette (1883, March 18). Library Censorship. [Letter to the Editor], pp. 6. The director of the Boston public library is leading the charge in book censorship! The issues presented in this article are still being debated today, although are unheard of. The author is very concerned that so many female writers' works seem to be on the list of authors whose books should be banned. Adventure books for men are also under scrutiny. People

are concerned that these books may cause a danger to younger boys. There is a call for the chief librarian to decide who can check out which kinds of material.

Coley, K. P. (2006, September 27). Moving Towards a method to Test for Self-Censorship by School Library Media Specialists. Available: <http://www.ala.org/ala/mgrps/divs/aasl/aaslpubsandjournals/slmrb/slmrcontents/volume52002/coley.cfm#review>

This reports on a study of self-censorship in Texas school libraries. The results of the study clearly show that self-selection or self-censorship is occurring.

Cronin, B. (Feb 15, 2003). Burned any good books lately? (The Dean's List). *Library Journal* 128, 3. p.48(1).

This article talks specifically about book burning and asks the reader to remember previous instances of book burning and recognize that this is not the path we want to walk down. The author reminds us that usually book burning does more to help the anti-censorship movement in the long run than to promote censorship of questionable materials. The article closes by criticizing misguided librarians who may not have created bonfires for destroying books, but who practice a quiet censorship by purging collections of materials they find offensive.

Family Friendly Libraries (2007). Available: <http://www.fflibraries.org/index.html>

This is a pro-censorship website organized in 1992 to counteract uncensored Internet access and books on public and school library shelves that were not considered age-appropriate. The site contends that "There are many serious problems emanating from public library policies crafted by the American Library Association, defended by the American Civil Liberties Union, and implemented in communities across the country. The site states that the ALA Library Bill of Rights is not law and that community members, through their library boards, can make changes to their libraries

Geller, E. (1984). *Forbidden Books in American Public Libraries, 1876-1939: A Study in Cultural Change*. Westport, CT: Greenwood Press.

This book is a wonderful tool for understanding the role of the librarian at the beginning of the public library system. There were so many other issues in getting libraries started, that the librarians practiced censorship to keep community support for the public library. Changes in society helped bring about the Library Bill of Rights.

Gibson, J. (2007, November). Championing Intellectual Freedom A School Administrator's Guide. *Knowledge Quest*, 36.

The author is speaking to school administrators about the times when there is a conflict between students' rights and parents' requests. Administrators do not always know how to sort out these issues. This document provides examples of other censorship cases in other schools and how they were handled. It provides the administrators with recent data on the trends in censorship as well as encouraging them to look to the school media specialist for assistance and to visit the ALA website for assistance with intellectual freedom and the Library Bill of Rights.

Goodale, G. (1996, December 5). Who Decides Which Books a Child May Read?

Christian Science Monitor.

Book challenges are increasing. Several authors of banned books comment on this increase. Bruce Coville says that local schools and libraries become an easy target for people to feel that they can have an impact on what their government does, especially if they feel disconnected from the federal government.

Kennedy, E. (n.d.). Banning and Censorship of Children's Books. Available: <http://childrensbooks.about.com/cs/censorship/a/censorship.htm>

Censorship is not a thing of the past but is very much among us in the present. The author uses the Harry Potter books to illustrate the issue. There is an increase in the number of books being challenged and several organizations have banded together to help counteract the censoring of literature in schools. The areas that most often come under fire for censorship include minority issues, politics, values, and religion. She provides readers with links to lists of challenged books.

National Socialist Movement (2007).

This site shows us that censorship is still alive and well and so is book burning. This site shows the extreme end of the pro-censorship spectrum, as compared to other pro-censorship sites mentioned above. This site helps to remind us that if individuals keep others from reading the views of others that this is what can happen.

New York Library Association. (2003, March 3). Self-Censorship Checklist. Available: http://www.nyla.org/index.php?page_id=444 (38)

This simple but thorough checklist walks through situations that librarians face when purchasing materials for their collection. It asks them to answer yes or no as they work through the checklist. The questions focus on their purchasing habits and review procedures for developing their collection. Then it points out that "If you answered yes to any of these questions, it's time to review your intellectual freedom practices!"

Oboler, E. M. (Ed.). (1981). *Censorship and Education*. New York: H.W. Wilson.

This book provides a broad view of educational censorship and the advantages and disadvantages of intellectual freedom in the school curriculum, textbook choice, and library systems of the American school system. An overview of different types of censorship as well as the history of censorship is discussed in the book. The book goes into detail about censorship during the textbook selection process, by publishers, school board, teachers, or community..

Paretsky, S. (2003, June 2). The new censorship. (Cover story). *New Statesman* 132 (4640), 18.

This article talks about censorship's effect on writers who already struggle to find their voice. The author compares the situation where writers' voices were silenced by publishers and libraries to a new form of censorship, self-censorship, because of provisions of the Patriot Act. She references two occasions where library patrons were arrested, held for questioning, and released, for viewing foreign websites in a public library.

Ravitch, D. (2004). *The Language Police: How Pressure Groups Restrict What Students Learn*. NY: A. A. Knopf.

This book talks about how books and other materials are censored before they even reach the American public or our students. It describes a set of rules that have been silently applied to all media. The author contends that "educational materials are now governed by an intricate set of rules to screen out language and topics that might be considered controversial or offensive. Some of this censorship is trivial, some is ludicrous and some is breathtaking in its power to dumb down what children learn in school."

Reichman, H. (2001). *Censorship and Selection: Issues and Answers for Schools*. 3rd ed. Chicago: American Library Association.

This book helps prepare school libraries for book challenge cases by being prepared with both a selection policy and a reconsideration policy. An overview of school censorship is presented as well as some key court cases regarding censorship.

The Ohio State Journal (1859, January 18). Literary Censorship. pp. 2.
This short news article states that "The Board of Directors of the Mercantile Library Association of Philadelphia, have excluded the Westminster's view from the library because it is not sufficiently orthodox in religious matters," showing the support for censorship by early librarians.

The Ohio State Journal (1860, February 22). [Letter to the Editor].
"The present literary censorship at the south is a marvelous and fearful thing. At Enterprise, Mississippi, a rash pro-slavery book *Cotton is King* has been burnt as incendiary and *Appleton's Encyclopedia* has shared the same fate."

Tomeboy. (n.d.). *tomeboy*. Available:
<http://webpages.charter.net/tomeboy/censorship.html>

This personal webpage maintained by a librarian is very critical of ALA. This article on censorship is from self-professed "libertarian" point of view. The author asserts that it is harder for librarians to keep books out of the hands of patrons because there are now so many shared consortium libraries who lend books to each other's patrons. He points out that both the liberals and conservatives have produced their fair share of literary "trash" and not including this material in the library collection may be self-censoring.

Weekly Reader Corporation (2007, March 5). Books on the Hook. *Weekly Reader* 106(20): 7.

This article is written for a younger reader as a tool to encourage talking about censorship with a group of students. It provides some basic facts and the number of book challenges in 2005. It also talks about why books in schools should not be censored and how students should be exposed to controversial material in schools where they have access to adults with whom they can discuss the books.

Wells (1913, October 19). With Writers and Books Latest Victim of Censorship English Firm's Ideas of Humor Strained. *The State*, pp. 29.

This article questions libraries' rights to censor and set standards for morality. A publisher is interviewed and says that just as fashion changes over the years, so does the definition of morality. He points out that if several books have been published 50 years earlier they would have been "suppressed" by the public libraries and possibly never read. He adds that since his business is to make money and that task is only accomplished when people buy the books, it is a good idea to wait to publish books until society has become more accepting of the ideas in the book.

Whelan, D. (2009, February). A Dirty Little Secret. (Cover story). *School Library Journal* 55 (2), 26-30.

This article mostly focuses on the self-censorship that occurs in the libraries of public schools. In a survey by *School Library Journal*, media specialists stated that they would not buy certain controversial titles because they are terrified of how parents will respond or are afraid of backlash from the administration or the community.